



Belton Primary
School
UKS2 History
MTP

Enquiry: <i>Why did the ancient Maya change their way of life?</i>																						
What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<div><ul style="list-style-type: none">The location of the countries and cities of the modern day region of Central AmericaThe way of life of modern Maya people of Central AmericaThe natural features of the environment and climate of Central AmericaWho the ancient Maya were and some of their achievementsThe features and purpose of the structures of the ruined Maya city of Chichen ItzaThe purpose of a range of ancient Maya artefacts from the cityThe social and religious importance of the ball game pok-a-tokHow the ancient Maya farmed using mountain terracesThe likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</div> <div><p>National Curriculum Coverage</p><p>Pupils should be taught about:</p><ul style="list-style-type: none">a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</div>	<div><ul style="list-style-type: none">MapsJournal entriesSketchesSculpturesHieroglyphicsFigurinesAncient codexArtefacts</div> <div><p>Disciplinary thinking skills the pupils will use to understand what they know</p><table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table></div> <div><p>SEND</p><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div><p>Pupils making a good level of progress will:</p><ul style="list-style-type: none">Identify and locate the countries and cities of the modern day region of Central AmericaDescribe and explain the way of life of modern Maya people of Central AmericaDescribe and explain the natural features of the environment and climate of Central AmericaExplain who the ancient Maya were and evaluate some of their achievementsReach an informed judgement based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen ItzaHypothesise about the purpose of a range of ancient Maya artefacts from the city and justify their viewsExplain the likely social and religious importance of the ball game pok-a-tokExplain how the ancient Maya farmed using mountain terracesEvaluate the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100Reach an informed judgement regarding the most significant factors and justify their views</div> <div><p>Pupils working at greater depth will also:</p><ul style="list-style-type: none">Explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time and reach a judgement regarding which they feel was more developed</div> <div><p>Prior Learning</p><p>Earlier Lower Key Stage 2 and some Upper Key Stage 2 pupils learned:</p><ul style="list-style-type: none">About life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisationHow and why empires and civilisations such as the Roman Empire, British Empire and Ancient Greece expanded and declined over time</div>
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Enquiry: *Why was winning the Battle of Britain so important?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none">Why Adolf Hitler came to power in Nazi GermanyWhy Britain entered into war with Nazi Germany in 1939Which countries were allies of Britain in the warWhy Nazi Germany invaded and occupied most of Western Europe by 1940Why Britain faced the threat of invasion by Nazi Germany in 1940Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasionThe main events of the Battle of BritainHow and why Britain defeated Nazi Germany in the Battle of BritainThe significance of this victory in terms of the final outcome of the Second World War <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<ul style="list-style-type: none">PhotographsMapsFilmsBooksSpeechesMilitary and government ordersTabular data sets <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">Explain who Adolf Hitler was and why he came to power in Nazi GermanyExplain why Britain entered into war with Nazi Germany in 1939Identify and explain which countries were allies of Britain in the Second World WarExplain how and why Nazi Germany invaded and occupied most of Western Europe by 1940Understand why Britain faced the threat of invasion by Nazi Germany in 1940Reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasionDescribe and explain the main events of the Battle of BritainEvaluate a range of evidence and reach a judgement about how and why Britain defeated Nazi Germany in the Battle of Britain and justify their viewsUnderstand the significance of this victory in terms of the final outcome of the Second World War <p>Pupils working at greater depth will also:</p> <p>Understand the significance of propaganda during the Battle of Britain and consider whether Nazi Germany actually intended to invade Britain if they were successful in defeating the Royal Air Force</p> <p>Prior Learning</p> <p>Earlier in Key Stage 1, Lower Key Stage 2 and some Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none">The most common reasons why tribes, kingdoms, nations and empires invade the territory of other peopleAbout some very significant battles fought by England and Britain such as Trafalgar, Waterloo and HastingsAbout some of the events of the First World War and how life in Britain changed during the conflict
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Enquiry: <i>Who was buried under the car park?</i>																						
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<div><ul style="list-style-type: none">Who fought in the War of the Roses and the History of Britain at this time.<ul style="list-style-type: none">The location of some of the battles of the War of the Roses.The story behind Richard 3rd – who was he?Why do we know so much about Richard 3rd.What happened during the Battle of Bosworth.What happened after the death of King Richard 3rd.Who were the Tudor monarchs.How we know about different events in History.How Richard 3rd was found in the car park in the centre of Leicester.</div> <div><p>National Curriculum Coverage</p><p>Pupils should be taught about:</p><ul style="list-style-type: none">A local history study</div>	<div><ul style="list-style-type: none">PaintingsStatuesSculpturesMapsPhotographsManuscriptsPamphletsNewspaper reports</div> <div><p>Disciplinary thinking skills the pupils will use to understand what they know</p><table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table></div> <div><p>SEND</p><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div><p>Pupils making a good level of progress will:</p><ul style="list-style-type: none">Identify, locate and describe the location of some of the Battles within Britain.Understand that Britain has been affected by historical events such as battles for many thousands of years.Explain why the Battle of Bosworth was an important event in the history of the British monarchy.Reach and informed judgement based on evidence as to the events that led to Richard 3rd being discoveredExplain the events that led to Richard 3rd remains being found in a car park.Understand some of the changes that occurred in Britain as a result of the Battle of Bosworth and the death of King Richard 3rd.</div> <div><p>Pupils working at greater depth will also:</p><ul style="list-style-type: none">Explain what happened in the defeat of Richard and why his body was carried to Leicester.</div> <div><p>Prior Learning</p><p>In Key Stage 1 pupils learned:</p><ul style="list-style-type: none">About historically significant people, events and places in their local area and investigated why they are considered to be of importance</div>
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Upper Key Stage 2 History: Unit 4

Enquiry: *How did a pile of dragon bones help to solve an ancient Chinese mystery?*

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What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<div><ul style="list-style-type: none">That the Shang Dynasty was located in northern China between 1600 BC – 1046 BCThis was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisationThat until 1899 there was no evidence that the Shang Dynasty had ever actually existedWhat Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang DynastyThe likely purpose of carved oracle bones during the Shang DynastyWhat artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang DynastyWhy there is no evidence of the lives of ordinary people of the Shang DynastyHow and why the impacts of the reigns of King Cheng Tang and Di Xin were so differentThe importance of the Shang burial chamber discovered at Yi Au in 1976What the artefacts and remains found in the tomb tell us about the person who was probably buried thereWhy tombs of monarchs and noblemen often became the target of graverobbers during the Shang DynastyHow life during the Shang Dynasty compared with life for most people in Bronze Age Britain</div> <div><h3>National Curriculum Coverage</h3><p>Pupils should be taught about:</p><ul style="list-style-type: none">the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</div>	<div><ul style="list-style-type: none">PhotographsSculpturesMapsFrescosDrawingsStatuesBooksArtistic reconstructionsArtefacts</div> <div><h3>Disciplinary thinking skills the pupils will use to understand what they know</h3><table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table></div> <div><h3>SEND</h3><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div><h3>Pupils making a good level of progress will:</h3><ul style="list-style-type: none">Identify, describe and explain that the Shang Dynasty was located in northern China between 1600 BC – 1046 BCRecognise that this was the same time as the Bronze Age in Britain and the Ancient EgyptExplain why until 1899 there was no evidence that the Shang Dynasty had ever actually existedDescribe what Wang Yirong discovered at a Peking market in 1899 and explain why it was so significantReach a judgement as to the likely purpose of carved oracle bones during the Shang DynastyReach a judgement about what archaeologists believe these artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang DynastyExplain why there is no evidence of the lives of ordinary people of the Shang DynastyEvaluate the impact of the reigns of King Cheng Tang and Di Xin in China and reach a judgement about which was most significant, justifying their viewsIdentify and describe the artefacts discovered in the burial chamber at Yi Au in 1976Explain the significance of some of these and reach a judgement about what they tell us about the person who was buried thereCompare and contrast how life in the Shang Dynasty compared with Ancient Egypt and the Bronze Age in Britain</div> <div><h3>Pupils working at greater depth will also:</h3><ul style="list-style-type: none">Be able to reach a judgement about which society – Shang or Bronze Age – should be considered the most developed and justify their views</div> <div><h3>Prior Learning</h3><h4>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</h4><ul style="list-style-type: none">About life in Bronze Age Britain which occurred at the same time as the Shang Dynasty in ChinaAbout what an empire is and why the Romans invaded Britain to extend their empireAbout the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned</div>
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Upper Key Stage 2 History Unit 5

Enquiry: *The story of the Trojan Horse – fact, myth or legend?*

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<div><ul style="list-style-type: none">What the term ‘civilisation’ meansWhy Greece 2500 years ago became one of the most important places in the ancient worldThe area of the modern world that was once part of the empire of Ancient GreeceThe major achievements of the Ancient Greece civilisationWhat a city state is and why there were so many in Ancient GreeceWhy the city of Sparta and Troy began a war that lasted ten yearsWhy Greek armies laid siege to TroyWhat the so called ‘trojan horse’ was believed to have beenThe story of the trojan horseThe difference between a myth and legendWhether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend</div> <div><p>National Curriculum Coverage</p><p>Pupils should be taught about:</p><ul style="list-style-type: none">Ancient Greece – a study of Greek life and achievements and their influence on the western world</div>	<div><ul style="list-style-type: none">MapsPaintingsSculpturesEngravingsMosaicsStatuesManuscriptsWritten account</div> <div><p>Disciplinary thinking skills the pupils will use to understand what they know</p><table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table></div> <div><p>SEND</p><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div><p>Pupils making a good level of progress will:</p><ul style="list-style-type: none">Understand what the term ‘civilisation’ meansExplain why Greece 2500 years ago became one of the most important places in the ancient worldIdentify, locate and observe the area of the modern world that was once part of the empire of Ancient GreeceUnderstand the major achievements of the Ancient Greece civilisationExplain what a city state is and reach an informed judgement as to why there were so many in Ancient GreeceExplain why the city of Sparta and Troy began a war that lasted ten yearsUnderstand why Greek armies decided to lay siege to TroyExplain what the so called ‘trojan horse’ was believed to have beenDescribe the story of the trojan horseExplain the difference between a myth and legendEvaluate a range of evidence and reach an informed judgement as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, justifying their views</div> <div><p>Pupils working at greater depth will also:</p><p>Evaluate evidence and reach an informed conclusion as to how life in Britain around 1350 BC compared with that in Ancient Greece</p></div> <div><p>Prior Learning</p><p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p><ul style="list-style-type: none">About life in Bronze Age BritainWhat a ‘civilsation’ isAbout the Maya and Ancient Greece civilisations</div>
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Upper Key Stage 2 History: Unit 6

Enquiry: *Why did Britain once rule the largest empire the world has ever seen?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none">What an empire isRecall their knowledge and understanding of why the Romans built an empireWhat a colony isThe colonies that formed the British Empire at its height in 1921Why Britain built an empire beginning in the time of King James IThe benefits this brought to BritainThe hardships faced by many indigenous people whose home these colonies wereWhy after the Second World War Britain found it increasingly difficult to maintain its empireWhy most former colonies are now independent sovereign nationsWhy Britain went to war with Argentina over the Falkland Islands in 1982The purpose and countries of the CommonwealthWhy many independent countries that were once colonies of the British Empire now belong to the Commonwealth <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<ul style="list-style-type: none">PhotographsSculpturesMapsStatuesBooksPaintingsFilmsMurals <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">Understand what an empire isRecall their knowledge and understanding and explain why the Romans built an empireExplain what a colony isIdentify and locate on a map the colonies that formed the British Empire at its height in 1921Explain why Britain built an empire beginning in the time of King James IEvaluate the benefits that having many colonies brought to BritainUnderstand the hardships faced by many indigenous people whose home these colonies wereReach an informed judgement regarding why after the Second World War Britain found it increasingly difficult to maintain its empireExplain why most former colonies are now independent sovereign nationsExplain why Britain went to war with Argentina over the Falkland Islands in 1982Explain the purpose of the CommonwealthUnderstand why many independent countries that were once colonies of the British Empire now belong to the Commonwealth <p>Pupils working at greater depth will also:</p> <p>Make an informed judgement as to why many people from former colonies of its empire migrated to Britain in the 1950s and 1960s</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none">About what an empire is and why the Romans invaded Britain to extend their empireWhat happened in Britain when it was part of the Roman EmpireWhat happened in Britain after the Romans left
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Upper Key Stage 2 History Enquiry

Enquiry: <i>What happened to the boy behind the golden mask?</i>																						
What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none">The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BCWhat a Pharaoh was and the role they played in Ancient Egyptian societyThe religious beliefs of Ancient EgyptiansThe importance of a number of gods in the lives of Ancient Egyptians, particularly Ma’atThe importance of the Book of the DeadThe significance of the Valley of Kings to PharaohsWhen Tutankhamun became Pharaoh and when he diedThe role that Horemheb and Ay played in Tutankhamun’s life as PharaohWho Howard Carter was and his work as an archaeologistThe significance of the discovery of the tomb of Tutankhamun in 1922The range of artefacts that the tomb containedWhat these artefacts suggest about the life and beliefs of PharaohsWhy ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient EgyptWhy the cause of Tutankhamun’s death remains a mysteryWhat the possible causes of his death may have been based on the evidence available <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.	<ul style="list-style-type: none">PhotographsInterpretations of hieroglyphicsMapsDiariesArtefactsMuralsForensic reportsBooksHistorical fiction <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">Draw a timeline and describe the main events of the Ancient Egyptian civilisation from 6000 BC to 332 BCExplain what a Pharaoh was and the role they played in Ancient Egyptian societyExplain the religious beliefs of Ancient EgyptiansUnderstand the importance of a number of gods in the lives of Ancient Egyptians and reach a judgment regarding why Ma’at may have been the most importantDescribe and explain the importance of the Book of the DeadUnderstand the significance of the Valley of Kings to PharaohsIdentify along their timeline when Tutankhamun became Pharaoh and when he diedEvaluate the role that Horemheb and Ay played in Tutankhamun’s life as PharaohExplain who Howard Carter was and his work as an archaeologistEvaluate the significance of the discovery of the tomb of Tutankhamun in 1922Identify, observe and describe the range of artefacts that the tomb containedReach an informed judgement regarding what these artefacts suggest about the life and beliefs of PharaohsUnderstand why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient EgyptExplain why the cause of Tutankhamun’s death remains a mysteryEvaluate the possible causes of his death may have been based on the evidence available and reach a judgement about which they feel most likely, justifying their views <p>Pupils working at greater depth will also:</p> <p>Compare and contrast life in Ancient Egypt during the time of Tutankhamun and Bronze Age Britain and reach an informed judgement regarding where it would have been preferable for ordinary people to have lived</p> <p>Prior Learning</p> <p>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none">About life in Bronze Age BritainWhat a ‘civilisation’ isAbout the Maya and Ancient Greece civilisations
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