Curriculum Map

History

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

Year		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?				
	Links to previous learning	Links to previous learning	Links to prev			
			I know a sele I have listen			
	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 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 some of the main events of The Great Fire of London. 	 What is an explorer? 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. Why did Roald Amundsen win the race to the South Pole? 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. Who is the greatest explorer? I know what it means to be a great explorer. 	Who was Be I know who I know how What can in I know simila today and w I know Beatu What can of I know Beatu What can of I know that I know that I know that			
EYFS	Key Skills	Key Skills	Key Skills			
	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.	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 use pic I am starting I can use ar I can talk ab			
	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,			
	Cultural opportunities	Cultural opportunities	Cultural opp			
	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			
	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, healt Respectful a Inspired and Love, Joy, pe			

Summer Who are our local heroes? Beatrix Potter

evious learning

election of Beatrix potter characters ened to a range of Beatrix Potter stories.

Beatrix Potter and why should she be remembered?

no Beatrix Potter is. w Beatrix Potter is relevant to our local area. <u>images tell us about Beatrix Potter?</u> nilarities and differences between what people wear what people wore in Victorian times atrix Potter lived a long time ago.

objects tell us about Beatrix Potter? atrix Potter wrote the Peter Rabbit books. e remembered?

at her life was unusual and special.

ere Beatrix Potter lived throughout her life.

at people from all over the world visit Hill Top.

bictures to order some events from Beatrix Potter's life ing to use chronological language an object to give me information about a person. about how clothing was different in the Victorian era.

bh, past, now, then, local, hero, important, object

pportunities

rth trust visit

althy and secure I and caring nd excited to learn peace

	Book list & Resources	Book list & Resources	Book list & Reso
	And Tango makes three Peebo! Stick man Shopping with dad. Sparks in the sky. The whales song	The little explorer by Joan Holub That's not my polar bear Polar bear, polar bear what do you hear?	Collection - The T
		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? Links to previous Learning	Spring Who were the greatest explorers?	Links to previous
	Knowledge	Knowledge	Knowledge
1	What happened on 5th November 1605? I know how Bonfire Night is celebrated today. I know the main events of the Gunpowder Plot. Was Guy Fawkes a hero or a villain? I know why Guy Fawkes took the action he did in 1605. I know that people will have differing opinions about the same event. Do we celebrate Bonfire Night now just to have fun? I know how Bonfire Night has changed over the years. What happened in London on 2nd September 1666? I know the main events of The Great Fire of London. I know that people may have different viewpoints of what is important. Why did the fire spread so quickly. I know why the fire spread so quickly. Why do we know so much about the Great Fire? I know a range of eyewitness accounts about the fire.	What is an explorer? 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. Why was Ibn Battuta a great explorer? I know when Ibn Battuta lived, and the key events in his life. I know why Ibn Battuta's exploration was important. Does everyone agree that Captain Cook was a great explorer? 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. Why did Roald Amundsen win the race to the South Pole? I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. I know the achievements of Sunita Williams and why they are significant. I know the achievements of Sunita Williams and why they are significant. Mhat did Sunita Williams to be a great explorer? I know what it means to be a great explorer.	What do we menI know who is sigI know that BeatsWhat can imageI know similaritietoday and what pI know Beatrix PoWhat can objectI know where BeI know some of tWhat can documI know Beatrix PoWhat can documI know that her II know that her II know that peop
	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 al internet. I can make a sim I can talk about h I can make simpl by looking at pho I can use an obj Potter. I am beginning to objects I can use a docur Potter. I am beginning to

The Tales of Beatrix Potter

Summer Who are our local heroes? Beatrix Potter

vious Learning

e mean by significance?

is significant in my life Beatrix Potter is a significant person from the past. mages tell us about Beatrix Potter? arities and differences between what people wear what people wore in Victorian times rix Potter lived in the Victorian era. bjects tell us about Beatrix Potter? re Beatrix Potter spent her holidays e of the main events in Beatrix Potter's life. ocuments tell us about Beatrix Potter? rix Potter is a famous author and illustrator remembered?

her life was unusual and special. re Beatrix Potter lived throughout her life.

people from all over the world visit Hill Top.

cts about Beatrix Potter using books and the

a simple timeline of Beatrix Potter's life. yout how clothing was different in the Victorian era. simple inferences about Beatrix Potter and her life at photographs – compare her clothing to today's. n object to give me information about Beatrix

ing to draw simple conclusions from looking at

document to give me information about Beatrix

ing to draw simple conclusions from looking at a

			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 heroes, past, ' farmer, object
		Cultural Opportunities	Cultural Opportunities	Cultural Oppor
		Fire safety Officer visit. Learning about London.	Be an explorer for a day - Visit Wildlife Oasis dressed as an explorer	Visit Hill Top ar Attraction?) Wordsworth Tr
		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 Respectful and Inspired and ex Love, joy, peac
		Book List & Resources	Book List & Resources	Book List & Re
		Sparks in the sky,		Collection - The
			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?	
		Links to previous Learning	Links to previous Learning	Links to previo
		Know about family trees (Kings and Queens)		I know that Bea I know about ti how to use safe
		Knowledge	Knowledge	Knowledge
2	Topic	 What happened on 5th November 1605? I know how Bonfire Night is celebrated today. I know the main events of the Gunpowder Plot. Was Guy Fawkes a hero or a villain? I know why Guy Fawkes took the action he did in 1605. I know that people will have differing opinions about the same event. Do we celebrate Bonfire Night now just to have fun? I know how Bonfire Night has changed over the years. What happened in London on 2nd September 1666? I know the main events of The Great Fire of London. I know that people may have different viewpoints of what is important. Why did the fire spread so quickly. I know why the fire spread so quickly. Why do we know so much about the Great Fire? I know a range of eyewitness accounts about the fire. 	 What is an explorer? 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. Why was Ibn Battuta a great explorer? I know when Ibn Battuta lived, and the key events in his life. I know why Ibn Battuta's exploration was important. Does everyone agree that Captain Cook was a great explorer? 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. Why did Roald Amundsen win the race to the South Pole? 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. What did Sunita Williams do to make her a great explorer? I know the achievements of Sunita Williams and why they are significant. I know what it means to be a great explorer. 	What do we me I know who is as I know that Bea What can imag I know similarit today and what I know that Bea the 'Victorian Bea What can obje I know that Bea What can doo I know that Bea National Trust I know that Bea Victorian times I know that pea today and visit
		Key SkillsBonfire Night and the Great Fire of LondonI am developing an awareness of the past, using common words and	Key SkillsI can locate some explorers on a timeline, including Ibn Battuta.I have an awareness of the past and can use common words and phrases	Key Skills Beatrix Potter I can use comm

age, photograph, experts, observe, local, st, Victorian, author, illustrator, National Trust, ject, document

portunities

o and the surrounding area (Beatrix Potter)

n Trust – Stories and poems

thy and secure and caring d excited to learn eace

Resources

The Tales of Beatrix Potter

Summer Who are our local heroes? Beatrix Potter

vious Learning

Beatrix Potter wrote and illustrated books. ut timelines and know about different sources and safe internet sites to find out about the past.

e mean by significance?

is significant in my life

Beatrix Potter is a significant person from the past.

nages tell us about Beatrix Potter?

arities and differences between what people wear hat people wore in Victorian times

Beatrix Potter lived in the Victorian era and when an Era' was 1910?

bjects tell us about Beatrix Potter?

Beatrix Potter became famous.

ignificant events in Beatrix Potter's life

locuments tell us about our local heroes?

Beatrix Potter is a famous author and illustrated remembered?

Beatrix Potter gave her land and farms to the ust and is a significant person locally.

Beatrix Potter was a great female role model in nes.

people from all around the world read her books isit Hill Top.

phrases relating to the passing of time.	relating to the passing of time.	I can make si
I can understand some of the ways in which we find out about the	I can understand some of the ways in which we find out about the past.	by looking at
past and identify different ways in which it is represented.	I can identify different ways in which it is represented.	I can create a
I can explain the importance of using a range of evidence	I can ask and answer questions, choosing and using sources to show that	compare and
when studying an event.	they know and understand the key features of events.	I can researc
I can choose and use parts of stories and other sources that I	I can ue sources to show that they know and understand key features of	I can use diff
know and understand key features of events.	events.	Potter's life a
I can express an opinion about Guy Fawkes' actions in 1605	I can compare the achievements of Amundsen and Scott.	I understan
I can present an argument for or against Bonfire Night still	I can give valid reasons why in the past there have been fewer female	source.
being celebrated.	explorers than male explorers.	I can use an
I can use different sources to reach a conclusion.	I can provide valid reasons for why I have made my selection.	Potter.
I can place The Great Fire of London on a chronological		I can reach
framework.	I understand that other people may have differing and equally valid	the object
I can explain why some events are more significant than	viewpoints.	I can use a d
others.		Potter.
I can explain why one reason for the spread of the fire could		I can reach
be more important.		the docume
· · · · · · · · · · · · · · · · · · ·		
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. Vocabulary	Vocabulary	Vocabulary
Bonfire Night and the Great Fire of London	Explorer, map, discover, equipment, adventure, trade, great, desert,	Significant, w
Bonfire night, gun powder, House of Parliament, London, King	caravan, Hajj	resilience, pe
James, Catholic, Protestant, treason, plot, plan, cellar, barrels,		preserve, sin
Hero, villain, terrorist, customs, tradition, commemorate,	Uncharted, navigation, botanist, naturalist, indigenous, pirate, territory,	environment
importance, relevance, effigy, law, repeal	replica	locality, com
Now, then, cause, important, Stuart period	Polar, hero, expedition, race	experts, obs
water squirt, fire bucket, fire hook	Recent, astronaut, space, memorial, achievement, significant	
Eyewitness, diary, interpretation, consequences, impact,		
benefit		
Cultural Opportunities	Cultural Opportunities	Cultural Opp
Bonfire Night and the Great Fire of London		Visit Hill Top
Fire safety - Fire officer visit		Attraction?)
Learning about London (link to Geography)		Wordsworth
Key values	Key values	Key values
School Values: Happy, Healthy and Secure. Confident and	Happy, healthy and secure	School Value
Independent. Respectful and Caring. Inspired and Excited to Learn.	Respectful and caring	Independent
Teamwork.	Inspired and excited to learn	Learn. Team
British Values: The rule of law. Individual liberty. Mutual respect for	Love, joy, peace	British Value
and tolerance of those with different faiths and beliefs and for those		for and toler
without faith. Democracy.		for those wit
Christian Star Qualities: Love, Joy, Peace, Patience, Kindness,		Christian Sta
Gentleness, Self-Control, Faithfulness, Goodness.		Gentleness, S
Book List & Resources	Book List & Resources	Book List & F
Gunpowder Plot		https://www
Remember, Remember the fifth of November, by Deborah Webb		tales-of-beat
Bonfire Night, by Nancy Dickmann		https://learn
http://www.bonfirenight.net/		potter (who
		KC1 Topohit

simple inferences about Beatrix Potter and her life at photographs – compare her clothing to today's. e a chronological timeline of Beatrix Potter's life and nd contrast to my life.

rch to prepare to write a biography.

ifferent sources to answer questions about Beatrix e and why it was unusual or special.

and the limitations of using just one type of

an object to give me information about Beatrix

h conclusions from the information provided by

document to give me information about Beatrix

h conclusions from the information provided by nent.

, writer, author, visionary, illustrator, trailblazer, perseverance, success, publisher, manuscript, legacy, similarities, differences, history, National Trust, entalist, Victorian, farmer, Herdwick sheep, Historian, mpare, contrast, Source, image, photograph, ubserve, local, heroes, past, object, document

oportunities

op and the surrounding area (Beatrix Potter ?)

th Trust – Stories and poems

ues: Happy, Healthy and Secure. Confident and ent. Respectful and Caring. Inspired and Excited to mwork.

ues: The rule of law. Individual liberty. Mutual respect erance of those with different faiths and beliefs and vithout faith. Democracy.

tar Qualities: Love, Joy, Peace, Patience, Kindness, s, Self-Control, Faithfulness, Goodness.

k Resources

https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2tales-of-beatrix-potter-home/zv78f4j (BP stories) https://learnenglishkids.britishcouncil.org/short-stories/beatrixpotter (who was Beatrix Potter) KS1 Teachit resources on BP

	YEAR A
Autumn – Thematic Study – Journeys	Spring - Thematic study – Education/Local History
What makes people go on a journey?	In which period of history would you like to go to school?
Links to previous Learning	Links to previous Learning Beatrix Potter - KS1
Explorers – KS1 Migration – Science KS1	Beatrix Potter - KS1
Knowledge	
Why do people go on a journey?	What do sources tell us about the way education has changed?
know that journeys can be both a positive and negative experience	I know what the word education means and why it is good to be educated.
for the traveller.	I know there are different types of school.
I know that journeys can have an impact on a range of people.	I know that educating children has a long history with many changes over time,
Was Walter Raleigh just in it for the money?	sometimes with turning points and significant developments.
know that our knowledge of the past is constructed from a	I know which sources can give us information about schools.
range of sources.	Did education help everyone?
know a range of reasons why Walter Raleigh explored other	I can identify and explain different attitudes and perspectives towards
ands.	education.
	I know that some people did not approve of children going to school.
I know that Raleigh's voyages had both a positive and negative	I know about some post-war developments in education – Butler.
impact on people.	I know about some of the developments in my local area – school archive
Why did the Irish 3 rd class passengers on the Titanic make the	project.
iourney to America?	School Archive Project - What was it like going to school at the end of the
I know a range of reasons why the Irish 3 rd class passengers	nineteenth century?
travelled on the <i>Titanic</i> .	I know that in England schools were not free until 1891.
know the difference between a fact and an opinion.	I know that rich children were educated at home. After the age of 10 boys went
How did Vera Schaufeld become a refugee?	to public schools such as Eton.
I know why the kindertransport took place.	I know poor children went to free Charity schools, Dame schools or Sunday
I know both the positive and negative aspects of the	schools.
Kindertransport.	I know that the 1880 Education Act was a significant turning point in the
Why did people sail on the Empire Windrush?	education of all children. I know it made sure all children in Britain, between the
know why people travelled on the Empire Windrush.	ages of 5 and 10, went to school.
know that there may be differing interpretations of the same	I know what a Victorian classroom was like, including: lessons, teachers, rules and punishments.
event.	I know that girls and boys were taught separately, and children learnt by rote.
What makes refugees go on a difficult journey today?	I know about the history of my school during the Victorian period.
know a range of reasons why people are prepared to risk	I know about changes in my school since the Victorian times.
their lives making journeys.	I know why children were absent from school and the types of illnesses they
	suffered from during the Victorian period.
I know why there are a range of viewpoints about refugees in	I know what some of the features of the school building were like during the
the UK.	Victorian times - separate entrances for boys and girls.
I know some examples of the positive contributions to Britain	
made by refugees.	
Key Skills	Key Skills
I can explain a range of reasons why people undertake	I can use key vocabulary associated with schools and education.
journeys now, and why they did in the past.	I know how to interpret a range of different sources, including the school log

Summer - The Romans t happened when the Romans came to Britain?

evious Learning

ne Romans invade Britain?

ne of the details about the Roman invasion. Ne valid reasons why the Romans wanted to invade

t there were differing viewpoints about invading

was it for the Romans to take over Britain?

en and how the Romans conquered Britain. but the range of evidence available to find out about elts were defeated.

out Celtic tribes in the local area.

chronology of the story of Boudicca's rebellion and pok place.

t the images we see of Boudicca are based on ns by Cassius Dio and Tacitus, who were Roman

ard for a Roman soldier on Hadrian's Wall?

at life was like for a Roman soldier on Hadrian's Wall. y the Vindolanda tablets are such an important piece e.

t soldiers from all over the Roman Empire lived at Nall.

t Africans first came to Britain with the Roman

t the Aurelian Moors were stationed at Aballava Latin words found carved in a stone in a Cumbrian

Roman roads a positive development for everyone? ere, why and how Romans built their roads. e consequences of building the roads for groups of people.

he Romans leave behind that is still of significance

nat the Romans did which is still of significance

t some Roman developments are of more importance others.

pened when the Romans came to Britain?

ormation about the Roman army. t Gaius Marius was a significant Roman General who and made the army great.

truct informed responses that involve the thoughtful of relevant historical information. ess historically valid questions about change and

understanding of British and world history.		I can use sources to make inferences and address historically valid questions and	I am develo
I can establish clear narratives.		hypotheses about education using the school log book, such as using the school	understand
I am beginning to address and devise historically valid		log book to find out why pupils were absent from school.	I understand
questions about significance and cause and change.		I can use dates and appropriate historical terms when ordering developments in	invasion and
I can find out information about Walter Raleigh and Tudor		education.	I can describ
exploration from a range of sources.		I can identify where people, events and changes fit into a chronological	such as diffe
I can find out information about the journey of the <i>Titanic</i>		framework.	I can interp
from a variety of sources.		I can explore links and contrasts in the education of children within and across	about life as
		different periods of time.	I can use ev
I can use a range of sources to find out what life was like for		I can recognise why some events happened and what happened as a result - the	was hard fo
Vera and other children on the Kindertransport.		Education Act.	I can reach a positive dev
I am beginning to note connections, contrasts and trends over		I can discuss significant aspects of, and connections between, different historical	l can use a v
time.		event such as the effect of the Education Act.	achievemer
I can use a range of sources to find out what life was like for		I can discuss and debate historical issues – the difference in education for rich	l can use ev
the passengers on the Empire Windrush.		and poor children.	l understar
		I can choose relevant ways to communicate historical findings - research and	representa
		presentation of findings from the school logbook	
		I can make comparisons between schools today and in the past.	
Vocebulery		Vocabulary	Vecebulers
Vocabulary Journey, migration, emigration, immigration, invader, settler,		Queen Victoria, Prince Albert, Charles Dickens, Dr Barnardo, Lord Shaftesbury.	Vocabulary Invade, inv
		British Empire, Union Jack	status, glor
explorer, impact		Law, justice, Education Act, legal, illegal, politician,	Resistance
Voyage, status, Tudor, indigenous, portrait, symbol,		Pauper, workhouse, chimney sweep, domestic servant, coal mine	client kings
adventurer, charter		Charity School, Dame School, Sunday School, Board School, British Schools,	Tablet, Pict
Voyage, Edwardian, sentimental, class, fact, opinion		Ragged Schools, voluntary schools, Public School, governess	Camber, gr
Refugee, persecution, anti-Semitism, pogrom, Kindertransport,		Logbook, inspector, slates, ink well, cane, blackboard, abacus, monitors, learning	Legacy, por
Great Depression		by rote, drill, needlework, carpentry, copybook, Dunce's hat, hopscotch, whip	Representa
Migrant, prejudice, discrimination, settle, immigrate,		and top, Queen Victoria Medal	auxiliaries,
emigrate, interpretation, British Empire, calypso, colour-bar			equipment
Refugee, asylum seeker, economic migrant, illegal immigrant			
Cultural Opportunities		Cultural Opportunities	Cultural Op
		School archive project - role-play of Victorian school with local historian	School Visit
		Visit the Catholic Church (site of original school)	
Key values		Key values	Key values
Inspired and excited to learn		Happy, Healthy and Secure.	Inspired and
Happy, healthy and secure		Confident and Independent.	Happy, heal
Mutual respect for and tolerance of those with different faiths and		Respectful and Caring.	Mutual resp
beliefs and for those without faith.		Inspired and Excited to Learn.	and beliefs
British values: The rule of law, Individual liberty		Patience, Kindness, Self-Control, Faithfulness, Goodness.	
Confident and Independent.		British values: The rule of law, Individual liberty	
Respectful and Caring			
Book List & Resources	_	Book List & Resources	Book List &
		Historical Association planning:	https://www
		https://www.history.org.uk/primary/categories/216/resource/8987	Interactive i
		School logbook	time from r
		Victorian topic box	What life in bbc.co.uk
		http://www.bbc.co.uk/history/british/victorians/	DDC.CO.UK
		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	

- eloping a chronologically secure knowledge and nding of British history.
- and why there are differing interpretations of the and resistance.
- cribe some of the ways the past can be represented, ifferent descriptions of Boudicca.
- rpret the ruins of Hadrian's Wall to make inferences as a Roman wall soldier.
- evidence to present a valid argument on whether life for a soldier on the wall.
- ch a valid conclusion on whether Roman roads were a development.
- a variety of resources to obtain information about the nents of the Romans.
- evidence to inform a re-enactment of being a soldier.
- tand the limitations of a re-enactment as a ntation of the past.

nvasion, conquer, republic, empire, emperor, lory, barbaric, legacy

- ce, primary evidence, interpretations, conquer, ngs, centurion
- icts, heritage, forts, garrisons
- groma, impact, transport system
- positive, negative, significant
- ntation, interpretation, legions, legionaries,
- es, testudo, centurion, names of uniform and ent

Opportunities

isit to Vindolanda or Housesteads – Hadrian's Wall

and excited to learn

- ealthy and secure
- espect for and tolerance of those with different faiths fs and for those without faith.

& Resources

- ww.bbc.co.uk/bitesize/topics/zwmpfg8
- ve map showing the lands of the Celts and Romans over n resourcesforhistory.com
- in the Roman army and in a Roman fort was like from

		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?	What h
	Links to previous Learning Explorers KS1 Migration – Science KS1	Links to previous Learning Beatrix Potter -KS1	Links to prev The Egyptian Stone Age Bronze Age t
	Knowledge	Knowledge	Knowledge
4	 Why do people go on a journey? 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. Was Walter Raleigh just in it for the money? 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. Why did the Irish 3rd class passengers on the Titanic make the journey to America? I know that difference between a fact and an opinion. How did Vera Schaufeld become a refugee? I know why the kindertransport took place. I know that there may be differing interpretations of the same event. Why did people sail on the Empire Windrush? I know that there may be differing interpretations of the same event. 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. 	 What do sources tell us about the way education has changed? 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. Did education help everyone? 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 of the 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 rich children were educated at home. After the age of 10 boys went to public schools such as Eton. 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 that a Victorian classroom was like, including: lessons, teachers, rules and punishments. I know what a Victorian classroom was like, including: lessons, teachers, rules and punishments. I know about changes in my school since the Victorian period. I know about changes in my school since the Victorian period. I know what a fiels and boys were taught separately, and children learnt by rote. I know what a my changes in my 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. 	Why did the indicatorI know someI know someBritain.I know that theBritain.How easy wareI know whenI know abouthow the CeltsI know abouthow the CeltsI know the chewhere it tookI know the thewhere it tookI know that thedescriptions Ihistorians.Was life hareI know that thedescriptions Ihistorians.Was life hareI know that thedescriptions Ihistorians.Was life hareI know that thebecause of Lavillage.Were the RonI know the codifferent growWhat did thetoday.I know that sonow than othWhat happer
	Key Skills	Key Skills	What happen I know inform I know that G influenced ar Key Skills
	I can explain a range of reasons why people undertake	I can use key vocabulary associated with schools and education.	l can construe

Summer - The Romans happened when the Romans came to Britain?

vious Learning

ns

to Iron Age

e Romans invade Britain?

e of the details about the Roman invasion. e valid reasons why the Romans wanted to invade

there were differing viewpoints about invading

vas it for the Romans to take over Britain?

n and how the Romans conquered Britain. It the range of evidence available to find out about ts were defeated.

It Celtic tribes in the local area.

chronology of the story of Boudicca's rebellion and bk place.

the images we see of Boudicca are based on by Cassius Dio and Tacitus, who were Roman

rd for a Roman soldier on Hadrian's Wall?

t life was like for a Roman soldier on Hadrian's Wall. the Vindolanda tablets are such an important piece .

soldiers from all over the Roman Empire lived at /all.

Africans first came to Britain with the Roman

the Aurelian Moors were stationed at Aballava Latin words found carved in a stone in a Cumbrian

oman roads a positive development for everyone? re, why and how Romans built their roads. consequences of building the roads for

roups of people.

e Romans leave behind that is still of significance

at the Romans did which is still of significance

some Roman developments are of more importance thers.

ened when the Romans came to Britain? mation about the Roman army.

Gaius Marius was a significant Roman General who and made the army great.

uct informed responses that involve the thoughtful

journeys now, and why they did in the past.	I know how to interpret a range of different sources, including the school log	selection of I can addre
I am developing a chronologically secure knowledge and	book, the original site of the school (the Catholic Church)	cause.
understanding of British and world history.	I can use sources to make inferences and address historically valid questions and	I am develo
I can establish clear narratives.	hypotheses about education using the school log book, such as using the school	understand
I am beginning to address and devise historically valid	log book to find out why pupils were absent from school.	l understan
questions about significance and cause and change.	I can use dates and appropriate historical terms when ordering developments in	invasion an
I can find out information about Walter Raleigh and Tudor	education.	I can descri
exploration from a range of sources.	I can identify where people, events and changes fit into a chronological	such as diff
I can find out information about the journey of the <i>Titanic</i>	framework.	I can interp
from a variety of sources.	I can explore links and contrasts in the education of children within and across	about life a
I can use a range of sources to find out what life was like for	different periods of time.	I can use ev
Vera and other children on the Kindertransport.	I can recognise why some events happened and what happened as a result - the	was hard fo
I am beginning to note connections, contrasts and trends over	Education Act.	positive dev
time.	I can discuss significant aspects of, and connections between, different historical	I can use a
I can use a range of sources to find out what life was like for	event such as the effect of the Education Act.	achievemer
the passengers on the Empire Windrush.	I can discuss and debate historical issues – the difference in education for rich	I can use ev
	and poor children.	l understa
	I can choose relevant ways to communicate historical findings - research and	representa
	presentation of findings from the school logbook	
	I can make comparisons between schools today and in the past.	
Vocabulary	Vocabulary	Vocabulary
Journey, migration, emigration, immigration, invader, settler,	Queen Victoria, Prince Albert, Charles Dickens, Dr Barnardo, Lord Shaftesbury. British Empire, Union Jack	Invade, inv
explorer, impact	Law, justice, Education Act, legal, illegal, politician,	status, glo Resistance
Voyage, status, Tudor, indigenous, portrait, symbol,	Pauper, workhouse, chimney sweep, domestic servant, coal mine	client king
adventurer, charter	Charity School, Dame School, Sunday School, Board School, British Schools,	Tablet, Pic
Voyage, Edwardian, sentimental, class, fact, opinion	Ragged Schools, voluntary schools, Public School, governess	Camber, g
Refugee, persecution, anti-Semitism, pogrom, Kindertransport,	Logbook, inspector, slates, ink well, cane, blackboard, abacus, monitors, learning	Legacy, po
Great Depression	by rote, drill, needlework, carpentry, copybook, Dunce's hat, hopscotch, whip	Represent
Migrant, prejudice, discrimination, settle, immigrate,	and top, Queen Victoria Medal	auxiliaries,
emigrate, interpretation, British Empire, calypso, colour-bar		equipment
Refugee, asylum seeker, economic migrant, illegal immigrant		
Cultural Opportunities	Cultural Opportunities School archive project - role-play of Victorian school with local historian	Cultural Op School Visit
	Visit the Catholic Church (site of original school)	School Visit
Key values	Key values	Key values
Inspired and excited to learn	Happy, Healthy and Secure.	Inspired and
Happy, healthy and secure	Confident and Independent.	Happy, hea
Mutual respect for and tolerance of those with different faiths and	Respectful and Caring.	Mutual res
beliefs and for those without faith.	Inspired and Excited to Learn.	and beliefs
British values: The rule of law, Individual liberty	Patience, Kindness, Self-Control, Faithfulness, Goodness.	
Confident and Independent.	British values: The rule of law, Individual liberty	
Respectful and Caring		
Book List & Resources	Book List & Resources	Book List &
	Historical Association planning:	https://ww
	https://www.history.org.uk/primary/categories/216/resource/8987	Interactive
	School logbook	time from r What life in
	Victorian topic box	bbc.co.uk
	http://www.bbc.co.uk/history/british/victorians/	DDC.CO.UK
	https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-	
	british-history-history-subjects-key-stage-2/the-victorians	

of relevant historical information. ess historically valid questions about change and

- loping a chronologically secure knowledge and nding of British history.
- and why there are differing interpretations of the and resistance.
- ribe some of the ways the past can be represented, fferent descriptions of Boudicca.
- pret the ruins of Hadrian's Wall to make inferences as a Roman wall soldier.
- evidence to present a valid argument on whether life for a soldier on the wall.
- h a valid conclusion on whether Roman roads were a evelopment.
- a variety of resources to obtain information about the ents of the Romans.
- evidence to inform a re-enactment of being a soldier. and the limitations of a re-enactment as a tation of the past.

nvasion, conquer, republic, empire, emperor, lory, barbaric, legacy

- ce, primary evidence, interpretations, conquer, lgs, centurion
- icts, heritage, forts, garrisons
- groma, impact, transport system
- ositive, negative, significant
- ntation, interpretation, legions, legionaries,
- es, testudo, centurion, names of uniform and ent

pportunities

sit to Vindolanda or Housesteads – Hadrian's Wall

nd excited to learn

ealthy and secure

espect for and tolerance of those with different faiths fs and for those without faith.

& Resources

ww.bbc.co.uk/bitesize/topics/zwmpfg8

- e map showing the lands of the Celts and Romans over resourcesforhistory.com
- in the Roman army and in a Roman fort was like from

	http://www.victorianschool.co.uk/https://www.nationalarchives.gov.uk/education/victorianbritain/intro/main.htmhttp://www.primaryhomeworkhelp.co.uk/victorians.htmlVictorians.org.ukStreet 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?
Links to previous Learning	Links to previous Learning
Explorers KS1 Migration – Science/Literacy	Beatrix Potter - KS1
Knowledge	Knowledge
Why do people go on a journey?	What do sources tell us about the way education has changed?
I know that journeys can be both a positive and negative experience	I know what the word education means and why it is good to be educated.
for the traveller.	I know there are different types of school.
I know that journeys can have an impact on a range of people.	I know that educating children has a long history with many changes over time,
<u>Was Walter Raleigh just in it for the money?</u>	sometimes with turning points and significant developments.
I know that our knowledge of the past is constructed from a	I know which sources can give us information about schools. Did education help everyone?
range of sources.	I can identify and explain different attitudes and perspectives towards
I know a range of reasons why Walter Raleigh explored other	education.
lands.	I know that some people did not approve of children going to school.
I know that Raleigh's voyages had both a positive and negative	I know about some post-war developments in education – Butler.
impact on people.	I know about some of the developments in my local area – school archive
Why did the Irish 3 rd class passengers on the Titanic make the	project.
journey to America?	School Archive Project - What was it like going to school at the end of the
I know a range of reasons why the Irish 3 rd class passengers	nineteenth century?
travelled on the <i>Titanic</i> .	I know that in England schools were not free until 1891.
I know the difference between a fact and an opinion.	I know that rich children were educated at home. After the age of 10 boys went
How did Vera Schaufeld become a refugee?	to public schools such as Eton.
I know why the kindertransport took place.	I know poor children went to free Charity schools, Dame schools or Sunday schools.
I know both the positive and negative aspects of the	I know that the 1880 Education Act was a significant turning point in the
Kindertransport.	education of all children. I know it made sure all children in Britain, between the
Why did people sail on the Empire Windrush?	ages of 5 and 10, went to school.
I know why people travelled on the <i>Empire Windrush</i> .	I know what a Victorian classroom was like, including: lessons, teachers, rules
I know that there may be differing interpretations of the same	and punishments.
event.	I know that girls and boys were taught separately, and children learnt by rote.
What makes refugees go on a difficult journey today?	I know about the history of my school during the Victorian period.
I know a range of reasons why people are prepared to risk	I know about changes in my school since the Victorian times.
their lives making journeys.	I know why children were absent from school and the types of illnesses they
I know why there are a range of viewpoints about refugees in	suffered from during the Victorian period.
the UK.	I know what some of the features of the school building were like during the
I know some examples of the positive contributions to Britain	Victorian times - separate entrances for boys and girls.
made by refugees.	
, <u> </u>	

Summer - The Romans at happened when the Romans came to Britain?

revious Learning

ians

ge to Iron Age

he Romans invade Britain?

me of the details about the Roman invasion. me valid reasons why the Romans wanted to invade

at there were differing viewpoints about invading

was it for the Romans to take over Britain?

en and how the Romans conquered Britain.

out the range of evidence available to find out about Celts were defeated.

out Celtic tribes in the local area.

e chronology of the story of Boudicca's rebellion and ook place.

at the images we see of Boudicca are based on ns by Cassius Dio and Tacitus, who were Roman

ard for a Roman soldier on Hadrian's Wall?

hat life was like for a Roman soldier on Hadrian's Wall. Ny the Vindolanda tablets are such an important piece ce.

at soldiers from all over the Roman Empire lived at Wall.

at Africans first came to Britain with the Roman

at the Aurelian Moors were stationed at Aballava of Latin words found carved in a stone in a Cumbrian

Roman roads a positive development for everyone?

here, why and how Romans built their roads. The consequences of building roads for different f people.

the Romans leave behind that is still of significance

hat the Romans did which is still of significance

at some Roman developments are of more importance others.

pened when the Romans came to Britain?

ormation about the Roman army.

Key Skills

I know that Gaius Marius was a significant Roman General who influenced and made the army great.

I can explain a range of reasons why people undertake	I can use key vocabulary associated with schools and education.
journeys now, and why they did in the past.	I know how to interpret a range of different sources, including the school log
I am developing a chronologically secure knowledge and	book, the original site of the school (the Catholic Church)
understanding of British and world history.	I can use sources to make inferences and address historically valid questions and
I can establish clear narratives.	hypotheses about education using the school log book, such as using the school
I am beginning to address and devise historically valid	log book to find out why pupils were absent from school.
questions about significance and cause and change.	I can use dates and appropriate historical terms when ordering developments in
I can find out information about Walter Raleigh and Tudor	education.
exploration from a range of sources.	I can identify where people, events and changes fit into a chronological
I can find out information about the journey of the <i>Titanic</i>	framework.
from a variety of sources.	I can explore links and contrasts in the education of children within and across
I can use a range of sources to find out what life was like for	different periods of time.
Vera and other children on the Kindertransport.	I can recognise why some events happened and what happened as a result - the
I am beginning to note connections, contrasts and trends over	Education Act.
time.	I can discuss significant aspects of, and connections between, different historical
I can use a range of sources to find out what life was like for	event such as the effect of the Education Act.
the passengers on the Empire Windrush.	I can discuss and debate historical issues – the difference in education for rich
the passengers on the Empire windrash.	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.
Vocabulary	Vocabulary
Journey, migration, emigration, immigration, invader, settler,	Queen Victoria, Prince Albert, Charles Dickens, Dr Barnardo, Lord Shaftesbury.
explorer, impact	British Empire, Union Jack
Voyage, status, Tudor, indigenous, portrait, symbol,	Law, justice, Education Act, legal, illegal, politician,
adventurer, charter	Pauper, workhouse, chimney sweep, domestic servant, coal mine
Voyage, Edwardian, sentimental, class, fact, opinion	Charity School, Dame School, Sunday School, Board School, British Schools,
Refugee, persecution, anti-Semitism, pogrom, Kindertransport,	Ragged Schools, voluntary schools, Public School, governess
Great Depression	Logbook, inspector, slates, ink well, cane, blackboard, abacus, monitors, learning
Migrant, prejudice, discrimination, settle, immigrate,	by rote, drill, needlework, carpentry, copybook, Dunce's hat, hopscotch, whip and top, Queen Victoria Medal
emigrate, interpretation, British Empire, calypso, colour-bar	
Refugee, asylum seeker, economic migrant, illegal immigrant	
Cultural Opportunities	Cultural Opportunities
	School archive project - role-play of Victorian school with local historian
	Visit the Catholic Church (site of original school)
Key values	Key values
Inspired and excited to learn	Happy, Healthy and Secure.
Happy, healthy and secure	Confident and Independent.
Mutual respect for and tolerance of those with different faiths and	Respectful and Caring.
beliefs and for those without faith.	Inspired and Excited to Learn.
British values: The rule of law, Individual liberty	Patience, Kindness, Self-Control, Faithfulness, Goodness.
Confident and Independent.	British values: The rule of law, Individual liberty
Respectful and Caring	
Book List & Resources	Book List & Resources
	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-

cause. positive development.

Vocabulary

equipment

Key values

Book List & Resources

bbc.co.uk

I can construct informed responses that involve the thoughtful selection of relevant historical information.

I can address historically valid questions about change and

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

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.

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

Cultural Opportunities

School Visit to Vindolanda or Housesteads – Hadrian's Wall

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.

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

6 Would her Vikings do anything for money? In which period of history would you like to go to school? Ancient civilisations: Maya, Rome, Egypt Education/local history – the history of our school Greece, Rom Empire/Imper/Impe				
Intro-framework in the second secon			british-history-history-subjects-key-stage-2/the-victorians	
Integrity www.pirmary.homeworkhol.co.uk/victorians.html Integrity www.pirmary.homeworkhol.co.uk/victorians.html Unconsequed Integrity www.pirmary.homeworkhol.co.uk/victorians.html Victorians.cog.uk Street Child by Bring Integrity www.pirmary.homeworkhol.co.uk/victorians.html Victorians.cog.uk Street Child by Bring Integrity wowled www.ithing et a anything for money? Integrity wowled www.ithing et anything for money? Integrity wowled wwwithing et anything for money? Integrity wowled www.ithing et anything for money? Integrity wowled wwwithing et anything for money? Integrity wowled wwwithing et anything for money? Integrity wowled www.ithing et anything for money? Integrity wowled wwwithing et anything for money? Integrity wowled wwwithing et anything for money? Integrity wowled wwwithing et anything for money?			http://www.victorianschool.co.uk/	
Image: Start - Cline and Punishment to Maged over time? Victorians cog M. Start - Clink by Review Duby The Start -			https://www.nationalarchives.gov.uk/education/victorianbritain/intro/main.htm	
Atum YEAR A Weak Child by Belin Dehety YEAR A Internet Study - Cline and Punishment How has Crine and Punishment Changed over time? Inits to previous Learning Street Child by Belin Dehety Inter to Mistannes Change over time? Inits to previous Learning Ancient childstone: Maya, Rome, Eypt Education/ Iccal history - the history of our school Energy of the school Energy of the school Now that gravity of the school of history would you like to go to school? Knowledge Knowledge Knowledge Media Mark School Knowledge Now that gravity of the school of the scho			http://www.primaryhomeworkhelp.co.uk/victorians.html	
Autum Spring Thematic Study - Clime and Punishment How has Cince and Punishment How has Cince and Punishment How has Cince and Punishment How addult be Viking ad anything for mone? Links to previous Learning Links to previous Learning Links to previous Learning Would be Viking ad anything for mone? Links to previous Learning Links to previous Learning Links to previous Learning O lows and punishments change over time? Links to previous Learning Knowkidge Viking for work to be stated science? How why different groups in society view laws in a variety of ways. Who were the Ancient Greek? Couldstion and power. Nowkidge I how why different groups in society view laws in a variety of work. Now what it's a major crime have changed over time. Now what the Classical Golden Age' 500°C to 3238C marked the height of Ance we team anything from Greek myths and legends? Now what the Classical Golden Age' 500°C to 3238C marked the height of Ance we team anything from Greek myths and legends? Now what the Classical Golden Age' 500°C to 3238C marked the height of Ance we team anything from Greek myths and legends? Now what the classical Study we were team throw bhat the classical Study we wait the classical Study we were were throw about the address on the source on the classical Study. Now what the Market to Study We were the source were source the market and the Greet Market the Greet Linew what the one target source throw address of the pask here for the source the source throw addres the source threet and classical			Victorians.org.uk	
Auron Spring What did the Greeks do for us? Links to previous Learning Would the Vikings do anything for money? In which periods atterning Now ledge Do lows and pulsiformst change over time? I how bow low as and pulsiformst change over time. I how bow low as and pulsiformst change over time. I how bow low as and pulsiformst change over time. I how bow low as and pulsiformst change over time. I how bow low as and pulsiformst change over time. I how that is a major crime have changed over time. I how that different groups my have differing views. How that there have been various types of have enforcer over time. I how that there a differing views at the game tumo on what is a suitable punishment. I how that there a differing views at thifterent times on what is a suitable punishment. I how that there a differing views at the game tumo on what is a suitable punishment. I how that there a differing views at the same tum on what is a suitable punishment. How that there a differing views at the same tumo on what is a suitable punishment. How that there is no there differing views at the same tumo on what is a suitable punishment. How that there have been various types of have enforcer over the was the source of the most important acheements of Alexander the Great. How that there have been wards the suffragetters' action have a timp and multititis between any choolead line. Interestan			Street Child by Berlie Doherty	
Thematic Study – Crime and Purishment How has Changed over time? What did the Greeks do for us? Units to previous Learning Units to previous Learning Links to previous Learning Would the Village do anything for money? In which period of history would you like to go to school? Links to previous Learning Links to previous Learning Nowledge Decise and purishments change over time? Links to previous Learning Links to previous Learning Now how laws and purishments change over time? How what with and purishments change over time? More With a Accient Greeck ? Links to previous Learning I know who with and purishments change over time? Links to previous Learning More With a Accient Greeck ? I know who with any dark learning? Now whet and why the pole Greec Accienced over time? Linkow the art the constant of users of the past have been represented and interpreted in direct withing of the past have been represented and interpreted in direct withing of the past have been represented and interpreted in direct withing the past the conterd Greeck ? Linkow then with a spects of the past have been represented and interpreted in direct withing the states of the past have been represented and interpreted in direct with a spect of the past have been represented and interpreted in direct withing the states of accient for most have the same time on what is a suitable punchment. Not do we know about the actient Greece? Not do we know about the achineft Greece for anything in and interpreted in dire			YEAR A	
Now has Calme and Punishment Changed over time? Links to previous Learning Links to previous Learning Would the Vikings do anything for money? Links to greate the Report Links to greate the Report Links to greate the Report Recording Do laws and punishments change over time. Links to greate the Report Movie the Andeer Concert for the Viking An				
I links to previous Learning Links to previous Learning Links to previous Learning I would be Visings do anything for money? In which period of history would you like to go to school? Ancient divisations: Maya, Rome, Egyt: Ensewheige Do laws and punishments change over time? Is how they different groups in society view laws in a variety of ways. Frowheige Frowheige Frowheige What is a science of the science important to us today? Who ware the Ancient Greeks? Frowheige Frowheige I know they iters on what is a major crime have changed over time? I know that the force science over time? I know what is a utilable punishment. I know what is a suitable punishment. I know what is a suitable punishment. I know that there have changed towerds the same time on what is a suitable punishment. What dow science force science towerds the same time on what is a suitable punishment. I know that there have those science? What dow science force science? How that labe going may have differing views at the same time on what is a suitable punishment. I know that there have towerds the same time on what is a suitable punishment. I know that there have towerds the same time on what is a suitable punishment. I know that there have towerds the same time on the words were science of the words were science of the words were science of the			What did the Greeks do for us?	
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rulers, and were rivals.			against one another.	
			I know that the city states of Athens and Sparta had their own laws, money,	
I understand how democracy in Ancient Athens is different from that in the UK			rulers, and were rivals.	
			I understand how democracy in Ancient Athens is different from that in the UK	

Summer <u>Whose War was World War II?</u>

vious Learning

mans, Vikings, Victorians – the concept of perialism – the German desire for empire

· II: Whose War?

id some of the reasons for World War II. role of people from all over the Empire, including n Africa and Asia, in World War II.

cant was the Blitz?

t the Blitz was, and when and why it happened. the Blitz related to the rest of the war.

e of the major events of World War II that led up to

the impact of World War II on people in our locality?

our locality was important for housing evacuees

ut some experiences of evacuees, both fictional and ased.

ut the Windermere Children who were housed in a ne duration of the war.

ut the Kindertransport and why they had to leave es.

the Jewish people were persecuted across Europe e need to develop an understanding and tolerance of

d the impact of WWII on our lives today: The Geneva

cant was the impact of World War II on Women?

significance of World War II on the role of women. ut women's experiences in the services, factories and s.

have to fight?

ut the different ways that men contributed to the w about men's experiences as home guard, air-raid evin boys and as Servicemen.

Key Skills

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 abut continuity and change, similarity and difference, and significance.

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Vocabulary

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

Cultural Opportunities

Inspired and excited to learn

Key values

Democracy

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.

Key Skills

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.

Vocabulary

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,

Cultural Opportunities

In London (next term) look for evidence of Greek influence in architecture and design.

Visit the Houses of Parliament to investigate democracy.

Key values

Democracy Inspired and excited to learn

Key Skills

information. for authenticity. refugees/evacuees.

Vocabulary

religion

Cultural Opportunities

Parliament

Key values

Religious tolerance, democracy **Kindness and Goodness**

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

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

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 -

I can construct responses through the careful selection and organisation of information.

Tolerance, imperialism, Nazism, fascism, dictatorship, propaganda, evacuees/evacuation, munitions, home-guard, victory, prejudice, persecution, liberty, army, monarchy, nation,

Bevin boys, air-raid wardens, land girls

Visit London - the War Museum/Cabinet War Rooms/Houses or

Local links: Evacuees in Arnside

Kindness and Goodness Independence and confidence Rule of law	Happy and Healthy	Independence a
Book List & Resources	Book List & Resources	Book List & Res
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 Friend or Foe – I

ice and confidence

Resources

d the Unicorn – Shirley Hughes (picture book) be – Michael Morpurgo (class novel)