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| **Organisation and Communication**   * Communicate their **knowledge** through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing..Using ICT… * Recall, select and organise historical information Communicate their **knowledge and understanding**. * Select and organise information to produce structured work, making appropriate use of dates and terms. (level 5) |

**National Curriculum – Topics to be covered (are in bold) Suggested guidance of what could be included (are in blue)**

**1) A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066**

For example:

* The changing power of monarchs, using case studies such as John, Anne and Victoria
* Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th century
* The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
* A significant turning point in British history (for example, the first railways or the Battle of Britain)

**2) A local history study**

For example:

* A depth study linked to one of the British areas of study listed above (which are: Stone Age – Iron Age, Roman, Anglo-Saxons and Scots, Vikings and Anglo-Saxons)
* A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
* A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality