

Bushbury Hill Progression in History

Skills	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronology	<p>Sequence two objects or putting them in event order.</p> <p>Begin to understand some understanding of time.</p> <p>Recount some changes that have occurred in their life.</p>	<p>sequence events or objects in chronological order</p> <p>Show an increased understanding of time.</p>	<p>sequence artefacts closer together in time sequence events</p> <p>sequence photos etc from different periods of their life describe memories of key events in lives</p>	<p>place the time studied on a time line</p> <p>sequence events or artefacts</p> <p>use dates related to the passing of time</p>	<p>place events from period studied on a time line</p> <p>use terms related to the period and begin to date events</p> <p>understand more complex terms e.g. BCE/AD</p>	<p>place current study on time line in relation to other studies</p> <p>know and sequence key events of time studied</p> <p>use relevant terms and periods labels relate current studies to previous studies</p> <p>make comparisons between different times in history</p>	<p>place current study on time line in relation to other studies use</p> <p>relevant dates and terms</p> <p>sequence up to ten events on a time line</p>
Range and Depth of Historical Knowledge	<p>Find out about significant people from the past and compare them to people from the present.</p> <p>Artefacts- to be used so pupils can orally describe differences/ similarities with the past.</p>	<p>begin to describe similarities and differences in artefacts</p> <p>drama – why people did things in the past</p> <p>use a range of sources to find out characteristic features of the past</p>	<p>find out about people and events in other times</p> <p>collections of artefacts – confidently describe similarities and differences</p> <p>drama – develop empathy and understanding (hot seating, sp. and listening)</p>	<p>find out about everyday lives of people in time studied</p> <p>compare with our life today</p> <p>identify reasons for and results of people's actions</p> <p>understand why people may have had to do something</p>	<p>use evidence to reconstruct life in time studied</p> <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p>	<p>study different aspects of life of different people – differences between men and women</p> <p>examine causes and results of great events and the impact on people</p> <p>compare life in early and late times studied</p>	<p>find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>compare beliefs and behaviour with another period studied</p> <p>write another explanation of a</p>

Bushbury Hill Progression in History

				Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	Develop a broad understanding of ancient civilisations (Maya) Compare and contrast ancient civilisations.	compare an aspect of life with the same aspect in another period Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied
Interpretations of History	Start to give simple reasons how the past is different Use of photographs to compare/ contrast	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc.	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research
Historical Enquiry	Ask simple questions about the past	sort artefacts “then” and “now”	use a source – why, what, who, how, where to ask	use a range of sources to find out about a period	use evidence to build up a picture of a past event	begin to identify primary and secondary sources	recognise primary and secondary sources

Bushbury Hill Progression in History

	<p>Being able to give one cause for an event.</p> <p>Use of a wide range of resources such as artefacts, books, audio so pupils have a tangible understanding of the past.</p>	<p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</p>	<p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p>	<p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation & Communication	<p>Time lines (sequential pictures)</p> <p>drawings</p> <p>drama/role play</p> <p>writing (simple labelling)</p> <p>ICT</p> <p>Drama</p>	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum</p> <p>annotated photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in group</p>	<p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms·</p> <p>work independently and in groups showing initiative</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>

Bushbury Hill Primary School

History Progression by Year

Key stage One

<p>National Curriculum Objectives</p>	<p>Pupils should be taught about:</p> <p><u>Knowledge / understanding of British history</u></p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p><u>Knowledge / understanding of wider world history</u></p> <ul style="list-style-type: none">• events from beyond living memory that are significant nationally or globally• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p><u>Local History</u></p> <ul style="list-style-type: none">• Significant historical events, people and places in their own locality
---------------------------------------	--

Bushbury Hill Progression in History

Year 1 Curriculum Objectives

Chronological skills

What toys did people play with?

Pupils to:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
e.g. new, old, past, present.
- Sequence 3 or 4 artefacts from distinctly different periods.
- Match objects to people of different ages.
- Sequence three events in chronological order (recent history).
- Sequence events in their life.
- Explain how they have changed since they were born.
- Uses words and phrases: old, new, young, days, months, long time ago.
- Remember parts of stories and memories about the past.
- Place events on a simple timeline.

Knowledge & understanding

What toys did people play with?

Are all castles bouncy?

Pupils to:

- Understand and be able to recall some of the past achievements of people in the local
- Recognise the difference between past and present in their own life and the lives of others.
- Know and recount episodes from stories about the past, knowing and understanding key events.
- Talk about simple similarities and differences between lives at different times.
i.e. compare toys they play with today to those that children played with in the past.

Historical concepts

What toys did people play with?

Pupils to:

- Begin to understand how the past can be similar and/or different to the present.
e.g. compare toys pupils play with today to those that children played with in the past and comment on similarities and differences.

Bushbury Hill Progression in History

<p>Historical enquiry</p> <p><u>What toys did people play with?</u></p> <p><u>Are all castles bouncy?</u></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <i>books, artefacts, internet.</i><i>e.g. Looking at and exploring old and new toys using hands on artefacts</i> <p><i>Pupils will explore the ways in which castles changed (i.e. in shape and design) over a period of time.</i></p> <ul style="list-style-type: none">• To begin should to use vocabulary of everyday historical terms <i>e.g. evidence and artefacts.</i>• Ask and begin to answer simple questions about events <i>e.g. When? What happened? What was it like...? Why? Who was involved?</i>• Finds answers to simple questions about the past from sources of information (<i>e.g. artefacts, pictures, stories</i>).• Choose and use parts of stories and other sources to show understanding of events.• Communicate understanding of the past in a variety of ways
<p>Context within the wider world</p> <p><u>Are all castles bouncy?</u></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• Understand the history of local area, as their achievements directly impacted on the local people of Wolverhampton. <p><i>e.g. Stafford Castle- looking at castles in the local area and understand why it was positioned in a specific place.</i></p>

Bushbury Hill Progression in History

Year 2 Curriculum Objectives

Chronological skills

Who do we know that is famous?

Pupils should:

- Know where the people and events they study fit within a chronological framework.
- Order at least 5 events or objects in order using a timeline.
- Show an awareness of the past, using common words and phrases relating to the passing of time. e.g. Year, long time ago, recent, decade, century, before, after, past, present, then, now.
- Sequence artefact closer together in time and check accuracy using books/ICT.
- Sequence photographs from different periods of their life.

Knowledge & understanding

Who do we know that is famous?

Pupils to:

- Show an awareness and understanding of significant figures in history.
- Recognise why people did things, why events happened and what happened as a result.
- Recall some achievements made by significant figures in history.
- Study a range of historical figures who have achieved a range of things and understand why they are famous/significant.
- Identify differences between ways of life in different period

Historical concepts

How did the Great Fire of London start?

Pupils to:

- Understand and start to question why things/events in the past are similar and/or different to today. e.g.
- Understand cause and effect of particular events that happened in history. e.g. what factors contributed to the fire starting and the effect of the fire on citizens.

Historical enquiry

Who do we know that is famous?
How did the Great Fire of London start?

Pupils to:

- Understand ways in which we find out about the past
- Identify different ways in which it is represented. e.g. artefacts, books, internet, photographs, newspapers.

Bushbury Hill Progression in History

	<ul style="list-style-type: none">• Use <i>observational skills</i> to carefully look at pictures or objects to find information about the past.• Use a wide vocabulary of everyday historical terms. <i>e.g. Evidence, stories, eye-witness accounts, pictures and photographs, artefacts.</i>• Study and handle a range of sources and evidence, <i>e.g. such as Samuel Pepy's diary (eye-witness account), photographs of Neil Armstrong on the moon and artefacts such as Florence Nightingale's lamp.</i>• Begin to ask questions about past and significantly important events <i>Use question vocabulary- When? What happened? What was it like...? Why? Who was involved? 'How long ago did happen?'</i> <i>e.g. Why did Guy Fawkes try to blow up the Houses of Parliament? Why did Neil Armstrong go to the moon?</i>• Choose and use parts of stories and other sources to show understanding of events.• Communicate understanding of the past in a variety of ways.
<p>Context within the wider world <u>Who do we know that is famous?</u></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• Understand why some people are famous, and relate it to their own understanding of individuals who they recognise as being famous.• Understand how people in the past were famous or infamous for events that still happen today <i>e.g. space travel (could compare Neil Armstrong to Tim Peake).</i>

Bushbury Hill Progression in History

Key stage Two

National Curriculum Objectives

Pupils should be taught about:

Knowledge / understanding of British history

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Knowledge / understanding of wider world history

- the achievements of the earliest civilizations - an overview of where and when the first civilizations
- appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Local History

- a local history study

Bushbury Hill Progression in History

Year 3 Curriculum Objectives

<p>Chronological skills How did we get from Stone to Bronze to Iron? How and why did Egyptians mummify people?</p>	<p>Pupils to;</p> <ul style="list-style-type: none">• Continue to develop chronological knowledge and understanding of British history by ordering several key events. <i>More than 5 events to be ordered</i>• show an awareness and understanding of key words to do with chronology such as: <i>ancient, modern, BC, and AD, decade, century, before, after, past, present.</i>• Use correct terminology to describe events in the past.• Understands timeline can be divided into BC and AD.• Place the time studied on a timeline, compare where this fits in to topics previously studied.• Use dates and terms related to the study unit and passing of time
<p>Knowledge & understanding How did we get from Stone to Bronze to Iron? How and why did Egyptians mummify people?</p>	<p>Pupils to:</p> <ul style="list-style-type: none">• recall connections and changes within a society and their subsequent effects over a period of time.• recall key events that happened within a particular time in history.• Find out about the everyday lives of people in time studied. Compare with our life today.• Identify reasons for and results of people's actions.
<p>Historical concepts How did we get from Stone to Bronze to Iron? How and why did Egyptians mummify people?</p>	<p>Pupils to:</p> <ul style="list-style-type: none">• Understand and start to question why things changed within a specific time in history.• ask valid historical questions related to: <i>cause; similarity and significance.</i>
<p>Historical enquiry How did we get from Stone to Bronze to Iron?</p>	<p>Pupils to:</p> <ul style="list-style-type: none">• explain ways in which we find out about the past and identify different ways in which it is represented. <i>e.g. books, internet, photographs, newspapers, artefacts.</i>

Bushbury Hill Progression in History

How and why did Egyptians mummify people?

- use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- observe small details - artefacts, pictures.
- understand that knowledge about the past is constructed from a variety of sources
- begin to ask and answer questions about past and significantly important events e.g. *Why did the Egyptians use hieroglyphics?*
- ask questions such as 'how did people? What did people do for?' Suggest sources of evidence to use to help answer questions.
- construct and organise responses by selecting relevant historical data

Context within the wider world

How did we get from Stone to Bronze to Iron?

How and why did Egyptians mummify people?

Pupils to begin to understand that some concepts/ideas that were prevalent in ancient civilizations are still used today e.g. *the 365-day calendar; the use of paper and ink to recording writings.; Summer solstice that takes place at Stonehenge*

Bushbury Hill Progression in History

Year 4 Curriculum Objectives

Chronological skills

Could you be Willy Wonka's next apprentice?

What has Britain gained from the Greek?

What was the impact of the Romans in Britain?

Pupils to:

- develop a secure chronological knowledge of Britain during a specific time and the changes that happened within this period.
- begin to develop the appropriate use of more complex historical terms - 'BC/AD,' 'Century,' 'decade,' 'artefact,' 'evidence,' 'sources' and learn concepts such as *civilisation, monarchy, parliament, democracy, and war and peace* that are essential to understanding history
- names and places dates of significant events from past on a timeline.
- place the time studied on a timeline, compare where this fits in to topics previously studied.
- use terms related to the period and begin to date events.

Knowledge & understanding

Could you be Willy Wonka's next apprentice?

What has Britain gained from the Greek?

What was the impact of the Romans in Britain?

Pupils to:

- be able to securely understand and recall the key dates, events and significant individuals of the Anglo-Saxon and Viking settlements
- understand and identify trends over time and develop historical vocabulary to describe them.
- identify key features and events of time studied.
- offer a reasonable explanation for some events

Historical concepts

Could you be Willy Wonka's next apprentice?

What has Britain gained from the Greek?

What was the impact of the Romans in Britain?

Pupils should:

- give reasons why there may be different accounts of history.
- can independently or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so.
- begin to evaluate the usefulness of different sources.
- note connections in historical periods studied.
- use text books and own growing historical knowledge to gain a better perspective.

Bushbury Hill Progression in History

	<ul style="list-style-type: none">regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.start to construct informed responses that involve thoughtful selection and organisation of relevant historical information
<p>Historical enquiry Could you be Willy Wonka's next apprentice?</p> <p>What has Britain gained from the Greek?</p> <p>What was the impact of the Romans in Britain?</p>	<p>Pupils to:</p> <ul style="list-style-type: none">understand the differences between primary and secondary sources of evidence.use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.become more secure in using a wide vocabulary of everyday historical terms: <i>Primary and Secondary sources; eye-witness; bias; artefacts.</i>confidently ask questions about past and significantly important events <i>e.g. Why did the Vikings raid Lindisfarne?</i> Suggest sources of evidence from a selection provided to use to help answer questions.use evidence to build up a picture of a past event.choose relevant material to present a picture of one aspect of life in time past.ask and answer a variety of questions.use the library and the internet for own personal research.
<p>Context within the wider world Could you be Willy Wonka's next apprentice?</p> <p>What has Britain gained from the Greek?</p>	<p>Pupils to:</p> <ul style="list-style-type: none">explain what we have gained from ancient civilizations that we still use today and how these skills/inventions are still used in everyday life. <p><i>e.g. the use of cocoa beans as a drink.</i></p> <p><i>e.g. democracy; coin money; maps; plumbing; Olympics; geometry; modern science.</i></p>

Bushbury Hill Progression in History

What was the impact of the Romans in Britain?

Year 5 Curriculum Objectives

Chronological skills

Just how great was Alfred?

How did an Elizabethan farmhouse save a King?

Pupils to:

- develop a secure chronological knowledge of Britain during a specific time and the changes that happened within this period.
- place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.
- begin to relate the period of time studied in relation to other periods of time.
- Describes events using appropriate historical terms - 'century,' 'decade,' 'BC,' 'AD,' 'before,' 'after,' 'past,' 'present,' 'then' and 'now', 'decade,' 'artefact,' 'evidence,' 'sources' and learn concepts such as - Empire, civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history.
- have a detailed chronological understanding of a specific period of history.
- gain greater historical perspective by placing their growing knowledge into different contexts.
- make comparisons between different times in the past.
- use timelines to place and sequence local, national and international events.
- identify changes within and across historical periods.

Bushbury Hill Progression in History

<p>Knowledge & understanding</p> <p><i>Just how great was Alfred?</i></p> <p><i>How did an Elizabethan farmhouse save a King?</i></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• understand and recall the key dates, events and significant individuals of the Stuarts Monarchy.• understand and identify trends over time and develop historical vocabulary to describe them.• start to identify individuals and/or groups that are historically significant in the period of history studied.• Study different aspects of different people - differences between men and women.• Examine causes and results of great events and the impact on people.• Compare life in 'early' and 'late' times studies.• Compare an aspect of life with the same aspect in another period.
<p>Historical concepts</p> <p><i>Just how great was Alfred?</i></p> <p><i>How did an Elizabethan farmhouse save a King?</i></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• regularly construct informed responses that involve thoughtful selection and organisation of relevant historical information• Understand that the past is represented and interpreted in different ways and give reasons for this• Look at different versions of the same event - fact or fiction - and identify differences in the accounts.• Give clear reasons why there may be different versions of events.• Know that people (now and in past) can represent events or ideas in ways that persuade others
<p>Historical enquiry</p> <p><i>Just how great was Alfred?</i></p> <p><i>How did an Elizabethan farmhouse save a King?</i></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.• begin to recognise Primary and Secondary sources of information.• begin to research their own information about the past using a range of sources. eg. Books; CD-ROMS; Internet; Artefacts.• Chooses reliable sources of evidence to answer questions.

Bushbury Hill Progression in History

- Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance.
- Select sources independently and give reasons for choices
- Analyse a range of source material to build up a picture of a past event.
- Construct and organise response by selecting and organising relevant historical data
- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- Realises that there is often not a single answer to historical questions

Context within the wider world

Just how great was Alfred?

How did an Elizabethan farmhouse save a King?

Pupils to:

- be able explain how what has happened in the past has shaped the future.
- confidently ask questions about past and significantly important events and **relate it to their own experiences.** e.g Why was the cane used in the Victorian education system but not now?

Bushbury Hill Progression in History

Year 6 Curriculum Objectives

Chronological skills

How did Ironbridge get its name?

What was it like growing up in World War II?

Pupils should:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history up to present day.
- order at least 10 dates correctly on a timeline.
- securely relate the period of time studied in relation to other periods of time.
- securely use appropriate historical terms - 'before', 'after', 'past', 'present', 'then' and 'now', 'decade', 'artefact', 'evidence', 'sources' and learn concepts such as *civilisation, monarchy, parliament, democracy, and war and peace* that are essential to understanding history.
- have a detailed chronological understanding of a specific period of history.
- Use timelines to place events, periods and cultural movements from around the world.
- Use timelines to demonstrate changes and developments in culture, technology, religion and society.
- Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- name dates of any significant event studied from past and place it correctly on a timeline.
- place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.
- use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.

Bushbury Hill Progression in History

<p>Knowledge & understanding <i>How did Ironbridge get its name?</i></p> <p><i>What was it like growing up in World War II?</i></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• be able to securely understand and recall the key dates, events and significant individuals during World War II.• describe, understand and identify trends over time and develop historical vocabulary to describe them.• to confidently identify events, places, individuals and/or groups that are historically significant in the period of history studied.• find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.• compare beliefs and behaviour with another time studied.• write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.• know key dates, characters and events of time studied.
<p>Historical concepts <i>How did Ironbridge get its name?</i></p> <p><i>What was it like growing up in World War II?</i></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• confidently address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• confidently construct informed responses that involve thoughtful selection and organisation of relevant historical information
<p>Historical enquiry <i>How did Ironbridge get its name?</i></p> <p><i>What was it like growing up in World War II?</i></p>	<p>Pupils to:</p> <ul style="list-style-type: none">• understand how our knowledge of the past is constructed from a range of sources; that different versions of past events may exist, giving some reasons for this and whether the source of information is reliable.• be able to: identify resources for first-hand accounts of events (Primary sources); Secondary sources.• research their own information about the past using a range of sources. eg. Books; CD-ROMS; Internet; Artefacts.• Identifies and uses different sources of information and artefacts.• evaluate the usefulness and accurateness of different sources of evidence.• select the most appropriate source of evidence for particular tasks.

Bushbury Hill Progression in History

	<ul style="list-style-type: none">• form own opinions about historical events from a range of sources.• use a range of sources to find out about an aspect of time past.• suggest omissions and the means of finding out.• bring knowledge gathered from several sources together in a fluent account.• answer and devise own historically valid questions about change, cause, similarity and difference and significance.
<p>Context within the wider world</p> <p>How did Ironbridge get its name?</p> <p>What was it like growing up in World War II?</p>	<p>Pupils to:</p> <ul style="list-style-type: none">• be able explain how what has happened in the past has shaped the future.• securely ask questions about past and significantly important events and relate it to their own experiences. e.g. How were my Grandparents affected by the outbreak of World War II?