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|  | **Advent** | **Lent** | **Pentecost** | |
|  | **A study of British history post 1066: The First Railways** | **A study of an aspect in British history that extends chronological knowledge beyond 1066: Changes in medicine** | **A study of British history post 1066: The Windrush generation** | **A local study: Leicester as a multicultural society** |
| **Historical knowledge** | I can write explanations of past events in terms of cause and effect using evidence to support and illustrate  I know key dates, characters and events of the time studied | I know key dates, characters and events of the time studied | I can compare beliefs and behavior with another period  I know key dates, characters and events of the time studied  I can compare and contrast time periods | I can find out about beliefs, behavior and characteristics of people, recognizing that not everyone shares the same views and feelings  I know key dates, characters and events of the time studied |
| **Chronology** | I can place the current study on a timeline in relation to other studies- sequencing up to 10 events  I can use relevant dates and terms | I can place the current study on a timeline in relation to other studies- sequencing up to 10 events  I can use relevant dates and terms | I can place the current study on a timeline in relation to other studies- sequencing up to 10 events  I can use relevant dates and terms | I can place the current study on a timeline in relation to other studies- sequencing up to 10 events  I can use relevant dates and terms |
| **Interpretation** | I can link sources and work out how conclusions were arrived at | I can consider ways of checking accuracy of interpretations- fact or opinion | I am aware that different evidence will lead to different conclusions | I can confident to use books and e-learning for research |
| **Enquiry** | I can recognise primary and secondary sources | I can use a range of sources to find out an aspect of the time studied, suggest omissions and the means of finding out | I can bring knowledge gathering from several sources together in affluent account |  |
| **Organisation and communication** | I can select aspects of a study to make a display | I can use a variety of ways to communicate knowledge and understanding including extended writing |  | I can plan and carry out individual investigations |