



## **History Assessment Document**

### **Using this document:**

- Please use this guidance to assess each individual child's achievement within all areas of history.
- This should also be used as a tool, to inform your planning.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

### **We aim for all children to acquire the ability to implement the following fundamental characteristics of historians:**

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical events derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate from the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

**The learning objectives are stated per year group, using the progressive assessment vocabulary from the overall progression map overleaf. Please use your knowledge of the children to decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.**

# Progression in History

## SUBJECT OUTCOMES

Increasingly confident and appropriate use of subject vocabulary, historical terms and language

**Specialised**      **Appropriate**      **Basic**

EYFS/KS1

Y3/Y4

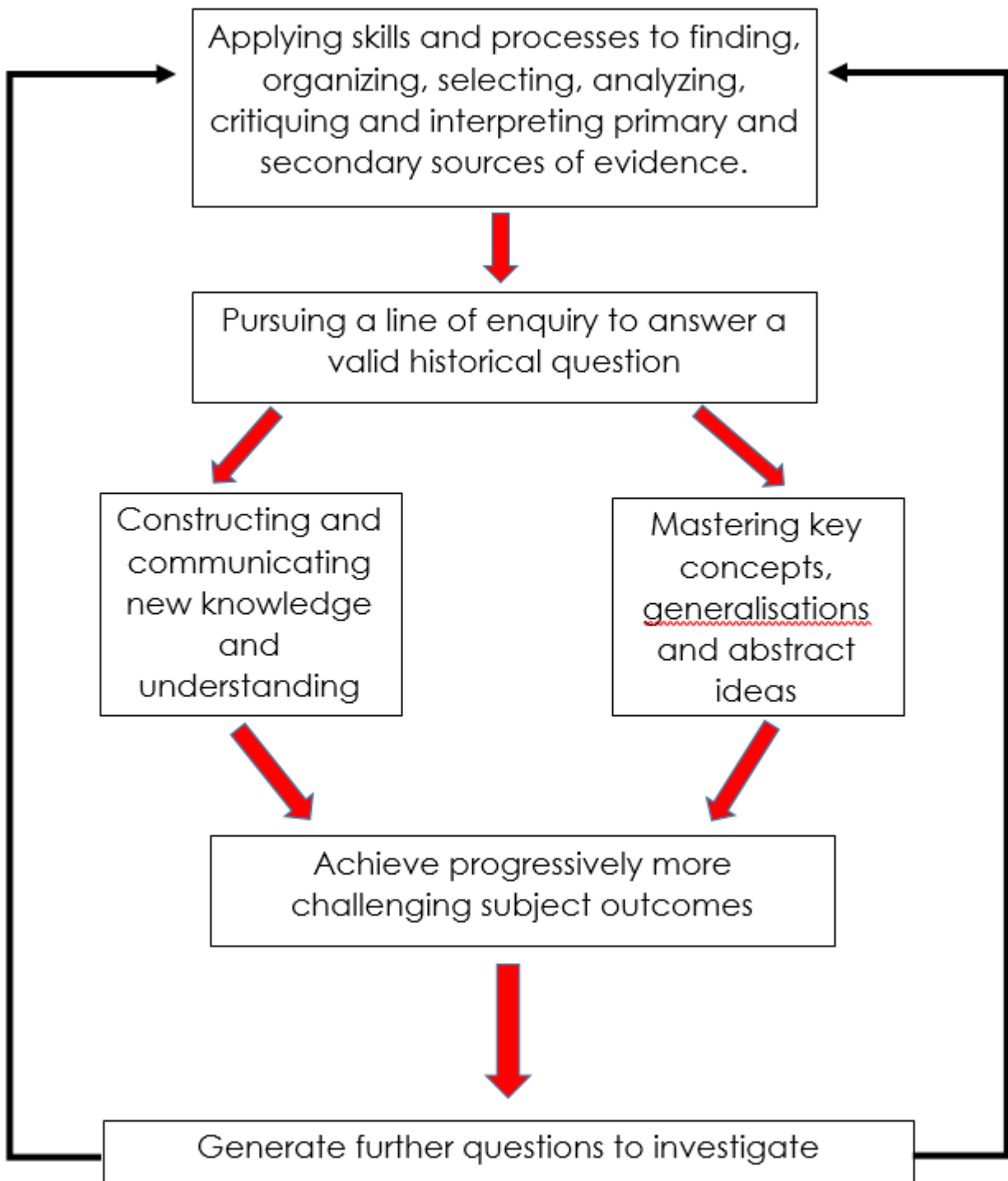
Y5/Y6

Recognise
Identify
Describe
Observe
Select
Categorise
Classify
Sequence
Compare and Contrast
Recall
Reason/Speculate
-----
Summarise
Synthesise
Explain
Demonstrate Understanding
-----
Empathise
Reach Informed Conclusions
Make reasoned Judgements
Justify
Apply
Evaluate
Critique
Hypothesis

Application of historical skills and processes

Increasing levels of knowledge and mastery of understanding of subject content, concepts and chronology

## Working Historically



## Mastery Model of learning in History

### Procedural Knowledge

- Knowledge constructed in the performance of often decontextualised tasks and activities
- Frequently discrete and isolated facts and methods
- Recall dependent on replicating initial tasks and activities

### Concept Building

- Organise discrete facts to build the big historical ideas, which define and underpin History
- General abstract ideas create the framework, which historians use to understand the world and think historically

### Procedural Fluency

- Apply conceptual knowledge and understanding to different contexts
- Recognise where one particular strategy or procedure is more appropriate than another
- Construct new knowledge and understanding

### Particular

### General

### Application

Progression in subject outcomes

Increasingly confident and appropriate use of subject vocabulary, historical terms and language  
Application of historical skills and processes

## Breadth of Study:

History in EYFS			
	Area of Learning		Objectives
3 and 4 year olds	Understanding the World		<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history</li></ul>
Reception	Understanding the World		<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	Understanding the World	Past and present	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

# Key Stage 1

By the end of each year our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

## Year 1

- Begin the process of establishing a simple sense of chronology and mastery of the language associated with **identifying and describing** the passing of time;
- **Recognise and describe** the achievements of a number of famous national and international explorers both in the past and recently – Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong;
- **Identify and describe** some of the personal qualities they might need to become a Mars explorer in the future;
- **Identify, describe and compare and contrast** the most popular games and toys of the 1960s with those of today;
- **Record and describe** some of the things that adults alive at the time remember about the 1960s;
- **Recognise and describe** how animals, particularly messenger pigeons, played such an important role during World War I;
- **Identify and describe** some of the ways a child in Britain would have been aware that a war was happening in 1916.

## Year 2

- **Construct** uncomplicated oral narratives by working forward from a beginning to an end or outcome;
- **Recognise** the distinction between 'history' and 'prehistory';
- **Describe** the achievements of a number of significant individuals and the events associated with them in the past – Hatshepsut, Margaret Thatcher, Grace O'Malley, Malala Yousafzai, Marie Curie and Elizabeth I – and **compare and contrast** one with another;
- **Identify and locate** on a map the area of the Roman Empire in Europe together with the location of Pompeii and **describe** what happened there in AD 79;
- **Describe and give reasons** why archaeologists know so much about the ways of life of people such as Sappho who lived at Pompeii in Roman times;
- **Describe and give reasons** for the importance of a significant historical event, person and place in their own locality.

## Lower Key Stage 2

By the end of each year our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

### Year 3

- **Recognise** how historical events are caused by other important past events and in turn have their own consequences;
- Begin the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 **identifying and describing** events in the order in which they occurred using a pre-existing scale of equidistant intervals;
- **Describe and explain** in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age;
- **Contrast** the ways in which most people in Britain were living at the end of the Stone Age **compared** with the beginning and **explain** some of the differences they **observe**;
- **Explain** why the discovery of the Amesbury Archer dating from the beginning of the Bronze Age in Britain was such an important archaeological find;
- **Identify, describe and compare and contrast** the many different types of stone monuments created in Britain during the Bronze Age and **reach a simple judgement** about what their purpose might have been;
- **Describe** the main features of Iron Age hill forts and **offer reasons** why so many were constructed across Britain;
- **Explain** why archaeologists believe Iron Age people made so many beautiful artefacts only to then throw them into rivers or bury them underground;
- **Explain** how we know that life wasn't always peaceful in the Iron Age?

### Year 4

- Complete the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 **identifying and describing** events in the order in which they occurred using a pre-existing scale of equidistant intervals;
- **Explain** why the Romans invaded Britain;
- **Describe and explain** why we know so much about the towns the Romans built in Britain;
- **Explain** why the Romans in Britain organised gladiatorial games and why such events were not always popular with everyone;
- **Explain** why Boudicca presented such a threat to the Romans that they almost lost control of Britain;
- **Explain** who the Anglo Saxons were and why they chose to live in villages in the British countryside rather than in the towns that the Romans built;
- Through **evaluating** the artefacts of the Sutton Hoo burial **reach a judgement** about what the different items tell us about life in Anglo Saxon Britain;
- **Explain** why Viking Norsemen invaded Britain and **reach a judgement** about why they were desperate to stay;
- **Explain** why King Alfred is the only King or Queen of England to have 'the Great' after their name.



## Upper Key Stage 2

By the end of each year our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

### Year 5

- **Evaluate** the range of artefactual evidence left behind by the Ancient Maya and **reach and judgement** regarding what they suggest about the kind of life they lived;
- Consider the possible explanations about why the Ancient Maya abandoned their jungle cities and **reach a judgement** about which might be the most convincing;
- **Compare and contrast** ways of life in Britain during the time of the Ancient Maya and **reach a judgement** about which society they feel was most advanced;
- **Explain** why we know so much about how some people lived at the time of the Shang Dynasty of Ancient China and hardly anything about the life of the majority of people;
- **Compare and contrast** the reigns of King Cheng Tang and King Di Xin during the Shang Dynasty of Ancient China and **reach a judgement** about who of the two they feel would have been the most effective leader;
- **Explain** the significance of the story of the Trojan Horse in the history of Ancient Greece and **evaluate** the evidence available to **reach a judgement** as to whether the events might be fact, legend or myth;  
Construct a timeline relating to one of the civilizations studied, by creating their own equidistant scale to record its main events in the order that they occurred.

### Year 6

- Construct more detailed oral and written historical narratives which **describe and explain** how and why particular events unfolded over time;
- **Explain** why Britain established an empire around the world and construct a timeline using an equidistant scale to record the chronology of the main events that occurred;
- **Evaluate** some of the advantages and disadvantages of the British Empire both to Britain and its colonies and **reach a judgement** as to why it has now almost disappeared;
- **Describe and explain** how several aspects of national history are reflected in their own locality and **evaluate and reach a judgement** about their relative importance;
- **Empathise** with circumstances in Britain after the fall of Dunkirk in 1940 during World War II and **reach a judgement**, through **critiquing** a range of evidence, as to why Britain won the Battle of Britain.

## Enquiry: KS1

### Year 1 – What does it take to be a great explorer?

<b>Working Towards</b> <b>Age Related Expectations</b>	<b>Working at Expected</b> <b>Age Related Expectations</b>	<b>More Able</b> <b>Age Related Expectations</b>
<p><b>Recognise</b> what an explorer does;</p> <p><b>Identify</b> what Amy Johnson achieved;</p> <p><b>Recognise</b> that Christopher Columbus is remembered as a famous explorer;</p> <p><b>Recognise</b> what Neil Armstrong achieved;</p> <p><b>Recognise</b> some of the personal qualities needed to be a great explorer.</p>	<p><b>Describe</b> the achievements of Ranulph Fiennes;</p> <p><b>Describe</b> the achievements of Amy Johnson and <b>suggest reasons</b> why they are particularly remarkable;</p> <p><b>Describe</b> some voyages and discoveries of Columbus and <b>suggest reasons</b> why he was able to accomplish so much;</p> <p><b>Describe</b> the events leading up to the Moon landing and <b>suggest reasons</b> why Armstrong was able to accomplish this;</p> <p><b>Describe</b> the qualities that astronauts travelling to Mars will require and <b>compare and contrast</b> these with those of Fiennes, Johnson and Columbus.</p>	<p><b>Explain</b> why Ranulph Fiennes is recognised as the world's greatest living explorer;</p> <p><b>Describe and explain</b> the mystery surrounding her disappearance;</p> <p><b>Describe and explain</b> Columbus' attitude to the people and their possessions he found in the New World;</p> <p><b>Compare and contrast</b> the achievements of Armstrong with those of Amy Johnson and Christopher Columbus and <b>reach a judgement</b> about which they consider was most significant;</p> <p><b>Describe and explain</b> the achievements of the explorer James Cook.</p>

## Year 1 – How do we know so much about where Sappho used to live?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> that Pompeii was once an important Roman city;</p> <p><b>Recognise</b> that Sappho was a wealthy teenager living in Pompeii;</p> <p><b>Recognise</b> that at its height the Roman Empire included most of Europe;</p> <p><b>Recognise</b> that Pompeii is overlooked by a volcano called Vesuvius and the danger this presents;</p> <p><b>Identify</b> a range of different artefacts discovered in excavations at Pompeii;</p> <p><b>Recognise</b> that some people who were at Pompeii wrote first-hand accounts of what happened;</p> <p><b>Recognise</b> how the shape of many people who died at Pompeii was preserved.</p>	<p><b>Identify, describe</b> and <b>suggest reasons</b> for some of the ways in which people lived in Pompeii;</p> <p><b>Describe</b> what a typical day in the life of Sappho might have been and <b>suggest reasons</b> why we know this;</p> <p><b>Describe</b> what an 'empire' is and <b>identify and locate</b> the modern-day countries that were once part of the Roman Empire;</p> <p><b>Describe</b> the causes and effects of the eruption of Vesuvius in AD 79;</p> <p><b>Describe and suggest reasons</b> how a range of smaller artefacts would have been used;</p> <p><b>Compare and contrast</b> the trustworthiness of the account of Pliny with that of the painting by Briulov as evidence of what occurred at Pompeii;</p> <p><b>Describe</b> how archaeologists have created plaster casts of their bodies.</p>	<p><b>Explain</b> how archaeologists have gone about reconstructing the buildings of Pompeii;</p> <p><b>Explain</b> why she was able to live a privileged life compared to most people;</p> <p><b>Suggest reasons</b> for why the Romans were able to conquer such a large area;</p> <p><b>Explain</b> how the actions of many people before and during the eruption put them in additional danger;</p> <p><b>Understand</b> what it means to infer something from evidence;</p> <p><b>Describe and explain</b> the difference between primary and secondary evidence when trying to understand events at Pompeii;</p> <p><b>Understand</b> why the remains of Pompeii went undiscovered for over a thousand years.</p>

## Year 1 – Why is the history of my locality significant?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise and identify</b> some features of a local historically important place;</p> <p><b>Recognise</b> one important historical artefact associated with this place;</p> <p><b>Identify</b> some ways that people were living in Britain when this place was important in the past;</p> <p><b>Identify</b> where an important historical event occurred locally;</p> <p><b>Recognise</b> that ways of life were different in the UK at the time of this event than they are today;</p> <p><b>Identify</b> and <b>recognise</b> an historically important person in the local area;</p> <p><b>Recognise</b> that ways of life were different in Britain during the lifetime of this person from what they are today.</p>	<p><b>Describe and offer reasons</b> for why this place is historically important;</p> <p><b>Describe</b> the artefact and what its probable purpose would have been;</p> <p><b>Describe and offer reasons</b> for how people were living then;</p> <p><b>Describe</b> the event and <b>suggest reasons</b> why it is remembered today;</p> <p><b>Describe</b> the ways of life of people living in Britain at the time of the event;</p> <p><b>Describe</b> the reasons why this individual is remembered;</p> <p><b>Describe</b> the ways of life of people who were living in Britain at the same time as this person.</p>	<p><b>Compare and contrast</b> this place with a place of national importance;</p> <p><b>Explain</b> what this artefact tells us about the lives of the people who used it;</p> <p><b>Compare and contrast</b> the main similarities and differences with ways of life today;</p> <p><b>Describe and explain</b> some other important historical events that were occurring in the UK around the same time;</p> <p><b>Suggest reasons</b> why some historical events are considered more significant than others;</p> <p><b>Compare and contrast</b> this individual with the achievements of others who were living in Britain at the same time;</p> <p><b>Compare and contrast</b> how this important person lived compared with most people in Britain at the same time.</p>

## Year 2 – How do our toys and games compare with those of children in the 1960s?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> how people record the passing of time;</p> <p><b>Complete and describe</b> a simple personal history timeline;</p> <p><b>Recognise</b> what a decade is and how long ago the 1960s was;</p> <p><b>Identify</b> some toys and games that were popular in the 1960s;</p> <p><b>Recognise</b> that since the 1960s some toys and games have changed whilst others have remained the same;</p> <p><b>Recognise</b> that Wi-Fi allows computers, or other devices, to connect to the Internet;</p> <p><b>Recognise</b> that a Wi-Fi enabled toy or game often collects and stores information about its owner;</p> <p><b>Recognise</b> that talking to someone who lived in the 1960s provides first-hand information about life then.</p>	<p><b>Identify and describe</b> some of the ways in which historians divide up time;</p> <p><b>Complete and describe</b> a simple timeline of some important historic events of the 20<sup>th</sup> century;</p> <p><b>Identify and describe</b> some of the historical events that occurred in Britain during the 1960s;</p> <p><b>Describe</b> how children would have played with their favourite toys and games in the 1960s;</p> <p><b>Compare and contrast</b> popular toys and games of the 1960s with those of today <b>identifying</b> similarities and differences;</p> <p><b>Describe</b> how Wi-Fi enabled toys and games work and <b>recognise</b> why they didn't exist in the 1960s;</p> <p><b>Describe</b> why giving personal information to Wi-Fi enabled toys could put their privacy and safety at risk;</p> <p>Devise questions and interview some people who lived in the 1960s and <b>describe and present</b> their information to others.</p>	<p><b>Suggest reasons</b> why they divide up and order time into different periods;</p> <p><b>Suggest reasons</b> why it is important to know the order or sequence in which events occur;</p> <p><b>Compare and contrast</b> the events of the 1960s with some important events of the 2010s;</p> <p><b>Describe</b> children's television shows of the 1960s and compare with popular programmes today;</p> <p><b>Suggest reasons</b> for the changes they have <b>observed</b>;</p> <p><b>Describe</b> the work of Tim Berners-Lee;</p> <p><b>Describe</b> how they would advise others to stay safe online;</p> <p><b>Understand</b> the difference between primary and secondary sources of information about things in the past.</p>

## Year 2 – Who is the Greatest History Maker?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Identify</b> the person most associated with Guy Fawkes Night;</p> <p><b>Recognise</b> that Guy Fawkes is seen as a history maker;</p> <p><b>Identify</b> six people who are all seen as having made history during their lives;</p> <p><b>Recognise</b> that the achievements of some history makers are more significant than others;</p> <p><b>Recognise</b> that everyone can make history.</p>	<p><b>Describe</b> what is commemorated on Guy Fawkes Night; <b>Suggest reasons</b> for this;</p> <p><b>Describe</b> and <b>compare</b> their relative achievements; and <b>reach a judgement</b> about their relative importance;</p> <p><b>Compare</b> and <b>reach a judgement</b> about the relative importance of the achievements of the six history makers;</p> <p><b>Describe</b> how they would like to make history in their lifetime.</p>	<p><b>Explain</b> the difference between a commemoration and a celebration;</p> <p><b>Suggest reasons</b> why some people are remembered as history makers and others not;</p> <p><b>Explain</b> the difference between history makers who are famous and those who are infamous;</p> <p><b>Explain</b> and <b>justify</b> their decision;</p> <p><b>Describe and suggest reasons</b> for how people have made history during the past six or seven years i.e. since they were born.</p>

## Year 2 – Why was Charles sent to prison?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> that the First World War occurred between 1914 and 1918;</p> <p><b>Recognise</b> what a messenger pigeon did;</p> <p><b>Recognise</b> that killing messenger pigeons during the First World War was a serious crime;</p> <p><b>Recognise</b> that the lives of children in Britain changed during the First World War;</p> <p><b>Identify</b> different animals that were used by the military during the First World War;</p> <p><b>Identify</b> some of the ways in which animals are used by the military today;</p> <p><b>Recognise and describe</b> a firefly.</p>	<p><b>Identify and describe</b> against whom Britain was fighting and where many of the battles were taking place in France;</p> <p><b>Describe</b> how people communicated at the time of the First World War and <b>suggest reasons</b> why messenger pigeons were so important to the military;</p> <p><b>Describe and explain</b> why Charles was sent to prison for six months in 1916;</p> <p><b>Describe and give reasons</b> for these changes;</p> <p><b>Describe</b> different ways in which horses were used and <b>give reasons</b> why they were so important to the war effort;</p> <p><b>Compare and contrast</b> the ways that animals were used during the First World War with how they are used today by rescue and support services;</p> <p><b>Give reasons</b> why fireflies were important to a soldier in the trenches during the First World War.</p>	<p><b>Explain</b> why the war was called a 'world' war;</p> <p><b>Compare and contrast</b> methods of communication today with those during the time of the First World War;</p> <p><b>Design and explain</b> their own secret code for messages sent with pigeons;</p> <p><b>Understand</b> why it was so difficult for people in Britain to get up to date news about the war;</p> <p><b>Explain</b> the ways in which a number of other animals were used in the war effort;</p> <p><b>Describe and explain</b> the purpose of therapy dogs;</p> <p><b>Design and explain</b> an appropriate firefly sculpture for the Animals in War Memorial in Hyde Park.</p>

## Enquiry: LKS2

### Year 3 - How did the lives of Ancient Britons change during the Stone Age?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> people known as Ancient or Stone Age Britons;</p> <p><b>Recognise</b> that the first modern humans arrived in Britain between 850,000 and 950,000 years ago;</p> <p><b>Recognise</b> footprints left by a family in Norfolk almost a million years ago;</p> <p><b>Know</b> what an archaeologist is and what they do;</p> <p><b>Recognise</b> a Stone Age summer and winter camp;</p> <p><b>Recognise</b> that life for most people at the end of the Stone Age was different from that of people at the start.</p>	<p><b>Describe</b> some of the ways of life associated with Ancient Britons;</p> <p><b>Describe</b> the difference between <i>history</i> and <i>prehistory</i> and <b>recognise</b> that the Stone Age ended approximately 4,500 years ago at the beginning of the Bronze Age;</p> <p>Reconstruct in an annotated drawing what the family may have been doing and <b>describe and explain</b> their reasoning;</p> <p><b>Describe</b> what an artefact is and <b>explain</b> how archaeologists use them to infer how people may have lived in the past;</p> <p><b>Describe</b> the features of such camps and <b>explain</b> how and why they would have been different;</p> <p><b>Describe and explain</b> some of the important ways in which life for Ancient Britons changed during the Stone Age.</p>	<p><b>Explain</b> what an anachronism is and why it is difficult to know for sure how Ancient Britons lived;</p> <p><b>Understand</b> that the Stone Age lasted for almost a million years and during that time ways of life changed greatly;</p> <p><b>Contrast</b> how Stone Age people may have used beaches <b>compared</b> with today and <b>explain their reasoning</b>;</p> <p><b>Understand</b> why archaeologists can never be certain about the purpose of artefacts they discover;</p> <p><b>Explain</b> why Ancient Britons could not have lived permanently in caves as is often thought;</p> <p><b>Understand</b> why the end of a nomadic hunter gatherer lifestyle and the beginning of a sedentary farming way of life was one of the most significant events in the history of Britain.</p>



## Year 3 - What is the secret of the standing stones?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Identify</b> and <b>distinguish</b> between artefacts made of flint and bronze;</p> <p><b>Identify</b> the likely use of several Bronze Age artefacts;</p> <p><b>Recognise</b> who the Amesbury Archer probably was;</p> <p><b>Identify</b> a number of modern-day monuments;</p> <p><b>Recognise</b> the Bronze Age stone monuments at Merrivale;</p> <p><b>Recognise</b> that, in addition to the stones, there may originally have been other things made of wood or cloth at Merrivale;</p> <p><b>Recognise</b> that people may have travelled a long way to attend ceremonies at Merrivale.</p>	<p><b>Describe and explain</b> how bronze is smelted;</p> <p><b>Describe and explain</b> what a range of artefacts suggest about how people lived during the Bronze Age;</p> <p><b>Identify, describe and explain</b> the likely use of the artefacts discovered in his grave;</p> <p><b>Describe and explain</b> the purpose of monuments;</p> <p><b>Describe</b> the form and layout of Merrivale and <b>reach a judgement</b> regarding its purpose;</p> <p><b>Reach a judgement</b> regarding what some of these additional features may have been;</p> <p><b>Describe and explain</b> their ideas as to the purpose of ceremonies at Merrivale.</p>	<p><b>Understand</b> the advantages and disadvantages of using bronze to make things;</p> <p><b>Explain</b> how these artefacts show progress in the ways of life of people in Britain <b>compared</b> with the Stone Age;</p> <p><b>Explain</b> why archaeologists believe he was given such an important burial;</p> <p><b>Understand</b> the significance of a monument either in their local area or of global importance;</p> <p><b>Compare and contrast</b> Merrivale with another famous Bronze Age stone monument and <b>describe and explain</b> similarities and differences;</p> <p><b>Understand</b> what it means to infer or deduce something and how this may lead to misjudgements;</p> <p><b>Empathise</b> with the likely feelings of someone attending a ceremony at Merrivale for the first time.</p>

## Year 3 - How do artefacts help us to understand the lives of people in the Iron Age?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> some features of an Iron Age hill fort;</p> <p><b>Recognise</b> that Iron Age hill forts would not have looked like they do today when first built;</p> <p><b>Recognise</b> an Iron Age roundhouse;</p> <p><b>Recognise</b> that Iron Age roundhouses would have looked different from today when they were first built;</p> <p><b>Recognise</b> how archaeologists think that the Iron Age was a violent period;</p> <p><b>Identify</b> what an Iron Age stater was;</p> <p><b>Recognise</b> who Boudica was.</p>	<p><b>Describe and explain</b> the main features of an Iron Age hill fort;</p> <p><b>Describe and explain</b> how an Iron Age hill fort may have looked when it was first constructed;</p> <p><b>Describe and explain</b> the main features of an Iron Age roundhouse;</p> <p>Reconstruct an Iron Age roundhouse as it might originally have looked and <b>explain</b> their reasoning;</p> <p><b>Explain</b> with the help of artefacts why archaeologists infer that the Iron Age was a violent time;</p> <p><b>Describe</b> a stater and explain what archaeologists think their purpose was;</p> <p><b>Describe</b> who Boudica was and <b>explain</b> why she was so successful at fighting the Romans.</p>	<p><b>Explain</b> why the Romans also used Iron Age hill forts after they conquered Britain;</p> <p><b>Justify</b> their choice of features and <b>understand</b> why historians won't ever know for certain what they looked like;</p> <p><b>Reach a judgement</b> regarding the uses of artefacts discovered in Iron Age roundhouses;</p> <p><b>Contrast</b> their reconstruction with that of an archaeologist and <b>reach a judgement</b> about how it compares;</p> <p><b>Reach a judgement</b> as to why the Bronze Age was a much more peaceful time than the Iron Age;</p> <p><b>Explain</b> the significance of the Iron Age hoard of staters discovered at Wickham Market;</p> <p><b>Explain</b> why the Romans were shocked and surprised at the uprising led by Boudica.</p>

## Year 4 - How did the arrival of the Romans change Britain?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> that by AD 43 the Roman Empire covered most of Europe;</p> <p><b>Recall</b> that Boudica was an Iron Age tribal leader who fought the Romans;</p> <p><b>Recognise</b> that the oldest handwritten document discovered in Britain is a letter from the wife of a Roman fort commander;</p> <p><b>Identify</b> Hadrian's Wall and <b>recognise</b> its purpose;</p> <p><b>Recognise</b> that the Romans built many large towns and cities in Britain;</p> <p><b>Recognise</b> a gladiator and what they did;</p> <p><b>Identify</b> some of the things that went on at Roman gladiatorial games.</p>	<p><b>Describe and explain</b> why Emperor Claudius invaded Britain;</p> <p><b>Compare and contrast</b> the armies of Boudica and the Roman governor Paulinus and <b>reach a judgement</b> about the likely outcome of a battle between them;</p> <p><b>Explain</b> what the letter suggests about how high-status and wealthy Romans in Britain lived;</p> <p><b>Describe and explain</b> the design of Hadrian's Wall and why the Romans constructed it;</p> <p><b>Identify, describe and explain</b> the main features of the layout of typical Roman towns;</p> <p><b>Describe and explain</b> the purpose of gladiators and lanista;</p> <p><b>Describe and explain</b> who organised gladiatorial games and why they did it.</p>	<p><b>Understand</b> why the earlier invasions of Julius Caesar failed;</p> <p><b>Understand</b> the difference between historical evidence and legends and folklore;</p> <p><b>Describe and explain</b> the kind of homes in which high-status and wealthy Romans lived;</p> <p><b>Understand</b> why, despite several invasions, the Romans were never able to defeat the Picts and control Scotland;</p> <p><b>Explain</b> why it is that historians know so much about how Roman towns were designed and built;</p> <p><b>Understand</b> that not all Romans enjoyed or supported gladiatorial games;</p> <p><b>Understand</b> who the plebeians were and why Roman leaders needed them to feel valued and content.</p>

## Year 4 – Who were the Anglo Saxons and how do we know what was important to them?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Identify</b> the difference between a <i>primary</i> and <i>secondary</i> source of evidence;</p> <p><b>Recognise</b> that Honorius, the last Roman Emperor of Britain, was faced with a difficult decision in AD 410;</p> <p><b>Recognise</b> that tribes of people from Europe known collectively as Anglo-Saxons began to settle in Britain towards the end of the Roman Empire;</p> <p><b>Recognise</b> that Anglo Saxon tribes worshipped many different gods;</p> <p><b>Recognise</b> that during Anglo Saxon times people in Britain slowly converted to Christianity;</p> <p><b>Recognise</b> that ways of life changed in Britain after conversion to Christianity;</p> <p><b>Recognise</b> that a very important person was buried at Sutton Hoo.</p>	<p><b>Describe and explain</b> what occurred in AD 410 and how it contributed to the Romans abandoning Britain;</p> <p><b>Describe and explain</b> the difficulty he had;</p> <p><b>Describe and explain</b> why Anglo-Saxon settlers chose to live in rural villages rather than the towns and cities abandoned by the Romans;</p> <p><b>Describe and explain</b> some of the religious beliefs and practices of the Anglo Saxons;</p> <p><b>Describe and explain</b> why the people of Britain began converting to Christianity after the visit of Augustine in 596;</p> <p><b>Describe and explain</b> some of the most important changes that occurred to buildings and ways of life;</p> <p><b>Identify and describe</b> the most important artefacts discovered in the Anglo Saxon ship burial at Sutton Hoo and <b>explain</b> what they suggest about the identity and life of the person buried in it.</p>	<p><b>Understand</b> what the term <i>empire</i> means and why the Roman Empire was very difficult to govern;</p> <p><b>Empathise</b> with Emperor Honorius and make a <b>judgement</b> about why the Romans left Britain and the emotions the Emperor may have felt;</p> <p><b>Evaluate</b> the advantages and disadvantages of the Anglo Saxons choosing to live in the countryside rather than in towns and cities;</p> <p><b>Explain</b> why these beliefs and religious practices are called pagan today;</p> <p><b>Make a reasoned judgement</b> regarding the message Augustine carried from Pope Gregory to King Ethelbert;</p> <p><b>Evaluate</b> the advantages and disadvantages for ordinary people of converting to Christianity;</p> <p><b>Reach an informed judgement</b> as to how the ship burial might have been designed and carried out.</p>

## Year 4 - What did the Vikings want and how did Alfred help to stop them getting it?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> that in the past people, referred to as Vikings, attacked Britain;</p> <p><b>Know</b> that 'Vikings' were in fact Norsemen from Scandinavia;</p> <p><b>Describe</b> the likely feelings of people in Britain when the attacks by Norsemen began;</p> <p><b>Identify</b> a Norse longship;</p> <p><b>Identify</b> on a map some areas of Britain settled by Norsemen;</p> <p><b>Identify and describe</b> some features of homes that Norsemen built in Britain;</p> <p><b>Recognise</b> that Alfred was King of one of several kingdoms that made up England at the time.</p>	<p><b>Describe</b> some of the likely reasons for the Viking attack on Lindisfarne in 793;</p> <p><b>Suggest reasons</b> why people in Britain called the invading Norsemen 'Vikings';</p> <p><b>Empathise</b> with the people of Lindisfarne and the Kingdom of Northumbria as Norse attacks became more frequent and destructive;</p> <p><b>Describe</b> and <b>give reasons</b> for the main design features of a Norse longship;</p> <p><b>Describe</b> and <b>suggest reasons</b> for the distribution of those areas;</p> <p><b>Compare and contrast</b> these homes with those of Anglo-Saxons;</p> <p><b>Describe and explain</b> how King Alfred resisted and overcame the threat of the Norsemen.</p>	<p><b>Explain</b> who the 'Vikings' really were, where they lived and why they began attacking the British Isles;</p> <p><b>Explain</b> how the myth of Norsemen wearing horned helmets may have originated;</p> <p><b>Explain</b> how news of the Norse attacks most likely spread to the remainder of the British Isles;</p> <p><b>Explain</b> why a Norse longship was an ideal vessel for raiding the east coast of Britain;</p> <p><b>Explain</b> why the areas of Britain settled by the Norsemen were carefully selected and very important;</p> <p><b>Explain</b> why Norsemen homes were very different;</p> <p><b>Explain</b> why King Alfred is known as 'the Great' today.</p>

## Enquiry: UKS2

### Year 5 - Why did the ancient Maya change their way of life?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> modern Maya people;</p> <p><b>Recognise</b> that the ancient Maya built cities in the jungles of Central America;</p> <p><b>Identify</b> features of the ancient Maya city of Chichen Itza;</p> <p><b>Recognise</b> how ancient Maya people grew food;</p> <p><b>Recognise and describe</b> some ancient Maya artefacts;</p> <p><b>Describe</b> how ancient Maya people probably played the game pok-a-tok;</p> <p><b>Recognise</b> that the ancient Maya eventually abandoned their jungle cities.</p>	<p><b>Locate</b> Central America and <b>describe and explain</b> its natural features;</p> <p><b>Identify and describe</b> the features of the ancient cities and <b>explain</b> why they lay undiscovered for a thousand years;</p> <p><b>Describe and explain</b> features of the city and <b>reach a judgement</b> about what its purpose was;</p> <p><b>Describe and explain</b> the terraced system of farming used by the ancient Maya;</p> <p><b>Identify</b> the purpose of each artefact and <b>reach a judgement</b> about what they suggest about the day to day life of ordinary Maya people;</p> <p><b>Explain</b> why pok-a-tok was much more than a game;</p> <p><b>Describe and explain</b> the different theories surrounding why the ancient Maya abandoned their cities and <b>reach a judgement</b> about which is most probable.</p>	<p><b>Identify</b> the countries in which Maya people live today and <b>explain</b> their occupations;</p> <p><b>Understand</b> why it is very unlikely that ordinary people ever lived in the jungle cities;</p> <p><b>Understand</b> the concepts of monument and ceremony;</p> <p><b>Explain</b> how terraced farming protected and conserved the soil;</p> <p><b>Justify</b> their decisions and <b>understand</b> why their decisions may be misjudged;</p> <p><b>Understand</b> the social and religious significance of pok-a-tok;</p> <p><b>Understand</b> why the likely cause was a combination of reasons rather than just one.</p>

## Year 5 – Why was winning the Battle of Britain in 1940 so important?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Recognise</b> that the Battle of Dunkirk in 1940 involved British and Allied troops fighting Nazi Germany;</p> <p><b>Recognise and describe</b> why there was a risk of Nazi Germany invading Britain after the Battle of Dunkirk;</p> <p><b>Recognise</b> that the Luftwaffe needed to defeat the Royal Air Force if Germany was to invade;</p> <p><b>Recognise</b> that the Battle of Britain was fought during the Second World War between the Royal Air Force and the Luftwaffe.</p>	<p><b>Describe</b> the events leading up to the Battle of Dunkirk and <b>explain</b> what happened during and at the end of the fighting;</p> <p><b>Explain</b> why Britain faced the possibility of invasion and <b>reach a judgement</b> about how serious the threat was;</p> <p><b>Explain</b> why Hitler needed to defeat the Royal Air Force before launching an attack;</p> <p><b>Describe</b> and <b>evaluate</b> the various factors which contributed to the Royal Air Force winning the Battle of Britain and <b>reach a judgement</b> as to which of these they feel were most significant.</p>	<p>Read and listen to the speeches of Winston Churchill after the evacuation of Dunkirk and <b>reach a judgement</b> regarding the purpose of the language and intonation he used;</p> <p><b>Understand</b> what <i>propaganda</i> is and <b>reach a judgement</b> about why Hitler decided to make public Nazi Germany's invasion plans;</p> <p><b>Explain</b> how Hitler, in the event of an invasion, would have transported troops to Britain and <b>reach a judgement</b> about how successful this would have been;</p> <p><b>Understand</b> that assigning significance to historical events is a subjective <b>judgement</b> and is influenced by the perspective of the person making it.</p>

## Year 5 - How did the Industrial Revolution change Manchester?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>More Able Age Related Expectations</b>
<p><b>Describe</b> some changes that occurred in one location during this period</p> <p><b>Describe</b> why the Industrial revolution was so important for Manchester</p> <p><b>Compare</b> the Thomas Street of 1840 to modern day</p> <p><b>Identify and describe</b> why Quarry Bank and other mills were built in Manchester;</p> <p><b>Describe</b> the working conditions for most people employed in factories during Victorian times;</p> <p><b>Describe</b> what social reformers and philanthropists tried to do in Victorian times.</p>	<p><b>Identify and describe</b> changes that occur in during this period;</p> <p><b>Suggest and explain</b> how the industrial revolution influenced the city's development.</p> <p><b>Compare &amp; contrast</b> the Thomas Street of 1840 to modern day</p> <p><b>Explain</b> why Quarry Bank and other mills were built in Manchester;</p> <p><b>Describe and explain</b> how cotton mills &amp; the factory system contributed to economic growth;</p> <p><b>Compare and contrast</b> the working conditions in Quarry Bank Mill and a factory, <b>explain</b> similarities and differences.</p> <p><b>Explain</b> why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and <b>evaluate</b> some of the impacts they had;</p>	<p><b>Understand</b> how changes in this location influenced the Industrial Revolution and the development of Manchester</p> <p><b>Explain</b> the differences between the Thomas Street of 1840 to modern day and <b>justify reasons</b> why it has changed</p> <p><b>Compare and contrast</b> the working conditions in Quarry Bank Mill and a factory, <b>and reach a judgment</b> that explains the differences.</p> <p><b>Explain</b> why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and <b>reach a judgment</b> about the effects they had in places such as Manchester</p> <p><b>Empathise</b> with those who worked in the mills.</p> <p><b>Explain</b> the importance of the 1833 Factory Act for the lives of children.</p>



## Year 6 – How did a pile of dragon bones help to solve an ancient Chinese mystery?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>Greater Depth/Exceeding Age Related Expectations</b>
<p><b>Identify and describe</b> what Wang Yirong bought from a market in China in 1899;</p> <p><b>Recognise</b> that the Shang Dynasty ruled in parts of modern day China over 3000 years ago;</p> <p><b>Recognise</b> that during the Shang Dynasty most people lived very different lives to that of their king;</p> <p><b>Describe</b> some of the qualities a Shang king would have needed to rule successfully;</p> <p><b>Describe</b> some of the features of the tombs in which many Shang kings were buried.</p>	<p><b>Explain</b> why these so called 'dragon bones' turned out to be of great historical importance;</p> <p><b>Explain</b> how Shang rulers would have used oracle bones;</p> <p><b>Describe and explain</b> what life was like for people in different sections of Shang society;</p> <p><b>Reach a judgement</b> regarding the most important qualities required by a ruler and <b>compare and contrast</b> those shown by King Cheng Tang and King Di Xin;</p> <p><b>Reach a judgement</b> from the evidence of tomb artefacts about the likely identity of the occupant of an important tomb discovered in 1976.</p>	<p><b>Understand</b> what an oracle is and why historians prefer to call what Wang bought 'oracle bones';</p> <p><b>Understand</b> what historians mean by the term dynasty;</p> <p><b>Explain</b> why our understanding of the Shang people as a whole is very limited;</p> <p><b>Explain</b> why the Shang Dynasty ended with the death of King Di Xin;</p> <p><b>Understand</b> the risks involved in being a grave robber and explain why, despite these, people were still prepared to do it.</p>

## Year 6 – The story of the Trojan Horse: historical fact, legend or classical myth?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>Greater Depth/Exceeding Age Related Expectations</b>
<p><b>Describe</b> some of the things which Virgil wrote about in a story;</p> <p><b>Recognise</b> that Ancient Greece was a civilization that existed between 2800 and 2100 years ago;</p> <p><b>Describe</b> what a myth is compared with an historical fact;</p> <p><b>Recognise</b> that the Trojan War was fought between the armies of the city of Troy and those of the cities of Sparta and Mycenae;</p> <p><b>Describe</b> some of the evidence that suggests that the Trojan Horse may have existed;</p> <p><b>Recognise</b> that there may be other explanations for the story of the Trojan Horse.</p>	<p><b>Explain</b> which event historians believe Virgil was writing about;</p> <p><b>Locate and describe</b> the main regions and cities of Ancient Greece;</p> <p><b>Explain</b> why historians believe that many of the stories of Ancient Greece may be fictitious;</p> <p><b>Describe and explain</b> the main events of the story of the siege of Troy;</p> <p><b>Evaluate and critique</b> the different sources of evidence which supposedly depict a Trojan Horse;</p> <p><b>Evaluate and critique</b> alternative evidence as to what the Trojan Horse may have been.</p>	<p><b>Understand</b> why Virgil's account is secondary evidence and why therefore it may be inaccurate;</p> <p><b>Understand</b> what the term civilization means;</p> <p><b>Understand</b> that Greek mythology is a body of stories concerning the gods, heroes and rituals of the ancient Greeks;</p> <p><b>Understand</b> the significance of the role played by Queen Helen of Sparta in the story;</p> <p><b>Formulate a judgement</b> as to the reliability of this evidence;</p> <p><b>Reach a conclusion</b> as to what the truth behind the story of the Trojan Horse is and <b>justify</b> their views.</p>

## Year 6 – Why did Britain once rule the largest empire the world has ever seen?

<b>Working Towards Age Related Expectations</b>	<b>Working at Expected Age Related Expectations</b>	<b>Greater Depth/Exceeding Age Related Expectations</b>
<p><b>Identify and describe</b> the extent of the British Empire in 1921;</p> <p><b>Identify</b> reasons why Britain established an empire;</p> <p><b>Recognise</b> that today the British Empire has almost disappeared;</p> <p><b>Recognise</b> that in 1982 Britain fought a war with Argentina;</p> <p><b>Identify and locate</b> the countries which belong to the Commonwealth.</p>	<p><b>Locate</b> the places that were part of the British Empire and <b>explain</b> what it meant to be a colony;</p> <p><b>Describe and explain</b> why Britain wanted an empire;</p> <p><b>Describe and explain</b> why the British Empire no longer exists;</p> <p><b>Explain and reach a judgement</b> about why Britain went to war;</p> <p><b>Describe and explain</b> what the Commonwealth is.</p>	<p><b>Reach a judgement</b> regarding the benefits and disadvantages of being a colony;</p> <p><b>Reach a judgement</b> about which reasons they feel were most important;</p> <p><b>Reach a judgement</b> about which reasons they feel were most important;</p> <p><b>Explain</b> what sovereignty means and why Britain still has sovereignty over fourteen overseas territories;</p> <p><b>Reach a judgement</b> about what they feel the advantages are of a country belonging to the Commonwealth.</p>

## Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.

<b>Subject skill</b>	<b>Exemplification</b>
<b>Recognise</b>	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
<b>Identify</b>	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
<b>Categorise/ Classify</b>	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
<b>Sequence</b>	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
<b>Compare and contrast</b>	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
<b>Recall</b>	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
<b>Reason/ speculate</b>	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
<b>Summarise</b>	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.

<b>Synthesise</b>	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
<b>Explain</b>	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
<b>Empathise</b>	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
<b>Informed conclusion</b>	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
<b>Reasoned judgement</b>	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
<b>Justify</b>	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 <sup>th</sup> century was most significant and why or what should be done to reduce virtual water use by people in the UK.
<b>Apply</b>	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
<b>Evaluate</b>	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
<b>Critique</b>	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
<b>Hypothesise</b>	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.