
















































# Subject Overview: History






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																														
Year R	<p><b>Our Lives</b></p> <p><u>EQ: How have we changed over our lifetimes?</u></p> <p>1: Who am I now? <i>Chronology</i>            2: How was I different when I was a baby? <i>Connection</i>            3: How have I changed between being a baby and now? How do I know?  <i>Chronology Connection Evidence</i></p> <p>same, different, first, next, last, picture</p> <table border="1"> <tr> <td>Power </td> <td></td> </tr> <tr> <td>Connection </td> <td>Recognises that things were different in the past.</td> </tr> <tr> <td>Significance </td> <td></td> </tr> <tr> <td>Chronology </td> <td>Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.</td> </tr> <tr> <td>Evidence </td> <td>Can talk about past events using picture sources and artefacts..</td> </tr> </table>		Power 		Connection 	Recognises that things were different in the past.	Significance 		Chronology 	Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.	Evidence 	Can talk about past events using picture sources and artefacts..	<p><b>Toys</b></p> <p><u>EQ: When did people have the best toys?</u></p> <p>1: How can we describe the toys we have today? <i>Evidence</i>            2: What do the toys my parents had tell us that life was different? <i>Significance</i>  <i>Evidence Connection</i>            3: What do the toys my grandparents had tell us that life was different?  <i>Significance Evidence Connection</i>            4: What do the toys the Victorians had tell us that life was different?  <i>Significance Evidence</i>            5: How have toys changed over time? <i>Chronology</i>            6: When did people have the best toys? <i>Significance Evidence</i></p> <p>same, different, special, picture, object</p> <table border="1"> <tr> <td>Power </td> <td></td> </tr> <tr> <td>Connection </td> <td>Recognises that things were different in the past.</td> </tr> <tr> <td>Significance </td> <td>Can recognise and describe special times or events for family and friends.</td> </tr> <tr> <td>Chronology </td> <td>Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.</td> </tr> <tr> <td>Evidence </td> <td>Can talk about past events using picture sources and artefacts..</td> </tr> </table>		Power 		Connection 	Recognises that things were different in the past.	Significance 	Can recognise and describe special times or events for family and friends.	Chronology 	Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.	Evidence 	Can talk about past events using picture sources and artefacts..	<p><b>Looking Back on Our Year</b></p> <p><u>EQ: What happened in the past year?</u></p> <p>1: What are the most significant events that have happened this year? How is this the same or different to other people? <i>Significance</i>            2: How can we put events from our school year into order? <i>Chronology</i>            3: What's changed and stayed the same between the beginning of the year and now? <i>Connection</i></p> <p>same, different, special, timeline, picture, object, writing</p> <table border="1"> <tr> <td>Power </td> <td></td> </tr> <tr> <td>Connection </td> <td>Recognises that things were different in the past.</td> </tr> <tr> <td>Significance </td> <td>Can recognise and describe special times or events for family and friends.</td> </tr> <tr> <td>Chronology </td> <td>Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.</td> </tr> <tr> <td>Evidence </td> <td></td> </tr> </table>		Power 		Connection 	Recognises that things were different in the past.	Significance 	Can recognise and describe special times or events for family and friends.	Chronology 	Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.	Evidence 	
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**Mary Anning**

EQ: What did Mary Anning do to help us learn about the past?

- 1: How can we find out things about the past? *Evidence*
- 2: Who was Mary Anning, when did she live, and how did she help us find things out about the past? *Chronology Evidence*
- 3: What did Mary Anning help us find out? *Significance*

*significant, important, significance outside of own and family lives, evidence*







Power 	
Connection 	
Significance 	Can recognise and talk about who was important.
Chronology 	Creates simple timelines to sequence processes, events, objects within their own experience.
Evidence 	Can talk about past events and use annotations or captions to identify important features of picture sources, artefacts, etc.

**Flight**

EQ: Who helped the most in helping humans fly?

- 1: How has flight changed over time? *Chronology*
- 2: Who were the Wright brothers and how did they help humans fly? *Chronology Significance Connection*
- 3: Who was Amelia Earhart and how did she help humans fly? *Chronology Significance Connection*
- 4: Who was Bessie Coleman and how did she help humans fly? *Chronology Significance Connection*
- 5: Who helped the most in helping humans fly? *Significance Evidence*

*cause, consequence, significant, important, significance outside of own and family lives, significance of people, timeline, sequence*









Power 	
Connection 	Recognises that things could be different in the past.
Significance 	Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.
Significance 	Can recognise and talk about who was important.
Chronology 	Creates simple timelines to sequence processes, events, objects within their own experience.
Evidence 	Can identify and talk about different accounts of real historical situations.

**Beach Trips Over Time**

EQ: When was the best time for a day at Bournemouth beach?

- 1: How can we describe a visit to Bournemouth beach today? *Chronology*
- 2: What was a visit to Bournemouth beach like when my parents went and how do we know? *Significance Evidence*
- 3: What was a visit to Bournemouth beach like when my grandparents went and how do we know? *Significance Evidence*
- 4: What was a visit to Bournemouth beach like when the Victorians went and how do we know? *Significance Evidence*
- 5: How has a day at Bournemouth beach changed over time? *Chronology Connection*
- 6: When was the best time for a day at Bournemouth beach? *Significance Evidence Connection*

*timeline, sequence, change, old, new, then, now, artefact, evidence, different accounts*






Power 	
Connection 	Recognises that things could be different in the past.
Connection 	Can match old objects to people or situations from the past.
Significance 	Can describe how some aspects of life today differ from the past using simple historical vocabulary.
Significance 	Shows awareness of significant features not seen today.
Chronology 	Confidently use vocabulary associated with the past, e.g. old and new, then and now.
Evidence 	Can talk about similarities and differences between two or more historical sources using simple historical terms.
Evidence 	Can talk about past events and use annotations or captions to identify important features of picture sources, artefacts, etc.

**The Great Fire of London**

EQ: Why was the Great Fire of London 'great'?

- 1: When and where was the Great Fire of London? *Chronology*
- 2: What caused the Great Fire of London to start and what happened? *Chronology*
- 3: How do we know what happened in the Great Fire of London? *Evidence Significance*
- 4: Why did the Great Fire of London spread so quickly and which cause was most important? *Evidence*
- 5: How did the Great Fire of London change the city? *Connection Significance*
- 6: Why was the Great Fire of London 'great'? *Evidence*

*cause, consequence, multiple causes/consequences, significance of events, date, before, after, at the same time, source, primary source, secondary source, different accounts*






<i>Power</i> 	
<i>Connection</i> 	Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.
<i>Significance</i> 	Increasingly uses period specific language in explanations.
<i>Chronology</i> 	Realises that historians use dates to describe events. Use phrases describing intervals of time, e.g. before, after, at the same time, etc.
<i>Evidence</i> 	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story. Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).

**Explorers**

EQ: Who made the biggest discovery of our world?

- 1: What makes a person from history significant? What was the world like when we had no world map? *Chronology Significance*
- 2: Who was Marco Polo and how did they help us discover the world around us? *Chronology Significance*
- 3: Who was Ernest Shackleton and how did they help us discover the world around us? *Chronology Significance*
- 4: Who was Krystyna Liskiewicz and how did they help us discover the world around us? *Chronology Significance*
- 5: Who was Sir Rannulph Fiennes and how did they help us discover the world around us? *Chronology Significance*
- 6: Who made the biggest discovery of our world? *Significance Evidence Connection*

*then, now, at that point, significance of people, before, after, at the same time*

<i>Power</i> 	
<i>Connection</i> 	Can talk about similarities and differences not just between then and now but between then and another then.
<i>Significance</i> 	Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.
<i>Chronology</i> 	Realises that historians use dates to describe events. Use phrases describing intervals of time, e.g. before, after, at the same time, etc.
<i>Evidence</i> 	Can explain events and actions rather than just retell the story.






**British History: Britain from Stone Age to Iron Age**

10 000 BC - 0 AD

EQ: What changed in Britain from the Stone Age to the Iron Age?

- 1: When was the Stone Age, Bronze Age and Iron Age? *Chronology*
- 2: What changed and stayed the same between the different periods in the Stone Age? *Chronology Connection*
- 3: How can we know about the Stone Age? What do we know about it? Why don't we know why Stonhenge was built? *Evidence*
- 4: How did Britain becoming an island affect its history? *Connection*
- 5: Was the start of farming the greatest social revolution in human history? *Significance Connection*
- 6: How did the Bronze Age change Britain? *Connection Significance*
- 7: What changed in Britain in the Iron Age? *Connection Significance*
- 8: What changed in Britain from the Stone Age to the Iron Age? *Connection Significance Chronology*

*turning point, revolution, change, continuity, cause, consequence, significance due to change, BC/AD, period of time, duration, source, absence of sources, different accounts*

<i>Power</i> 	
<i>Connection</i> 	<p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</p> <p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results.</p> <p>Can explain why changes in different places might be connected in some way.</p> <p>Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</p>
<i>Significance</i> 	<p>Can describe main features associated with the period / civilisation studied, mostly using period specific language.</p> <p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p>
<i>Chronology</i> 	<p>Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.</p>
<i>Evidence</i> 	<p>Can describe in simple terms how sources reveal information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p> <p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p>






**World History: Ancient Civilisations**

3000 BC - 1000 BC

EQ: Were there any civilisations that could challenge the dominance of the Egyptian empire in the ancient world?

- 1: Where is Egypt and what caused a significant civilisation to rise here? When was the Egyptian civilisation significant? *Connection Chronology*
- 2: What was life like in Ancient Egypt and how do we know (cultural, economic, religious and social)? *Significance Evidence*
- 3: How was power organised in Ancient Egypt? (military, political, social) *Power Significance*
- 4: What other civilisations were there in the ancient world? Could Britain be classed as a significant civilisation in the ancient world? *Chronology Significance*
- 5: Did the Sumer, Indus Valley or Shang Dynasty make a more significant contribution to human history? *Chronology Significance Evidence*
- 6: Were there any civilisations that could challenge the dominance of the Egyptian empire in the ancient world? *Chronology Significance Evidence*

*power, hierarchy, power held by different groups, similarities / differences across civilisations, change across multiple locations, natural causes, civilisation, characteristic features (culture, economy, military, politics, religion, society), significance of countries / civilisations, relative significance, overlap, chronology, ancient, duration, revision of history*

<i>Power</i> 	<p>Understands that power is the capacity or ability to direct or influence history.</p> <p>Can recognise people as more or less powerful in a society.</p>
<i>Connection</i> 	<p>Understand that some past civilisations in different parts of the world have some important similarities.</p>
<i>Significance</i> 	<p>Can describe main features associated with the period / civilisation studied, mostly using period specific language.</p> <p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p>
<i>Chronology</i> 	<p>Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.</p> <p>Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary.</p>
<i>Evidence</i> 	<p>Can describe in simple terms how sources reveal information about the past.</p> <p>Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>






**World History: Ancient Greece**

800s BC - 0s AD

EQ: What was the greatest legacy of the Ancient Greek civilisation?

- 1: Where is Greece and what caused a significant civilisation to rise here? When was the Ancient Greek civilisation significant? *Connection Chronology*
- 2: How do we know about the Ancient Greeks? Why is there more evidence about the Ancient Greeks than Iron Age Britain? *Evidence*
- 3: What was life like in Ancient Greece (cultural, economic, religious and social)? *Significance*
- 4: How was power organised in Ancient Greece (military, political, social)? *Power Significance*
- 5: What was the greatest legacy of the Ancient Greek civilisation? *Significance Evidence*

*government, democracy, monarchy, combination of causes / consequences, characteristic features (culture, economy, military, politics, religion, society), legacy, relative significance, source significance, primary source, secondary source, evidence*

<b>Power</b> 	Can describe how power can be organised in different ways and how it can impact the people of that time.
<b>Connection</b> 	Can give simple explanations with simple examples of why change happened during particular events / periods.
<b>Significance</b> 	Can give simple explanations that not everyone in the past lived in the same way.
	Consistently uses period specific language in explanations.  Can identify significance reveals something about history or contemporary life.
<b>Chronology</b> 	Begin to understand historical periods overlap each other and vary in length.
<b>Evidence</b> 	Can describe and question the origins and purposes of sources using knowledge of periods and civilisations.
	Asks perceptive questions.  Knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.






**British History: Roman Britain**

0s AD - 400s AD

EQ: What was the greatest impact of Roman occupation on Britain?

- 1: Where is Rome and when was the Roman Empire significant? *Connection Chronology*
- 2: Why was it called the Roman 'empire' and why was it significant (cultural, economic, military, political, religious, social)? *Significance*
- 3: What caused the Romans to invade Britain? How did British society change when the Romans invaded? *Connection Evidence*
- 4: Why did the Romans leave Britain? How did British society change or stay the same when they left? *Connection Evidence*
- 5: What was the greatest impact of Roman occupation on Britain? *Significance*
- 6: Who left a greater legacy, the Ancient Greeks or the Romans? *Connection Evidence Significance*

*invasion, change, continuity, combination of causes / consequences, characteristic features (culture, economy, military, politics, religion, society), legacy, relative significance*

<b>Power</b> 	
<b>Connection</b> 	Understands that there are usually a combination of reasons for any change.
	Can give simple explanations with simple examples of why change happened during particular events / periods.  Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.
<b>Significance</b> 	Can give simple explanations that not everyone in the past lived in the same way.
	Consistently uses period specific language in explanations.  Can identify significance reveals something about history or contemporary life.
<b>Chronology</b> 	Begin to understand historical periods overlap each other and vary in length.
<b>Evidence</b> 	Asks perceptive questions.
	Knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.






**British History: Anglo Saxons and Scots**

400s AD - 800s AD

EQ: Is it fair to call Anglo-Saxon Britain the 'Dark Ages'?

- 1: Where did the Anglo-Saxons come from and when did they arrive? *Connection Chronology*
- 2: Was the departure of the Romans the reason why settlers came to Britain? *Connection*
- 3: How did life for people in Britain change between the Stone Age and Anglo-Saxon times (cultural, economic, social)? *Connection Evidence Significance*
- 4: How was power organised in Anglo-Saxon Britain (political, military)? *Power*
- 5: What difference did the spread of Christianity have on Britain (religious)? *Connection Significance*
- 6: Is it fair to call Anglo-Saxon Britain the 'Dark Ages'? *Significance Evidence*

*power structure, change, continuity, combination of causes / consequences, difference in consequences, characteristic features (culture, economy, military, politics, religion, society), relative significance, chronology over time - connections between moments in history*

<b>Power</b> 	Can describe how power can be organised in different ways and how it can impact the people of that time.
<b>Connection</b> 	Understands that there are usually a combination of reasons for any change.
	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.
<b>Significance</b> 	Can give simple explanations that not everyone in the past lived in the same way.
	Consistently uses period specific language in explanations.  Can identify significance reveals something about history or contemporary life.
<b>Chronology</b> 	Begin to understand historical periods overlap each other and vary in length.
<b>Evidence</b> 	Asks perceptive questions.
	Knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.








**British History: Propaganda**

1000s AD - Today

EQ: Can we rely on historical sources?

- 1: How was information presented differently in WWII? *Chronology Evidence*
- 2: How was information presented differently in Victorian Britain? *Chronology Power Evidence*
- 3: How was information presented differently in Tudor Britain? *Chronology Power Evidence*
- 4: Can we rely on historical sources? *Evidence*

*source, primary source, secondary source, source significance, source reliability, provenance, interpretation, bias, propaganda*

<i>Power</i> 	Understands that the relative power of different groups can change over time.
<i>Connection</i> 	
<i>Significance</i> 	
<i>Chronology</i> 	Can accurately place civilisations / periods studied, in chronological order and may take account of some overlap in duration and intervals between them.  Uses more precise chronological vocabulary.
<i>Evidence</i> 	Can construct simple reasoned arguments about aspects of events, periods and civilisations studied.  Can question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.  Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.  Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretations (provenance).






**British History: Vikings**

800s AD - 1000s AD

EQ: Did the Vikings deserve their vicious reputation?

- 1: Where and when was the Viking civilisation significant? *Connection Chronology*
- 2: Did the Vikings come to Britain for the same reason as the Romans and the Anglo-Saxons? *Connection*
- 3: What evidence is there that the Vikings were vicious raiders? Why might the Anglo-Saxons present the Vikings as vicious? *Significance Evidence*
- 4: What evidence is there that the Vikings had a positive impact on Britain? *Significance Evidence*
- 5: How did power change over time between the Anglo-Saxons and Vikings? *Power Chronology*
- 6: Who was more great: Alfred the Great or Alexander the Great? *Significance*
- 7: Did the Vikings deserve their vicious reputation? *Significance Evidence*

*power structure, power held by countries/civilisations, combination and connection of causes / consequences, characteristic features (culture, economy, military, politics, religion, society), legacy, relative significance, characteristics of significance*

<i>Power</i> 	Understands that the relative power of different groups can change over time.
<i>Connection</i> 	Can link causes or explain that one cause might be linked to another making an event much more likely to happen.  Understands that changes in different places and periods can be connected.
<i>Significance</i> 	Can identify and make links between significant characteristics of a period / civilisation studied and others studied previously.  Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.
<i>Chronology</i> 	Can accurately place civilisations / periods studied, in chronological order and may take account of some overlap in duration and intervals between them.  Uses more precise chronological vocabulary.
<i>Evidence</i> 	Can construct simple reasoned arguments about aspects of events, periods and civilisations studied.  Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretations (provenance).

**2023/2024 Roman Britain**






**Local History: Christchurch**

1000s AD - Today

EQ: What has Christchurch Priory seen in its history?

- 1: What evidence is there in Christchurch of a significant history? *Evidence*
- 2: When was Christchurch Priory built and what was life like at that time? *Chronology*
- 3: What made Christchurch a growing place of settlement? *Connection Evidence*
- 4: When was the castle in Christchurch built, why was it significant and why is it now a ruin? *Chronology Connection Evidence*
- 5: How did smuggling change Christchurch in the 18th and 19th centuries? *Chronology Significance Evidence*
- 6: How did the arrival of the railway change Christchurch? *Chronology Connection Evidence*
- 7: What was life like in Christchurch during WWII? *Chronology Connection Evidence*
- 8: What has Christchurch Priory seen in its history? *Chronology*

*relative significance*

<i>Power</i> 	
<i>Connection</i> 	Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.  Can link causes or explain that one cause might be linked to another making an event much more likely to happen.
<i>Significance</i> 	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.
<i>Chronology</i> 	Can accurately place civilisations / periods studied, in chronological order and may take account of some overlap in duration and intervals between them.  Uses more precise chronological vocabulary.
<i>Evidence</i> 	Can construct simple reasoned arguments about aspects of events, periods and civilisations studied.






**World History: Benin**

900s AD- 1300s AD

EQ: Which was more significant in the Middle Ages: Britain or Benin?

- 1: Where is Benin and what caused a significant civilisation to rise here? When was the Kingdom of Benin significant? *Connection Chronology*
- 2: What was the significance of the Benin civilisation (cultural, economic, military, political, religious, social)? *Significance*
- 3: Why did Benin's significance change over time? *Power Significance Connection Evidence*
- 4: What makes a civilisation significant? *Significance*
- 5: Which was more significant in the Middle Ages: Britain or Benin? *Chronology Significance Connection*
- 6: Which was most significant in world history: Ancient Egypt, Roman Empire, Ancient Greece or Kingdom of Benin? *Significance*

*power structure, government, hierarchy, common cause and consequence at different times and locations in history, relative significance, historical significance, different accounts of history*

<i>Power</i> 	Can recognise the balance of power between people, groups and civilisations as constantly evolving.
<i>Connection</i> 	Can contrast and make some significant links between civilisations / periods studied.
<i>Significance</i> 	Can contrast and make some significant links between civilisations / periods studied. Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).
<i>Chronology</i> 	Can accurately place civilisations / periods studied, in chronological order and may take account of some overlap in duration and intervals between them. Uses more precise chronological vocabulary.
<i>Evidence</i> 	Can construct reasoned arguments about events, periods and civilisations studied. Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis.






**British History: Power, Rights and Responsibilities**

1000s AD - Today

EQ: What was the greatest turning point for citizens' rights in British history?

- 1: What is the chronological overview of power in Britain in the last 1000 years? *Chronology*
- 2: How did the Magna Carta (1215) and Peasants Revolt (1381) change the balance of power in Britain? *Power Connection*
- 3: How did the English Bill of Rights (1689) and Factory Acts (1833) change the balance of power in Britain? *Power Connection*
- 4: How did the Representation of the People Act (1918) and the Equal Franchise Act (1928) change the balance of power in Britain? *Power Connection*
- 5: How did the Universal Declaration of Human Rights (1948), Human Rights Act (1998) and Equality Act (2010) change the balance of power in Britain? *Power Connection*
- 6: What was the greatest turning point for citizens' rights in British history? *Significance Evidence*
- 7: How is the balance of power in society continuing to change today? *Power Connection*

*balance of power, power distribution, change across various points of time, common cause and consequence at different times and locations in history, difference in consequences, historical chronology overview*

<i>Power</i> 	Can compare and contrast the distribution of power in a society between different periods in time. Can recognise the balance of power between people, groups and civilisations as constantly evolving.
<i>Connection</i> 	Can contrast and make some significant links between civilisations / periods studied.
<i>Significance</i> 	Understands that changes do not impact everyone in the same way or at the same time. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly. Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way. Can make judgements about historical significance against criteria.
<i>Chronology</i> 	Can accurately place civilisations / periods studied, in chronological order and may take account of some overlap in duration and intervals between them. Uses more precise chronological vocabulary.
<i>Evidence</i> 	Can construct reasoned arguments about events, periods and civilisations studied.