

Holy Trinity CE Primary School



Holy Trinity CE Primary School is striving to be a fully inclusive school that serves our local community. Through the love of Jesus Christ, we are preparing our children to be future caring, responsible citizens in a diverse society. Our children will be given every opportunity to grow spiritually, academically, socially and to achieve their full potential within a safe, happy Christian school family.
'Life in all is fullness' - John 10v10

Brilliant Burnley 2023-2024 Spring 1

Lead Subjects: **History**, **Science**

Theme Week: Life Education Bus
Pantomime Visit

PSHE: Being my Best Self/Safer Internet Day

<u>Subject</u>	<u>Year Group</u>	<u>Curriculum Links</u>	<u>Skills</u>	<u>5 Key Knowledge Facts</u>
<u>Science</u>	EYFS	<u>Seasonal Changes</u> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p>Understand the effect of changing seasons on the natural world around them.</p>	<u>Classification</u> Which clothes are suitable for each season? <u>Observing over time</u> How does a puddle change over time? How does a snowman change as it melts? How does the natural world change with the seasons? <u>Researching using secondary sources</u> Find out about how animals behave in different seasons. Find out about the weather and seasons.	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> Which clothes are suitable for Summer/Winter. I can talk about what I can hear outside. Hedgehogs, frogs and bats all hibernate in the winter. It is colder in winter than in summer. That some plants flower in the winter.
	Year 1	<u>Light and Astronomy: Seasonal Changes</u> <u>Notes and Guidance (non-statutory):</u> Pupils should observe and talk about changes in the weather and the seasons. <u>Note:</u> Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils should be taught to: <ul style="list-style-type: none"> Observe and describe changes across the four seasons. Observe and describe weather associated with the seasons and how day length and temperature varies. 	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Making tables and charts about the weather and Making displays of what happens in the world around them, including day length, as the seasons change. <p>Additional suggestion from Lancashire for working scientifically opportunities which enhance learning and support using ICT across the curriculum</p> <ul style="list-style-type: none"> This unit provides an ideal opportunity for using data logging equipment to record temperatures 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> The 4 seasons are Spring, Summer, Autumn and Winter. We know it is Autumn if when the leaves are brown, or they have fallen off the tree. We know it is Spring when the blossom appears on the tree or new buds appear. The days are shorter in Autumn and Winter than in Spring and Summer. <p>Explain the different types of weather that we might see in Summer and Winter.</p>
	Year 2	<u>Living Things and their habitats</u> Pupils should be taught to:	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Sorting and classifying things as to whether they are living, dead or were never alive. Recording their findings using charts 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> Living things live in their own unique habitats.

		<ul style="list-style-type: none"> ▪ Explore and compare the differences between things that are living, dead, and things that have never been alive. ▪ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ▪ Identify and name a variety of plants and animals in their habitats, including micro- habitats. ▪ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <ul style="list-style-type: none"> ▫ Different kinds of plants and animals live in different kinds of places. ▫ There are different kinds of habitat near school which need to be cared for ▫ Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). ▫ Observe living things in their habitats during different seasonal changes <p>Notes and Guidance (non-statutory): Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the</p>	<ul style="list-style-type: none"> • Describing how they decided where to place things, • Exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' • Talking about ways of answering their questions. • Constructing a simple food chain that includes humans (e.g. grass, cow, human); • Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); • Finding out how the conditions affect the number and type(s) of plants and animals that live there. 	<ul style="list-style-type: none"> • Name an animal and describe their habitat. • Animals obtain their food from plants and other animals. • A food chain is an energy source for animals. • Different kinds of animals live in different types of places.
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		<p>life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>		
	Year 3	<p><u>Animals – Skeleton and Movement</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected). Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs. 	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Identifying and grouping animals with and without skeletons. Observing and comparing their movement. Exploring ideas about what would happen if humans did not have skeletons. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> There are 209 bones in the body. The 3 functions of the skeleton are: support, protection and movement. Animals with a skeleton are called vertebrates. Animals without a skeleton are called invertebrates. <p>Animals that are alive need to move, feed, grow, use their senses and reproduce.</p>

		<ul style="list-style-type: none"> Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons. Know that muscles, which are attached to the skeleton, help animals move parts of their body. Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans? Recognise that animals are alive; they move, feed, grow, use their senses and reproduce. <p>Notes and Guidance (non-statutory): Pupils should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>		
	Year 4	<p>Material Properties: States of Matter – Part 1</p> <p>Note: Teachers should avoid using materials where heating is associated with chemical change, e.g. through baking or burning. Pupils should be taught to:</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. <p>Notes and Guidance (non-statutory): Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Grouping and classifying a variety of different materials. Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). Researching the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. Observing and recording evaporation over a period of time, such as a puddle in the playground or washing on a line. Investigating the effect of temperature on washing drying or snowmen melting. 	<p>By the end of the unit, pupils should know:</p> <ul style="list-style-type: none"> The three states of matter are solid, liquid We know something is a solid because it holds its shape. We know something is a liquid because it forms a pool not a pile. We know something is a gas because it escapes from an unsealed container. Water can change from a solid to a liquid by melting/heating.

		a gas and should note the changes to water when it is heated or cooled.	Additional suggestion from Lancashire for working scientifically opportunities which enhance learning and support using ICT. • This unit provides an ideal opportunity for using data logging equipment to detect/measure and compare temperatures.	
	Year 5	<p><u>Forces - Effects of Movement</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects • Gravity can act without direct contact between the Earth and an object. • Friction, air resistance and water resistance can be useful or unwanted. • The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect. • More than one force can act on an object simultaneously (either reinforcing or opposing each other). 	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • Exploring falling paper cones or cup-cake cases. • Designing and making [exploring] a variety of parachutes. • Carrying out fair tests to determine which designs are the most effective. • Exploring resistance in water by making and testing boats of different shapes. • Design and make [create/invent/design] artefacts that use simple levers, pulleys, gears and/or springs and explore their effects. <p>Notes and Guidance (non-statutory):</p> <p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>	<p>By the end of the unit, pupils should know:</p> <ul style="list-style-type: none"> • Gravity is a force that pulls us towards the centre of the Earth. • The different types of forces are friction, air resistance, water resistance and magnetic forces. • Isaac Newton discovery gravity when an apple dropped from a tree. • Air resistance, water resistance and friction that act between moving surfaces can slow objects down. • More than one force can act on an object simultaneously either reinforcing or opposing each other.

	Year 6	<p>Animals – Exercise, Health and Circulatory</p> <p>Notes and Guidance (non-statutory): Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term). ▪ Describe the ways in which nutrients and water are transported within animals, including humans. <ul style="list-style-type: none"> ▫ The heart is a major organ and is made of muscle. ▫ The heart pumps blood around the body through vessels and this can be felt as a pulse. ▫ The heart pumps blood through the lungs in order to obtain a supply of oxygen. ▫ Blood carries oxygen/essential materials to different parts of the body. 	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • Exploring the work of scientists and • Scientific research about the relationship between diet, exercise, drugs, lifestyle and health. <p>*Additional suggestion beyond NC2014 to support pupils working scientifically and to provide an opportunity to use ICT to collect/interpret data</p> <ul style="list-style-type: none"> • Observing/Measuring changes to breathing, heart beat and or pulse rates after exercise. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> • The main parts of the circulatory system are: heart, blood vessels and blood. • Explain the function of the heart, blood and blood vessels in the circulatory system. The heart pumps blood through the lungs in order to obtain a supply of oxygen. Blood carries oxygen/essential materials to different parts of the body. • That diet, exercise, drugs and lifestyle can have long term and short term effects on the body (The children should be able to give examples) • During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase. • Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.
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<u>Subject</u>	<u>Year Group</u>	<u>Curriculum Links</u>	<u>Skills</u>	<u>Key Knowledge Facts</u>
History: Local Area Study	EYFS	<p>Brilliant Burnley Substantive Concept (First Order): Local History Disciplinary (Second Order) Concept: Similarities and Difference</p> <p>EYFS: <u>Brilliant Burnley- The History of our School - How has our school changed over time?</u></p> <p>Know some similarities and differences between things now</p>	EYFS Key Learning Describe- features of objects at different times, making comparisons. Talk about similarities and differences.	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> • Our school always has teachers but they to change over time. • Our school has always been a school for children aged 4-11 but in the past, they didn't wear a uniform. • Our school was built in 1973 • The original school was destroyed by a fire in 1969.

		and in the past, drawing on their experiences and what has been read in class.		<ul style="list-style-type: none"> The old school building and church have been turned into flats.
	Year 1	<p>Substantive Concept (First Order): Local History Disciplinary (Second Order) Concept: Change and Continuity</p> <p>Towneley Hall- Life then and now -significant historical events, people and places in their own locality.</p> <p><u>How has Towneley Hall changed over the last 120 years?</u></p> <p><i>Towneley.org.uk</i></p>	<p>Events, People and Places</p> <ul style="list-style-type: none"> Significant historical events, people and places in the pupils' own locality <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past Consider why things may change over time Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?' <p>Chronology</p>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> The Towneley family were all Catholic and Towneley Hall has its own chapel where there is a wooden alter with scenes from the Eater story. Towneley Hall have a section all about childhood toys from the past. The hall was the home of the Towneley family from around 1200. Towneley Hall has its own art gallery and museum. Towneley Hall has secret rooms where the priests use to hide.

			<ul style="list-style-type: none"> • Recognise the distinction between past and present. • Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). • Recognise that their own lives are similar/different from the lives of people in the past • Identify some similarities and differences between ways of life at different times. • Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <p>Communication</p> <ul style="list-style-type: none"> • Use a variety of historical terms • Use historical concepts such as now/then and same/different when making simple connections and noting contrasts 	
	Year 2	<p>Substantive Concept (First Order): Local History</p> <p>Disciplinary (Second Order) Concept: Consequence</p> <p><u>WW1: Alfred Victor-Smith</u></p>	<p>Events, People and Places</p> <ul style="list-style-type: none"> • Events beyond living memory which are significant nationally or globally. • Significant historical events, people and places in the pupils' own locality <p>Enquiry, Interpretation and Using Sources</p>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> • A Victoria Cross medal is the highest medal of the United Kingdom.

		<p>-events beyond living memory that are significant nationally or globally</p> <p>-significant historical events, people and places in their own locality.</p> <p><u>What were the consequences of Alfred Victor-Smith's heroic actions?</u></p>	<ul style="list-style-type: none"> • Use sources to answer simple questions about the past • Identify some of the basic ways the past can be represented e.g. through pictures <p>Chronology</p> <ul style="list-style-type: none"> • Recognise the distinction between past and present. • Recognise that their own lives are similar/different from the lives of people in the past • Identify some similarities and differences between ways of life at different times. • Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <p>Communication</p> <ul style="list-style-type: none"> • Use a variety of historical terms such as World War, remembrance, cenotaph, Victoria Cross, Queen Victoria etc. • Retell simple stories about people and events from the past • Talk about who/what was significant/important in a simple historical account 	<ul style="list-style-type: none"> • He was born in Surrey but moved to Burnley at the age of 14 and lived at 39 Scott Park Road. • In the Military Room at Towneley Hall there is a painting of Alfred Victor Smith along with the Victoria Cross medal he was awarded for his bravery. • He was killed in action on the 22nd December 1915 during World War I where he was a Lieutenant. • Remembrance Day, also called Armistice Day, is on 11th November every year and was started in 1919 by King George V.
	Year 3	<p>Substantive Concept (First Order): Local History</p> <p>Disciplinary (Second Order) Concept: Consequence</p>	<p>Events, People and Places</p> <ul style="list-style-type: none"> • Events beyond living memory which are significant nationally or globally. 	By the end of the unit, pupils should be able to answer:

		<p><u>History of Scott Park</u></p> <p>-a local history study</p> <p><u>How has Scott Park improved the lives of people in Burnley?</u></p> <p><i>Visitors: Friends of Scott Park</i></p>	<ul style="list-style-type: none"> Significant historical events, people and places in the pupils' own locality <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and using a range of sources such as LCC Outreach workshop Identify some of the basic ways the past can be represented e.g. through pictures <p>Chronology</p> <ul style="list-style-type: none"> Recognise the distinction between past and present. Recognise that their own lives are similar/different from the lives of people in the past Identify some similarities and differences between ways of life at different times. Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago 	<ul style="list-style-type: none"> Scott Park was built to improve the lives of the people in Burnley John Hargreaves Scott said "Burnley has done well for me, and I intend to do something for Burnley." Scott Park was opened in August 1895. A memorial was constructed to Scott and unveiled in 1898 however, this was vandalised in 2007 John Hargreaves Scott was a former mayor of Burnley who died in 1881.
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			Communication <ul style="list-style-type: none"> • Use a variety of historical terms such as World War, remembrance, cenotaph, Victoria Cross, Queen Victoria etc. • Retell simple stories about people and events from the past • Talk about who/what was significant/important in a simple historical account 	
	Year 4	<p>Substantive Concept (First Order): Justice/ Equality Disciplinary (Second Order) Concept: Sources and Evidence</p> <p><u>Burnley Town Hall (cells)</u></p> <p>-a local history study</p> <p><u>What role did Burnley Town Hall play in local justice?</u></p> <p><i>*Visit Burnley Town Hall</i></p>	<p>Events, People and Places</p> <ul style="list-style-type: none"> • A local history study <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were...?' 'What was important...?' • Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence • Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> -The police station together with the magistrates court formed part of the Town Hall from 1888-1955. -Burnley Town Hall was built in 1888 and is a Grade II listed building. -In the Town Hall car park, is a stone bearing John Baron's name. He was a cotton waste dealer of Old Finsley Mill in Finsleygate, Burnley and the Mayor at the time. -In 1888 the Town Hall gave access to the police station (which had 30 prison cells) and the magistrates' court.

			<ul style="list-style-type: none"> • Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. • Identify historically significant people and events in different situations <p>Chronology</p> <ul style="list-style-type: none"> • Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time <p>Communication</p> <ul style="list-style-type: none"> • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. • Talk and write about historical events and changes by selecting and organising historical information and dates • Discuss historical issues and changes • Use relevant and appropriate historical terms • Communicate historical findings through a range of methods including the use of ICT, maps and timelines 	<p>-Much of the crime committed in the past, just like today, consisted of minor misdemeanours</p>
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	Year 5	<p>Substantive Concept (First Order): Justice/ Equality Disciplinary (Second Order) Concept: Historical Interpretations</p> <p><u>Pendle Witches</u></p> <p>-a local history study</p> <p><u>Who were the Pendle Witches and was their trial just?</u></p> <p><i>Suggested text: "The Somerset Tsunami" by Emma Carroll</i></p>	<p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Use a wide range of sources as a basis for research to answer questions and to test hypotheses • Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' • Recognise how our knowledge of the past is constructed from a range of different sources • Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' • Describe the results of historical events, situations and changes e.g. the impact on people's lives • Evaluate sources and make inferences • Recognise that some events, people and changes are judged as more historically significant than others <p>Chronology</p>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> • Jennet Device (Demdike's granddaughter) was just nine-years-old when she accused her family of being witches at trial. • Witchcraft was made illegal in England in 1563. English people at this time were very religious and felt that witches were anti-Christian. • In 1612 the Pendle Witches were hanged at Lancaster Castle. • King James I ordered that any witches were to be trailed. • 9 of the 12 people who were arrested were found guilty of witchcraft at Lancaster Castle including Alice Nutter who was hanged.
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			<ul style="list-style-type: none"> Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. <p>Communication</p> <ul style="list-style-type: none"> Describe aspects of cultural, political and religious history Discuss and debate historical issues acknowledging contrasting evidence and opinions Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines Produce structured work that makes connections, provides contrasting evidence and analyses trend 	
	Year 6	<p>Substantive Concept (First Order): Migration</p> <p>Disciplinary (Second Order) Concept: Sources and Evidence</p>	<p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change and continuity, cause and 	<p>By the end of the unit, pupils should be able to answer</p> <p>-The Industrial Revolution rapidly gained pace during Victoria's reign because of the power of steam.</p>

		<p><u>Victorians</u> <u>(Manchester Road Railway Station)</u></p> <p>-a history study -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, Examples (non-statutory)</p> <ul style="list-style-type: none"> - a significant turning point in British history, for example, the first railways or the Battle of Britain <p><u>What can we learn about the first railways as a turning point for British history?</u></p> <p><i>*Trip to Gawthorpe Hall</i></p>	<p>consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</p> <ul style="list-style-type: none"> • Recognise how our knowledge of the past is constructed from a range of different sources • Describe the results of historical events, situations and changes e.g. the impact on people's lives • Evaluate sources and make inferences • Recognise that some events, are judged as more historically significant than others <p><u>Chronology</u></p> <ul style="list-style-type: none"> • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. • Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. <p><u>Communication</u></p> <ul style="list-style-type: none"> • Describe aspects of economic, and social history • Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. 	<p>-In Victorian Times railways became the fastest mode of transport.</p> <p>-People would migrate to the towns attracted by reliable work and pay from the factories.</p> <p>-Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country.</p> <p>-Burnley Manchester Road station opened on the 1st November 1866.</p>
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			<p>-Discuss how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> • Use appropriate vocabulary when discussing and describing historical events and concepts <p>-Discuss and debate historical issues acknowledging contrasting evidence and opinions</p> <ul style="list-style-type: none"> • Choose the most appropriate way of communicating historical findings • Produce structured work that makes connections, provides contrasting evidence and analyses trend 	
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