

National Curriculum Aims	Skills (taken from Progression of Skills Document)
<p>History A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> - Britain's involvement with the two world wars. - the impact to British civilians of the two world wars. <p>Geography Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Art and Design Create sketch books to record their observations. Improve mastery of art techniques including drawing and painting. Understand the life and work about great artists.</p> <p>Design and Technology Generate, develop, model and communicate ideas Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate ideas and products against design criteria</p>	<p>Chronology To name concurrent, subsequent and preceding periods of history and how they may have interacted.</p> <p>Enquiry and Sources of Evidence Understand and link different sources of evidence (primary, secondary, fact, opinion, bias, reliable etc) and use these to formulate questions. Be aware that different evidence will lead to different conclusions and understand that when making interpretations</p> <p>Similarities and Differences Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied.</p> <p>Cause, consequence, change, continuity and significance Evaluate how the period has impacted Britain (cultural, economic, military, political, religious and social history). Identify and explain continuity and change across a larger chronological period that extends to present day</p> <p>Interpretations Examine evidence across history to look at how interpretations of history can change and say why and how they caused it to change. Use various sources of evidence and learning to draw their own interpretations of a period/event /period and say why.</p>
Key Question Understanding (Knowledge)	Key Vocabulary
<ol style="list-style-type: none"> 1. Why were the Home Front and Land Army so significant during the world wars? (Power) 2. How were the two wars different e.g. how they started, weapons used etc (Progress) 3. How did different groups of people contribute to the ending of the two wars? (Power) 4. What was the impact on Europe after each war had ended? (Civilisation) 	<p><u>Power</u> Kings, Queens, <u>Government</u>, <u>monarchy</u>, <u>parliament</u>, <u>conquer</u>, <u>invasion</u>, <u>emperor</u>, <u>empire</u>, <u>slavery</u>, <u>revolution</u>, <u>treaty</u>, <u>warfare</u>, <u>civil war</u>, <u>ally</u>, <u>surrender</u>, <u>democracy</u>, <u>tyranny</u>, <u>dictator</u>.</p> <p><u>Progress</u> Challenge, achievements, explorers, <u>discovery</u>, <u>voyage</u>, <u>mission</u>, <u>disaster</u>, <u>explorers</u>, <u>technology</u>, <u>pioneer</u>, <u>disaster</u>, <u>advancements</u>, <u>industrial revolution</u>.</p> <p><u>Civilisation</u> Heroes <u>Religion</u>: <u>equality</u>, <u>slavery</u>, <u>sacrifice</u>, <u>Gods</u>, <u>sacrifice</u>, <u>deities</u>, <u>mortals</u>, <u>sacrifice</u>, <u>temple</u>. <u>Culture</u>: <u>architecture</u>, <u>law</u>, <u>peace</u>, <u>conflict</u>, <u>language</u>, <u>tribal</u>, <u>philosophy</u>.</p>