



Coverage of UKS2 objectives – Year B

KS2	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year B) - Light	<p>Crime & Punishment</p> <p>National Curriculum content: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>Has crime and punishment always been fair?</p> <p>Chronological Understanding I can make comparisons between different times in the past. I can sequence up to 10 events on a time line.</p> <p>Range and depth I can compare life in early and late 'times' studied. I can compare an aspect of life with the same aspect in another period. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can select relevant sections of information. I can use books and the internet for research with increasing confidence. I can suggest omissions and the means of finding out.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>			



<p>Spring Term (Year B) - Heavy</p>	<p>Ancient Egypt What did the Ancient Egyptians invent? What is their legacy?</p> <p>National Curriculum content: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>What did the Ancient Egyptians invent? What is their legacy?</p> <p>Chronological Understanding I can know and sequence key events of the Egyptians. I can make comparisons between different times in the past. I can use relevant dates and terms.</p> <p>Range and depth I can find out beliefs, behaviour and characteristics of the Ancient Egyptians. I can compare beliefs and behaviour with another time studied. I can know key dates, characters and events of the Ancient Egyptians.</p> <p>Interpretations I can compare accounts of events from different sources – fact or fiction. I can link sources and work out how conclusions were arrived at. I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use evidence to build up a picture of a past event. I can use books and the internet for research with increasing confidence. I can bring knowledge gathered from several sources together in a fluent account.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>			
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<p>Summer Term (Year B) - Light</p>	<p>The Battle of Britain Including local history</p> <p>National Curriculum content: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point in British history e.g. the Battle of Britain.</p> <p>How did the Battle of Britain affect our local area?</p> <p>Chronological Understanding I can place the Battle of Britain on a timeline in relation to other studies. I can sequence key events of this time period. I can use relevant dates and terms.</p> <p>Range and depth I can study different aspects of different people – differences between men and women in WWII. I can examine causes and results of great events and the impact on people. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can offer some reasons for different versions of events. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use evidence to build up a picture of a past event. I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>			
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