

Curriculum Map

History

NOTE: The History curriculum is planned on a three year rolling programme

Year	YEAR A		
EYFS	<p>Autumn</p> <p>Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?</p>	<p>Spring</p> <p>Who were the greatest explorers?</p>	<p>Summer</p> <p>Who are our local heroes? Beatrix Potter</p>
	Links to previous learning	Links to previous learning	Links to previous learning
	Knowledge	Knowledge	Knowledge
	<p><u>What happened on 5th November 1605?</u> I know how Bonfire Night is celebrated today. I know the main events of the Gunpowder Plot.</p> <p><u>Was Guy Fawkes a hero or a villain?</u> I know that people will have differing opinions about the same event.</p> <p><u>Do we celebrate Bonfire Night now just to have fun?</u> I know how Bonfire Night has changed over the years.</p> <p><u>What happened in London on 2nd September 1666?</u> I know some of the main events of The Great Fire of London.</p>	<p><u>What is an explorer?</u> I know what an explorer is and what they do. I know about a diverse range of explorers including women and those from ethnic minorities. I know what the explorers achieved and why their achievements are important.</p> <p><u>Why did Roald Amundsen win the race to the South Pole?</u> I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. I know why Roald Amundsen reached the South Pole before Captain Scott.</p> <p><u>Who is the greatest explorer?</u> I know what it means to be a great explorer.</p>	<p><u>Who was Beatrix Potter and why should she be remembered?</u> I know who Beatrix Potter is. I know how Beatrix Potter is relevant to our local area.</p> <p><u>What can images tell us about Beatrix Potter?</u> I know similarities and differences between what people wear today and what people wore in Victorian times I know Beatrix Potter lived a long time ago.</p> <p><u>What can objects tell us about Beatrix Potter?</u> I know Beatrix Potter wrote the Peter Rabbit books.</p> <p><u>Why is she remembered?</u> I know that her life was unusual and special. I know where Beatrix Potter lived throughout her life. I know that people from all over the world visit Hill Top.</p>
	Key Skills	Key Skills	Key Skills
	<p>I can act out the story of the gunpowder plot. I can order the events of the gunpowder plot. I understand that people have differences of opinion and how this affects history.</p>	<p>I am developing an awareness of the past, using common words and phrases relating to the passing of time. I can understand some of the ways in which we find out about the past.</p>	<p>I can use pictures to order some events from Beatrix Potter's life I am starting to use chronological language I can use an object to give me information about a person. I can talk about how clothing was different in the Victorian era.</p>
	Vocabulary	Vocabulary	Vocabulary
	Bonfire night, gun powder, House of Parliament, London, King James, plot, plan, cellar, barrels, guy, Guy Fawkes, now, then, cause, important	Explorer, map, discover, equipment, adventure, trade, great, navigation, Polar, hero, expedition, achievement, significant	Photograph, past, now, then, local, hero, important, object
	Cultural opportunities	Cultural opportunities	Cultural opportunities
	Fire safety Learning about London (gunpowder plot) in two	Be an explorer for a day - Visit Wildlife Oasis dressed as an explorer	Hilltop Wray castle Wordsworth trust visit
	Key values	Key values	Key values
	Happy, healthy and secure Respectful and caring Inspired and excited to learn Love, Joy, peace	Happy, healthy and secure Respectful and caring Inspired and excited to learn Love, joy, peace	Happy, healthy and secure Respectful and caring Inspired and excited to learn Love, Joy, peace

		Book list & Resources And Tango makes three Peebo! Stick man Shopping with dad. Sparks in the sky. The whales song		Book list & Resources The little explorer by Joan Holub That's not my polar bear Polar bear, polar bear what do you hear?		Book list & Resources Collection - The Tales of Beatrix Potter
YEAR A						
		Autumn Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?		Spring Who were the greatest explorers?		Summer Who are our local heroes? Beatrix Potter
		Links to previous Learning		Links to previous Learning		Links to previous Learning
		Knowledge		Knowledge		Knowledge
		<u>What happened on 5th November 1605?</u> I know how Bonfire Night is celebrated today. I know the main events of the Gunpowder Plot. <u>Was Guy Fawkes a hero or a villain?</u> I know why Guy Fawkes took the action he did in 1605. I know that people will have differing opinions about the same event. <u>Do we celebrate Bonfire Night now just to have fun?</u> I know how Bonfire Night has changed over the years. <u>What happened in London on 2nd September 1666?</u> I know the main events of The Great Fire of London. I know that people may have different viewpoints of what is important. <u>Why did the fire spread so quickly.</u> I know why the fire spread so quickly. <u>Why do we know so much about the Great Fire?</u> I know a range of eyewitness accounts about the fire.		<u>What is an explorer?</u> I know what an explorer is and what they do. I know about a diverse range of explorers including women and those from ethnic minorities. I know what the explorers achieved and why their achievements are important. <u>Why was Ibn Battuta a great explorer?</u> I know when Ibn Battuta lived, and the key events in his life. I know why Ibn Battuta's exploration was important. <u>Does everyone agree that Captain Cook was a great explorer?</u> I know the key events in the life of Captain Cook and why his exploration was significant. I know that there are differing views about Captain Cook's achievements. <u>Why did Roald Amundsen win the race to the South Pole?</u> I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. I know why Roald Amundsen reached the South Pole before Captain Scott. <u>What did Sunita Williams do to make her a great explorer?</u> I know the achievements of Sunita Williams and why they are significant. <u>Who is the greatest explorer?</u> I know what it means to be a great explorer.		<u>What do we mean by significance?</u> I know who is significant in my life I know that Beatrix Potter is a significant person from the past. <u>What can images tell us about Beatrix Potter?</u> I know similarities and differences between what people wear today and what people wore in Victorian times I know Beatrix Potter lived in the Victorian era. <u>What can objects tell us about Beatrix Potter?</u> I know where Beatrix Potter spent her holidays I know some of the main events in Beatrix Potter's life. <u>What can documents tell us about Beatrix Potter?</u> I know Beatrix Potter is a famous author and illustrator <u>Why is she remembered?</u> I know that her life was unusual and special. I know where Beatrix Potter lived throughout her life. I know that people from all over the world visit Hill Top.
		Key Skills		Key Skills		Key Skills
		I can use a range of sources to find out facts about Guy Fawkes. I can put the events of the Gunpowder Plot into the correct chronological order. I am beginning to develop an awareness of the past, using common words and phrases relating to the passing of time. I can use parts of stories and other sources to help me understand key features of events. I can express an opinion about Guy Fawkes' actions in 1605 I can place the events of The Great Fire of London on a chronological framework.		I can locate some explorers on a timeline, including Ibn Battuta. I am developing an awareness of the past, using common words and phrases relating to the passing of time. I can understand some of the ways in which we find out about the past. I can identify different ways in which it is represented. I can ask and answer questions, choosing and using sources to show that they know and understand the key features of events. I can use parts of sources to show that they know and understand key features of events. I can compare the achievements of Amundsen and Scott. I can give valid reasons why in the past there have been fewer female explorers than male explorers. I can provide valid reasons for why I have made my selection.		I can find facts about Beatrix Potter using books and the internet. I can make a simple timeline of Beatrix Potter's life. I can talk about how clothing was different in the Victorian era. I can make simple inferences about Beatrix Potter and her life by looking at photographs – compare her clothing to today's. I can use an object to give me information about Beatrix Potter. I am beginning to draw simple conclusions from looking at objects I can use a document to give me information about Beatrix Potter. I am beginning to draw simple conclusions from looking at a

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Topic

		I understand that other people may have differing and equally valid viewpoints.	document.
Vocabulary		Vocabulary	Vocabulary
Bonfire night, gun powder, House of Parliament, London, King James, Catholic, Protestant, treason, plot, plan, cellar, barrels, Hero, villain, customs, tradition, importance, law, Now, then, cause, important, Stuart period water squirt, fire bucket, fire hook Eyewitness, diary,		Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj Uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica Polar, hero, expedition, race Recent, astronaut, space, memorial, achievement, significant	Source, image, photograph, experts, observe, local, heroes, past, Victorian, author, illustrator, National Trust, farmer, object, document
Cultural Opportunities		Cultural Opportunities	Cultural Opportunities
Fire safety Officer visit. Learning about London.		Be an explorer for a day - Visit Wildlife Oasis dressed as an explorer	Visit Hill Top and the surrounding area (Beatrix Potter Attraction?) Wordsworth Trust – Stories and poems
Key values		Key values	Key values
Happy, healthy and secure Respectful and caring Inspired and excited to learn The Rule of Law Love, joy, peace		Happy, healthy and secure Respectful and caring Inspired and excited to learn Love, joy, peace	Happy, healthy and secure Respectful and caring Inspired and excited to learn Love, joy, peace
Book List & Resources		Book List & Resources	Book List & Resources
Sparks in the sky,			Collection - The Tales of Beatrix Potter

YEAR A

2	Topic	Autumn Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?	Spring Who were the greatest explorers?	Summer Who are our local heroes? Beatrix Potter
		Links to previous Learning	Links to previous Learning	Links to previous Learning
		Know about family trees (Kings and Queens)		I know that Beatrix Potter wrote and illustrated books. I know about timelines and know about different sources and how to use safe internet sites to find out about the past.
		Knowledge <u>What happened on 5th November 1605?</u> I know how Bonfire Night is celebrated today. I know the main events of the Gunpowder Plot. <u>Was Guy Fawkes a hero or a villain?</u> I know why Guy Fawkes took the action he did in 1605. I know that people will have differing opinions about the same event. <u>Do we celebrate Bonfire Night now just to have fun?</u> I know how Bonfire Night has changed over the years. <u>What happened in London on 2nd September 1666?</u> I know the main events of The Great Fire of London. I know that people may have different viewpoints of what is important. <u>Why did the fire spread so quickly.</u> I know why the fire spread so quickly. <u>Why do we know so much about the Great Fire?</u> I know a range of eyewitness accounts about the fire.	Knowledge <u>What is an explorer?</u> I know what an explorer is and what they do. I know about a diverse range of explorers including women and those from ethnic minorities. I know what the explorers achieved and why their achievements are important. <u>Why was Ibn Battuta a great explorer?</u> I know when Ibn Battuta lived, and the key events in his life. I know why Ibn Battuta's exploration was important. <u>Does everyone agree that Captain Cook was a great explorer?</u> I know the key events in the life of Captain Cook and why his exploration was significant. I know that there are differing views about Captain Cook's achievements. <u>Why did Roald Amundsen win the race to the South Pole?</u> I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. I know why Roald Amundsen reached the South Pole before Captain Scott. <u>What did Sunita Williams do to make her a great explorer?</u> I know the achievements of Sunita Williams and why they are significant. <u>Who is the greatest explorer?</u> I know what it means to be a great explorer.	Knowledge <u>What do we mean by significance?</u> I know who is significant in my life I know that Beatrix Potter is a significant person from the past. <u>What can images tell us about Beatrix Potter?</u> I know similarities and differences between what people wear today and what people wore in Victorian times I know that Beatrix Potter lived in the Victorian era and when the 'Victorian Era' was 1910? <u>What can objects tell us about Beatrix Potter?</u> I know how Beatrix Potter became famous. I know the significant events in Beatrix Potter's life <u>What can documents tell us about our local heroes?</u> I know that Beatrix Potter is a famous author and illustrated <u>Why is she remembered?</u> I know that Beatrix Potter gave her land and farms to the National Trust and is a significant person locally. I know that Beatrix Potter was a great female role model in Victorian times. I know that people from all around the world read her books today and visit Hill Top.
		Key Skills	Key Skills	Key Skills
Bonfire Night and the Great Fire of London I am developing an awareness of the past, using common words and	I can locate some explorers on a timeline, including Ibn Battuta. I have an awareness of the past and can use common words and phrases	Beatrix Potter I can use common words and phrases relating to the past.		

<p>phrases relating to the passing of time. I can understand some of the ways in which we find out about the past and identify different ways in which it is represented. I can explain the importance of using a range of evidence when studying an event. I can choose and use parts of stories and other sources that I know and understand key features of events. I can express an opinion about Guy Fawkes' actions in 1605 I can present an argument for or against Bonfire Night still being celebrated. I can use different sources to reach a conclusion. I can place The Great Fire of London on a chronological framework. I can explain why some events are more significant than others. I can explain why one reason for the spread of the fire could be more important. I can use sources to reach a conclusion why the fire spread so quickly. I understand that the fire had both a positive and negative impact. I can explain why some eyewitness accounts differ.</p>	<p>relating to the passing of time. I can understand some of the ways in which we find out about the past. I can identify different ways in which it is represented. I can ask and answer questions, choosing and using sources to show that they know and understand the key features of events. I can use sources to show that they know and understand key features of events. I can compare the achievements of Amundsen and Scott. I can give valid reasons why in the past there have been fewer female explorers than male explorers. I can provide valid reasons for why I have made my selection. I understand that other people may have differing and equally valid viewpoints.</p>	<p>I can make simple inferences about Beatrix Potter and her life by looking at photographs – compare her clothing to today's. I can create a chronological timeline of Beatrix Potter's life and compare and contrast to my life. I can research to prepare to write a biography. I can use different sources to answer questions about Beatrix Potter's life and why it was unusual or special. I understand the limitations of using just one type of source. I can use an object to give me information about Beatrix Potter. I can reach conclusions from the information provided by the object I can use a document to give me information about Beatrix Potter. I can reach conclusions from the information provided by the document.</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p>Bonfire Night and the Great Fire of London Bonfire night, gun powder, House of Parliament, London, King James, Catholic, Protestant, treason, plot, plan, cellar, barrels, Hero, villain, terrorist, customs, tradition, commemorate, importance, relevance, effigy, law, repeal Now, then, cause, important, Stuart period water squirt, fire bucket, fire hook Eyewitness, diary, interpretation, consequences, impact, benefit</p>	<p>Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj Uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica Polar, hero, expedition, race Recent, astronaut, space, memorial, achievement, significant</p>	<p>Significant, writer, author, visionary, illustrator, trailblazer, resilience, perseverance, success, publisher, manuscript, legacy, preserve, similarities, differences, history, National Trust, environmentalist, Victorian, farmer, Herdwick sheep, Historian, locality, compare, contrast, Source, image, photograph, experts, observe, local, heroes, past, object, document</p>
<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p>
<p>Bonfire Night and the Great Fire of London Fire safety - Fire officer visit Learning about London (link to Geography)</p>		<p>Visit Hill Top and the surrounding area (Beatrix Potter Attraction?) Wordsworth Trust – Stories and poems</p>
<p>Key values</p>	<p>Key values</p>	<p>Key values</p>
<p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.</p>	<p>Happy, healthy and secure Respectful and caring Inspired and excited to learn Love, joy, peace</p>	<p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness.</p>
<p>Book List & Resources</p>	<p>Book List & Resources</p>	<p>Book List & Resources</p>
<p>Gunpowder Plot Remember, Remember the fifth of November, by Deborah Webb Bonfire Night, by Nancy Dickmann http://www.bonfirenight.net/</p>		<p>https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-tales-of-beatrix-potter-home/zv78f4j (BP stories) https://learnenglishkids.britishcouncil.org/short-stories/beatrix-potter-who-was-beatrix-potter KS1 Teachit resources on BP</p>

					All Beatrix Potter stories
YEAR A					
3	Autumn – Thematic Study – Journeys What makes people go on a journey?	Spring - Thematic study – Education/Local History In which period of history would you like to go to school?	Summer - The Romans What happened when the Romans came to Britain?		
	Links to previous Learning	Links to previous Learning	Links to previous Learning		
	Explorers – KS1 Migration – Science KS1	Beatrix Potter - KS1			
	Knowledge	Knowledge	Knowledge		
	<p><u>Why do people go on a journey?</u> I know that journeys can be both a positive and negative experience for the traveller.</p> <p>I know that journeys can have an impact on a range of people.</p> <p><u>Was Walter Raleigh just in it for the money?</u> I know that our knowledge of the past is constructed from a range of sources.</p> <p>I know a range of reasons why Walter Raleigh explored other lands.</p> <p>I know that Raleigh’s voyages had both a positive and negative impact on people.</p> <p><u>Why did the Irish 3rd class passengers on the Titanic make the journey to America?</u> I know a range of reasons why the Irish 3rd class passengers travelled on the <i>Titanic</i>.</p> <p>I know the difference between a fact and an opinion.</p> <p><u>How did Vera Schaufeld become a refugee?</u> I know why the kindertransport took place.</p> <p>I know both the positive and negative aspects of the Kindertransport.</p> <p><u>Why did people sail on the Empire Windrush?</u> I know why people travelled on the <i>Empire Windrush</i>.</p> <p>I know that there may be differing interpretations of the same event.</p> <p><u>What makes refugees go on a difficult journey today?</u> I know a range of reasons why people are prepared to risk their lives making journeys.</p> <p>I know why there are a range of viewpoints about refugees in the UK.</p> <p>I know some examples of the positive contributions to Britain made by refugees.</p>	<p><u>What do sources tell us about the way education has changed?</u> I know what the word education means and why it is good to be educated.</p> <p>I know there are different types of school.</p> <p>I know that educating children has a long history with many changes over time, sometimes with turning points and significant developments.</p> <p>I know which sources can give us information about schools.</p> <p><u>Did education help everyone?</u> I can identify and explain different attitudes and perspectives towards education.</p> <p>I know that some people did not approve of children going to school.</p> <p>I know about some post-war developments in education – Butler.</p> <p>I know about some of the developments in my local area – school archive project.</p> <p><u>School Archive Project - What was it like going to school at the end of the nineteenth century?</u> I know that in England schools were not free until 1891.</p> <p>I know that rich children were educated at home. After the age of 10 boys went to public schools such as Eton.</p> <p>I know poor children went to free Charity schools, Dame schools or Sunday schools.</p> <p>I know that the 1880 Education Act was a significant turning point in the education of all children. I know it made sure all children in Britain, between the ages of 5 and 10, went to school.</p> <p>I know what a Victorian classroom was like, including: lessons, teachers, rules and punishments.</p> <p>I know that girls and boys were taught separately, and children learnt by rote.</p> <p>I know about the history of my school during the Victorian period.</p> <p>I know about changes in my school since the Victorian times.</p> <p>I know why children were absent from school and the types of illnesses they suffered from during the Victorian period.</p> <p>I know what some of the features of the school building were like during the Victorian times - separate entrances for boys and girls.</p>	<p><u>Why did the Romans invade Britain?</u> I know some of the details about the Roman invasion.</p> <p>I know some valid reasons why the Romans wanted to invade Britain.</p> <p>I know that there were differing viewpoints about invading Britain.</p> <p><u>How easy was it for the Romans to take over Britain?</u> I know when and how the Romans conquered Britain.</p> <p>I know about the range of evidence available to find out about how the Celts were defeated.</p> <p>I know about Celtic tribes in the local area.</p> <p>I know the chronology of the story of Boudicca’s rebellion and where it took place.</p> <p>I know that the images we see of Boudicca are based on descriptions by Cassius Dio and Tacitus, who were Roman historians.</p> <p><u>Was life hard for a Roman soldier on Hadrian’s Wall?</u> I know what life was like for a Roman soldier on Hadrian’s Wall.</p> <p>I know why the Vindolanda tablets are such an important piece of evidence.</p> <p>I know that soldiers from all over the Roman Empire lived at Hadrian’s Wall.</p> <p>I know that Africans first came to Britain with the Roman Empire.</p> <p>I know that the Aurelian Moors were stationed at Aballava because of Latin words found carved in a stone in a Cumbrian village.</p> <p><u>Were the Roman roads a positive development for everyone?</u> I know where, why and how Romans built their roads.</p> <p>I know the consequences of building the roads for different groups of people.</p> <p><u>What did the Romans leave behind that is still of significance today?</u> I know what the Romans did which is still of significance today.</p> <p>I know that some Roman developments are of more importance now than others.</p> <p><u>What happened when the Romans came to Britain?</u> I know information about the Roman army.</p> <p>I know that Gaius Marius was a significant Roman General who influenced and made the army great.</p>		
Key Skills	Key Skills	Key Skills			
I can explain a range of reasons why people undertake journeys now, and why they did in the past. I am developing a chronologically secure knowledge and	I can use key vocabulary associated with schools and education. I know how to interpret a range of different sources, including the school log book, the original site of the school (the Catholic Church)	I can construct informed responses that involve the thoughtful selection of relevant historical information. I can address historically valid questions about change and cause.			

	<p>understanding of British and world history. I can establish clear narratives. I am beginning to address and devise historically valid questions about significance and cause and change. I can find out information about Walter Raleigh and Tudor exploration from a range of sources. I can find out information about the journey of the <i>Titanic</i> from a variety of sources. I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport. I am beginning to note connections, contrasts and trends over time. I can use a range of sources to find out what life was like for the passengers on the <i>Empire Windrush</i>.</p>	<p>I can use sources to make inferences and address historically valid questions and hypotheses about education using the school log book, such as using the school log book to find out why pupils were absent from school. I can use dates and appropriate historical terms when ordering developments in education. I can identify where people, events and changes fit into a chronological framework. I can explore links and contrasts in the education of children within and across different periods of time. I can recognise why some events happened and what happened as a result - the Education Act. I can discuss significant aspects of, and connections between, different historical event such as the effect of the Education Act. I can discuss and debate historical issues – the difference in education for rich and poor children. I can choose relevant ways to communicate historical findings - research and presentation of findings from the school logbook I can make comparisons between schools today and in the past.</p>	<p>I am developing a chronologically secure knowledge and understanding of British history. I understand why there are differing interpretations of the invasion and resistance. I can describe some of the ways the past can be represented, such as different descriptions of Boudicca. I can interpret the ruins of Hadrian’s Wall to make inferences about life as a Roman wall soldier. I can use evidence to present a valid argument on whether life was hard for a soldier on the wall. I can reach a valid conclusion on whether Roman roads were a positive development. I can use a variety of resources to obtain information about the achievements of the Romans. I can use evidence to inform a re-enactment of being a soldier. I understand the limitations of a re-enactment as a representation of the past.</p>
	Vocabulary	Vocabulary	Vocabulary
	<p>Journey, migration, emigration, immigration, invader, settler, explorer, impact Voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter Voyage, Edwardian, sentimental, class, fact, opinion Refugee, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression Migrant, prejudice, discrimination, settle, immigrate, emigrate, interpretation, British Empire, calypso, colour-bar Refugee, asylum seeker, economic migrant, illegal immigrant</p>	<p>Queen Victoria, Prince Albert, Charles Dickens, Dr Barnardo, Lord Shaftesbury. British Empire, Union Jack Law, justice, Education Act, legal, illegal, politician, Pauper, workhouse, chimney sweep, domestic servant, coal mine Charity School, Dame School, Sunday School, Board School, British Schools, Ragged Schools, voluntary schools, Public School, governess Logbook, inspector, slates, ink well, cane, blackboard, abacus, monitors, learning by rote, drill, needlework, carpentry, copybook, Dunces’s hat, hopscotch, whip and top, Queen Victoria Medal</p>	<p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy Resistance, primary evidence, interpretations, conquer, client kings, centurion Tablet, Picts, heritage, forts, garrisons Camber, groma, impact, transport system Legacy, positive, negative, significant Representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment</p>
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
		<p>School archive project - role-play of Victorian school with local historian Visit the Catholic Church (site of original school)</p>	School Visit to Vindolanda or Housesteads – Hadrian’s Wall
	Key values	Key values	Key values
	<p>Inspired and excited to learn Happy, healthy and secure Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. British values: The rule of law, Individual liberty Confident and Independent. Respectful and Caring</p>	<p>Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Patience, Kindness, Self-Control, Faithfulness, Goodness. British values: The rule of law, Individual liberty</p>	<p>Inspired and excited to learn Happy, healthy and secure Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>
	Book List & Resources	Book List & Resources	Book List & Resources
		<p>Historical Association planning: https://www.history.org.uk/primary/categories/216/resource/8987 School logbook Victorian topic box http://www.bbc.co.uk/history/british/victorians/ https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-british-history-history-subjects-key-stage-2/the-victorians http://www.victorianschool.co.uk/ https://www.nationalarchives.gov.uk/education/victorianbritain/intro/main.htm</p>	<p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8 Interactive map showing the lands of the Celts and Romans over time from resourcesforhistory.com What life in the Roman army and in a Roman fort was like from bbc.co.uk</p>

http://www.primaryhomeworkhelp.co.uk/victorians.html
 Victorians.org.uk
 Street Child by Berlie Doherty

YEAR A

		Autumn – Thematic Study – Journeys What makes people go on a journey?		Spring - Thematic study – Education/Local History In which period of history would you like to go to school?	
		Summer - The Romans What happened when the Romans came to Britain?			
4	Links to previous Learning	Links to previous Learning	Links to previous Learning	Links to previous Learning	Links to previous Learning
	Explorers KS1 Migration – Science KS1	Beatrix Potter -KS1	The Egyptians Stone Age Bronze Age to Iron Age		
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	<p><u>Why do people go on a journey?</u> I know that journeys can be both a positive and negative experience for the traveller. I know that journeys can have an impact on a range of people. <u>Was Walter Raleigh just in it for the money?</u> I know that our knowledge of the past is constructed from a range of sources. I know a range of reasons why Walter Raleigh explored other lands. I know that Raleigh’s voyages had both a positive and negative impact on people. <u>Why did the Irish 3rd class passengers on the Titanic make the journey to America?</u> I know a range of reasons why the Irish 3rd class passengers travelled on the <i>Titanic</i>. I know the difference between a fact and an opinion. <u>How did Vera Schaufeld become a refugee?</u> I know why the kindertransport took place. I know both the positive and negative aspects of the Kindertransport. <u>Why did people sail on the Empire Windrush?</u> I know why people travelled on the <i>Empire Windrush</i>. I know that there may be differing interpretations of the same event. <u>What makes refugees go on a difficult journey today?</u> I know a range of reasons why people are prepared to risk their lives making journeys. I know why there are a range of viewpoints about refugees in the UK. I know some examples of the positive contributions to Britain made by refugees.</p>	<p><u>What do sources tell us about the way education has changed?</u> I know what the word education means and why it is good to be educated. I know there are different types of school. I know that educating children has a long history with many changes over time, sometimes with turning points and significant developments. I know which sources can give us information about schools. <u>Did education help everyone?</u> I can identify and explain different attitudes and perspectives towards education. I know that some people did not approve of children going to school. I know about some post-war developments in education – Butler. I know about some of the developments in my local area – school archive project. <u>School Archive Project - What was it like going to school at the end of the nineteenth century?!</u> I know that in England schools were not free until 1891. I know that rich children were educated at home. After the age of 10 boys went to public schools such as Eton. I know poor children went to free Charity schools, Dame schools or Sunday schools. I know that the 1880 Education Act was a significant turning point in the education of all children. I know it made sure all children in Britain, between the ages of 5 and 10, went to school. I know what a Victorian classroom was like, including: lessons, teachers, rules and punishments. I know that girls and boys were taught separately, and children learnt by rote. I know about the history of my school during the Victorian period. I know about changes in my school since the Victorian times. I know why children were absent from school and the types of illnesses they suffered from during the Victorian period. I know what some of the features of the school building were like during the Victorian times - separate entrances for boys and girls.</p>	<p><u>Why did the Romans invade Britain?</u> I know some of the details about the Roman invasion. I know some valid reasons why the Romans wanted to invade Britain. I know that there were differing viewpoints about invading Britain. <u>How easy was it for the Romans to take over Britain?</u> I know when and how the Romans conquered Britain. I know about the range of evidence available to find out about how the Celts were defeated. I know about Celtic tribes in the local area. I know the chronology of the story of Boudicca’s rebellion and where it took place. I know that the images we see of Boudicca are based on descriptions by Cassius Dio and Tacitus, who were Roman historians. <u>Was life hard for a Roman soldier on Hadrian’s Wall?</u> I know what life was like for a Roman soldier on Hadrian’s Wall. I know why the Vindolanda tablets are such an important piece of evidence. I know that soldiers from all over the Roman Empire lived at Hadrian’s Wall. I know that Africans first came to Britain with the Roman Empire. I know that the Aurelian Moors were stationed at Aballava because of Latin words found carved in a stone in a Cumbrian village. <u>Were the Roman roads a positive development for everyone?</u> I know where, why and how Romans built their roads. I know the consequences of building the roads for different groups of people. <u>What did the Romans leave behind that is still of significance today?</u> I know what the Romans did which is still of significance today. I know that some Roman developments are of more importance now than others. <u>What happened when the Romans came to Britain?</u> I know information about the Roman army. I know that Gaius Marius was a significant Roman General who influenced and made the army great.</p>		
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	I can explain a range of reasons why people undertake	I can use key vocabulary associated with schools and education.	I can construct informed responses that involve the thoughtful		

<p>journeys now, and why they did in the past. I am developing a chronologically secure knowledge and understanding of British and world history. I can establish clear narratives. I am beginning to address and devise historically valid questions about significance and cause and change. I can find out information about Walter Raleigh and Tudor exploration from a range of sources. I can find out information about the journey of the <i>Titanic</i> from a variety of sources. I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport. I am beginning to note connections, contrasts and trends over time. I can use a range of sources to find out what life was like for the passengers on the <i>Empire Windrush</i>.</p>	<p>I know how to interpret a range of different sources, including the school log book, the original site of the school (the Catholic Church) I can use sources to make inferences and address historically valid questions and hypotheses about education using the school log book, such as using the school log book to find out why pupils were absent from school. I can use dates and appropriate historical terms when ordering developments in education. I can identify where people, events and changes fit into a chronological framework. I can explore links and contrasts in the education of children within and across different periods of time. I can recognise why some events happened and what happened as a result - the Education Act. I can discuss significant aspects of, and connections between, different historical event such as the effect of the Education Act. I can discuss and debate historical issues – the difference in education for rich and poor children. I can choose relevant ways to communicate historical findings - research and presentation of findings from the school logbook I can make comparisons between schools today and in the past.</p>	<p>selection of relevant historical information. I can address historically valid questions about change and cause. I am developing a chronologically secure knowledge and understanding of British history. I understand why there are differing interpretations of the invasion and resistance. I can describe some of the ways the past can be represented, such as different descriptions of Boudicca. I can interpret the ruins of Hadrian’s Wall to make inferences about life as a Roman wall soldier. I can use evidence to present a valid argument on whether life was hard for a soldier on the wall. I can reach a valid conclusion on whether Roman roads were a positive development. I can use a variety of resources to obtain information about the achievements of the Romans. I can use evidence to inform a re-enactment of being a soldier. I understand the limitations of a re-enactment as a representation of the past.</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p>Journey, migration, emigration, immigration, invader, settler, explorer, impact Voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter Voyage, Edwardian, sentimental, class, fact, opinion Refugee, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression Migrant, prejudice, discrimination, settle, immigrate, emigrate, interpretation, British Empire, calypso, colour-bar Refugee, asylum seeker, economic migrant, illegal immigrant</p>	<p>Queen Victoria, Prince Albert, Charles Dickens, Dr Barnardo, Lord Shaftesbury. British Empire, Union Jack Law, justice, Education Act, legal, illegal, politician, Pauper, workhouse, chimney sweep, domestic servant, coal mine Charity School, Dame School, Sunday School, Board School, British Schools, Ragged Schools, voluntary schools, Public School, governess Logbook, inspector, slates, ink well, cane, blackboard, abacus, monitors, learning by rote, drill, needlework, carpentry, copybook, Dunces’s hat, hopscotch, whip and top, Queen Victoria Medal</p>	<p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy Resistance, primary evidence, interpretations, conquer, client kings, centurion Tablet, Picts, heritage, forts, garrisons Camber, groma, impact, transport system Legacy, positive, negative, significant Representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment</p>
<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p>
<p></p>	<p>School archive project - role-play of Victorian school with local historian Visit the Catholic Church (site of original school)</p>	<p>School Visit to Vindolanda or Housesteads – Hadrian’s Wall</p>
<p>Key values</p>	<p>Key values</p>	<p>Key values</p>
<p>Inspired and excited to learn Happy, healthy and secure Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. British values: The rule of law, Individual liberty Confident and Independent. Respectful and Caring</p>	<p>Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Patience, Kindness, Self-Control, Faithfulness, Goodness. British values: The rule of law, Individual liberty</p>	<p>Inspired and excited to learn Happy, healthy and secure Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>
<p>Book List & Resources</p>	<p>Book List & Resources</p>	<p>Book List & Resources</p>
<p></p>	<p>Historical Association planning: https://www.history.org.uk/primary/categories/216/resource/8987 School logbook Victorian topic box http://www.bbc.co.uk/history/british/victorians/ https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-british-history-history-subjects-key-stage-2/the-victorians</p>	<p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8 Interactive map showing the lands of the Celts and Romans over time from resourcesforhistory.com What life in the Roman army and in a Roman fort was like from bbc.co.uk</p>

			http://www.victorianschool.co.uk/ https://www.nationalarchives.gov.uk/education/victorianbritain/intro/main.htm http://www.primaryhomeworkhelp.co.uk/victorians.html Victorians.org.uk Street Child by Berlie Doherty	
YEAR A				
5	Autumn - – Thematic Study – Journeys What makes people go on a journey?	Spring - Thematic study – Education/Local History In which period of history would you like to go to school?	Summer - The Romans What happened when the Romans came to Britain?	
	Links to previous Learning	Links to previous Learning	Links to previous Learning	
	Explorers KS1 Migration – Science/Literacy	Beatrix Potter - KS1	The Egyptians Stone Age Bronze Age to Iron Age	
	Knowledge	Knowledge	Knowledge	
	<u>Why do people go on a journey?</u> I know that journeys can be both a positive and negative experience for the traveller. I know that journeys can have an impact on a range of people. <u>Was Walter Raleigh just in it for the money?</u> I know that our knowledge of the past is constructed from a range of sources. I know a range of reasons why Walter Raleigh explored other lands. I know that Raleigh’s voyages had both a positive and negative impact on people. <u>Why did the Irish 3rd class passengers on the Titanic make the journey to America?</u> I know a range of reasons why the Irish 3 rd class passengers travelled on the <i>Titanic</i> . I know the difference between a fact and an opinion. <u>How did Vera Schaufeld become a refugee?</u> I know why the kindertransport took place. I know both the positive and negative aspects of the Kindertransport. <u>Why did people sail on the Empire Windrush?</u> I know why people travelled on the <i>Empire Windrush</i> . I know that there may be differing interpretations of the same event. <u>What makes refugees go on a difficult journey today?</u> I know a range of reasons why people are prepared to risk their lives making journeys. I know why there are a range of viewpoints about refugees in the UK. I know some examples of the positive contributions to Britain made by refugees.	<u>What do sources tell us about the way education has changed?</u> I know what the word education means and why it is good to be educated. I know there are different types of school. I know that educating children has a long history with many changes over time, sometimes with turning points and significant developments. I know which sources can give us information about schools. <u>Did education help everyone?</u> I can identify and explain different attitudes and perspectives towards education. I know that some people did not approve of children going to school. I know about some post-war developments in education – Butler. I know about some of the developments in my local area – school archive project. School Archive Project - What was it like going to school at the end of the nineteenth century?! I know that in England schools were not free until 1891. I know that rich children were educated at home. After the age of 10 boys went to public schools such as Eton. I know poor children went to free Charity schools, Dame schools or Sunday schools. I know that the 1880 Education Act was a significant turning point in the education of all children. I know it made sure all children in Britain, between the ages of 5 and 10, went to school. I know what a Victorian classroom was like, including: lessons, teachers, rules and punishments. I know that girls and boys were taught separately, and children learnt by rote. I know about the history of my school during the Victorian period. I know about changes in my school since the Victorian times. I know why children were absent from school and the types of illnesses they suffered from during the Victorian period. I know what some of the features of the school building were like during the Victorian times - separate entrances for boys and girls.	<u>Why did the Romans invade Britain?</u> I know some of the details about the Roman invasion. I know some valid reasons why the Romans wanted to invade Britain. I know that there were differing viewpoints about invading Britain. <u>How easy was it for the Romans to take over Britain?</u> I know when and how the Romans conquered Britain. I know about the range of evidence available to find out about how the Celts were defeated. I know about Celtic tribes in the local area. I know the chronology of the story of Boudicca’s rebellion and where it took place. I know that the images we see of Boudicca are based on descriptions by Cassius Dio and Tacitus, who were Roman historians. <u>Was life hard for a Roman soldier on Hadrian’s Wall?</u> I know what life was like for a Roman soldier on Hadrian’s Wall. I know why the Vindolanda tablets are such an important piece of evidence. I know that soldiers from all over the Roman Empire lived at Hadrian’s Wall. I know that Africans first came to Britain with the Roman Empire. I know that the Aurelian Moors were stationed at Aballava because of Latin words found carved in a stone in a Cumbrian village. <u>Were the Roman roads a positive development for everyone?</u> I know where, why and how Romans built their roads. I know the consequences of building roads for different groups of people. <u>What did the Romans leave behind that is still of significance today?</u> I know what the Romans did which is still of significance today. I know that some Roman developments are of more importance now than others. <u>What happened when the Romans came to Britain?</u> I know information about the Roman army. I know that Gaius Marius was a significant Roman General who influenced and made the army great.	
Key Skills	Key Skills	Key Skills		

<p>I can explain a range of reasons why people undertake journeys now, and why they did in the past. I am developing a chronologically secure knowledge and understanding of British and world history. I can establish clear narratives. I am beginning to address and devise historically valid questions about significance and cause and change. I can find out information about Walter Raleigh and Tudor exploration from a range of sources. I can find out information about the journey of the <i>Titanic</i> from a variety of sources. I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport. I am beginning to note connections, contrasts and trends over time. I can use a range of sources to find out what life was like for the passengers on the <i>Empire Windrush</i>.</p>	<p>I can use key vocabulary associated with schools and education. I know how to interpret a range of different sources, including the school log book, the original site of the school (the Catholic Church) I can use sources to make inferences and address historically valid questions and hypotheses about education using the school log book, such as using the school log book to find out why pupils were absent from school. I can use dates and appropriate historical terms when ordering developments in education. I can identify where people, events and changes fit into a chronological framework. I can explore links and contrasts in the education of children within and across different periods of time. I can recognise why some events happened and what happened as a result - the Education Act. I can discuss significant aspects of, and connections between, different historical event such as the effect of the Education Act. I can discuss and debate historical issues – the difference in education for rich and poor children. I can choose relevant ways to communicate historical findings - research and presentation of findings from the school logbook I can make comparisons between schools today and in the past.</p>	<p>I can construct informed responses that involve the thoughtful selection of relevant historical information. I can address historically valid questions about change and cause. I am developing a chronologically secure knowledge and understanding of British history. I understand why there are differing interpretations of the invasion and resistance. I can describe some of the ways the past can be represented, such as different descriptions of Boudicca. I can interpret the ruins of Hadrian’s Wall to make inferences about life as a Roman wall soldier. I can use evidence to present a valid argument on whether life was hard for a soldier on the wall. I can reach a valid conclusion on whether Roman roads were a positive development. I can use a variety of resources to obtain information about the achievements of the Romans. I can use evidence to inform a re-enactment of being a soldier. I understand the limitations of a re-enactment as a representation of the past.</p>
Vocabulary	Vocabulary	Vocabulary
<p>Journey, migration, emigration, immigration, invader, settler, explorer, impact Voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter Voyage, Edwardian, sentimental, class, fact, opinion Refugee, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression Migrant, prejudice, discrimination, settle, immigrate, emigrate, interpretation, British Empire, calypso, colour-bar Refugee, asylum seeker, economic migrant, illegal immigrant</p>	<p>Queen Victoria, Prince Albert, Charles Dickens, Dr Barnardo, Lord Shaftesbury. British Empire, Union Jack Law, justice, Education Act, legal, illegal, politician, Pauper, workhouse, chimney sweep, domestic servant, coal mine Charity School, Dame School, Sunday School, Board School, British Schools, Ragged Schools, voluntary schools, Public School, governess Logbook, inspector, slates, ink well, cane, blackboard, abacus, monitors, learning by rote, drill, needlework, carpentry, copybook, Dunces’s hat, hopscotch, whip and top, Queen Victoria Medal</p>	<p>Invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy Resistance, primary evidence, interpretations, conquer, client kings, centurion Tablet, Picts, heritage, forts, garrisons Camber, groma, impact, transport system Legacy, positive, negative, significant Representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment</p>
Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	<p>School archive project - role-play of Victorian school with local historian Visit the Catholic Church (site of original school)</p>	School Visit to Vindolanda or Housesteads – Hadrian's Wall
Key values	Key values	Key values
<p>Inspired and excited to learn Happy, healthy and secure Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. British values: The rule of law, Individual liberty Confident and Independent. Respectful and Caring</p>	<p>Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Patience, Kindness, Self-Control, Faithfulness, Goodness. British values: The rule of law, Individual liberty</p>	<p>Inspired and excited to learn Happy, healthy and secure Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>
Book List & Resources	Book List & Resources	Book List & Resources
	<p>Historical Association planning: https://www.history.org.uk/primary/categories/216/resource/8987 School logbook Victorian topic box http://www.bbc.co.uk/history/british/victorians/ https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-</p>	<p>https://www.bbc.co.uk/bitesize/topics/zwmpfg8 Interactive map showing the lands of the Celts and Romans over time from resourcesforhistory.com What life in the Roman army and in a Roman fort was like from bbc.co.uk</p>

			<p>british-history-history-subjects-key-stage-2/the-victorians http://www.victorianschool.co.uk/ https://www.nationalarchives.gov.uk/education/victorianbritain/intro/main.htm http://www.primaryhomeworkhelp.co.uk/victorians.html Victorians.org.uk Street Child by Berlie Doherty</p>	
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YEAR A

Autumn	Spring	Summer
<p style="text-align: center;">Thematic Study – Crime and Punishment How has Crime and Punishment Changed over time?</p>	<p style="text-align: center;">What did the Greeks do for us?</p>	<p style="text-align: center;"><u>Whose War was World War II?</u></p>
<p>Links to previous Learning</p>	<p>Links to previous Learning</p>	<p>Links to previous Learning</p>
<p>Would the Vikings do anything for money? In which period of history would you like to go to school?</p>	<p>Ancient civilisations: Maya, Rome, Egypt Education/ local history – the history of our school</p>	<p>Greece, Romans, Vikings, Victorians – the concept of Empire/imperialism – the German desire for empire</p>
<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>
<p><u>Do laws and punishments change over time?</u> I know how laws and punishments change over time. I know why different groups in society view laws in a variety of ways. <u>What is a crime?</u> I know that views on what is a major crime have changed over time. I know why views on crime have changed. I know that different groups may have differing views. <u>How has the police force changed over time?</u> I know when and why the police force was introduced. I know that there have been various types of law enforcer over time. <u>What were punishments in the past meant to achieve?</u> I know that there are differing views at different times on what is a suitable punishment. I know that people may have differing views at the same time on what is a suitable punishment <u>How and why have attitudes changed towards the suffragettes?</u> I know how and why attitudes towards the suffragettes’ action have changed over time.</p>	<p><u>Why is Ancient Greece Important to us today?</u> Who were the Ancient Greeks? I know that the ‘Classical Golden Age’, - 500BC to 323BC marked the height of Ancient Greek civilisation and power. I know how we can be so sure of events that happened thousands of years ago through archaeology. Can we learn anything from Greek myths and legends? I know that Homer’s writing of the time gave us an insight into legends. Greek Mythology: Medusa, Orpheus, Midas. I know that aspects of the past have been represented and interpreted in different ways. What do we know about the achievements of Alexander the Great? I know some of the most important achievements of Alexander the Great. <u>Can we thank the Ancient Greeks for anything in our lives today?</u> What are the similarities between our school and schools in Ancient Greece? I know the key features of school life in Athens and Sparta. What was it like to go to the theatre in Ancient Greece? I know what theatres in Ancient Greece would have looked like. I know that theatre-going in Ancient Greece was part of a religious festival. I know some of the Ancient Greek gods and understand how they were linked to the Roman gods. What can we learn from language about Ancient Greece? I know the similarities and differences between the Greek alphabet and the alphabet we use today. I know that some of the words we use today originate from Greek words. What do some of our buildings tell us about how we view Ancient Greece today? I know the different features of Ancient Greek buildings and that some contemporary buildings are influenced by the classical style. How were Ancient Greeks governed and are there any similarities with how we are governed today? I know the Ancient Greeks developed democracy. I know that Ancient Greece was made up of city states, which often battled against one another. I know that the city states of Athens and Sparta had their own laws, money, rulers, and were rivals. I understand how democracy in Ancient Athens is different from that in the UK</p>	<p><u>World War II: Whose War?</u> I understand some of the reasons for World War II. I know the role of people from all over the Empire, including people from Africa and Asia, in World War II. <u>How significant was the Blitz?</u> I know what the Blitz was, and when and why it happened. I know how the Blitz related to the rest of the war. I know some of the major events of World War II that led up to the Blitz. <u>What was the impact of World War II on people in our locality?</u> I know that our locality was important for housing evacuees from London. I know about some experiences of evacuees, both fictional and evidence-based. I know about the Windermere Children who were housed in a camp for the duration of the war. I know about the Kindertransport and why they had to leave their families. I know that the Jewish people were persecuted across Europe and that we need to develop an understanding and tolerance of others. I understand the impact of WWII on our lives today: The Geneva Convention. <u>How significant was the impact of World War II on Women?</u> I know the significance of World War II on the role of women. I know about women’s experiences in the services, factories and as land girls. <u>Did all men have to fight?</u> I know about the different ways that men contributed to the war. I know about men’s experiences as home guard, air-raid wardens, Bevin boys and as Servicemen.</p>

		<p>today I know who was allowed to vote in Ancient Athen and who is allowed to vote in this country today. How have the Olympic games changed since they were first held in Ancient Greece? I know the first Olympic Games were held in Ancient Greece I know the religious significance of the Games.</p>	
	<p>Key Skills</p> <p>I can establish clear narratives over periods of study. I can note connections, contrasts and trends over time and have developed the use of historical terms. I can give valid reasons why some laws change and some remain the same. I can reach conclusions about the police force using a variety of sources as evidence. I can use a variety of sources to obtain evidence to support my views. I can use sources to understand why the suffragettes took action. I can present a viewpoint on whether the suffragettes were justified in taking their actions. I can address and devise historically valid questions about continuity and change, similarity and difference, and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Key Skills</p> <p>I can locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied. I can infer information from artefacts and archaeological sites about what life was like in Ancient Greece. I am beginning to identify what other sources might be needed to get a fuller picture about life in Ancient Greece. I understand the difference between primary and secondary sources of evidence and how they have advantages and disadvantages. I can cross reference evidence to check for authenticity. I can identify some of the similarities and differences between life in Athens and Sparta. I am beginning to assess how useful Greek myths/legends are in helping them to find out about the past. I can describe similarities and differences from schooling in Ancient Greece and schooling now. I can use written sources to make inferences about the influence of the Ancient Greek language on modern English. I can use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter. I can use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy. I can identify some of the similarities and differences between the Olympic Games in Ancient Greece and today. I can identify the most important legacy of the Ancient Greeks and give reasons.</p>	<p>Key Skills</p> <p>I can address historically valid questions related to the significance of the Blitz. I can discuss whether the Blitz was more or less dangerous than what happened at other times in the past. I can answer questions about the people involved in the war from both Britain and the world. I can find similarities and differences between the fictional stories of evacuees and the evidence-based accounts. I can answer historical valid questions about the causes of the Kindertransport through selection and organisation of historical information. I can evaluate changes and contrasts in the role of women at two different times in the past. I can identify how far there were similarities and differences in men's experiences of World War II. I can recognise that history is written by the victors so evidence may be biased or prejudiced. I can understand the motives and actions of others. I can research on the internet and in books, cross referencing for authenticity. I can link our lives today (Corona Virus) to the hardships and bravery of people in the past. I can empathise with those who flee hardship – refugees/evacuees. I can construct responses through the careful selection and organisation of information.</p>
	<p>Vocabulary</p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes Execution, vagabond, poaching, highwayman, smuggling Police, respect, hostile, truncheon, cartoon Severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum Suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament Change, continuity, attitudes, values</p>	<p>Vocabulary</p> <p>Philosophy, democracy, city-states, Empire, comedy/tragedy, mythology, civilisation, culture, laws, justice, citizens, vote Parliament, House of Commons, House of Lords, Houses of Parliament, Prime Minister, Downing Street, monarchy Olympic Games, Slaves, warfare,</p>	<p>Vocabulary</p> <p>Tolerance, imperialism, Nazism, fascism, dictatorship, propaganda, evacuees/evacuation, munitions, home-guard, victory, prejudice, persecution, liberty, army, monarchy, nation, religion Bevin boys, air-raid wardens, land girls</p>
	<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p> <p>In London (next term) look for evidence of Greek influence in architecture and design. Visit the Houses of Parliament to investigate democracy.</p>	<p>Cultural Opportunities</p> <p>Visit London – the War Museum/Cabinet War Rooms/Houses or Parliament Local links: Evacuees in Arnside</p>
	<p>Key values</p> <p>Democracy Inspired and excited to learn</p>	<p>Key values</p> <p>Democracy Inspired and excited to learn</p>	<p>Key values</p> <p>Religious tolerance, democracy Kindness and Goodness</p>

	Kindness and Goodness Independence and confidence Rule of law	Happy and Healthy	Independence and confidence
	Book List & Resources	Book List & Resources	Book List & Resources
	Oliver Twist by Charles Dickens Suffragettes – Their fight for the vote! by Claire Throp (Rising Stars Reading Planet)	Percy Jackson and the Lightning Thief (Rick Riordan) - class novel Ancient Greek Myths (Ann Turnbull) - comprehension tasks https://www.bbc.co.uk/news/world-europe-46205607 The finding of the city of Tenea by archaeologists	The Lion and the Unicorn – Shirley Hughes (picture book) Friend or Foe – Michael Morpurgo (class novel)