

Curriculum Map

History

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

Year		YEAR B		
EYFS	Autumn	Spring	Summer	
	What was life like when our grandparents were children?		How have holidays changed over time?	
	Links to previous learning	Links to previous learning	Links to previous learning	
	Knowledge	Knowledge	Knowledge	
	What was life like when our grandparents were children?		How have holidays changed over time?	
	I can name some members of my family and talk about them I know some changes that have happened to me throughout my life I am becoming more aware of the past linked to myself and my family and how it has changed I know some things that were different in the past e.g. no television, different toys/ clothes I can identify similarities and differences between shops today and when grandparents were children.		I know things that have changed within my family's lifetimes I know that Arnside is a holiday resort. I know that holidays have changed over time. Great Inventions: Transport I know how transport has changed. I know some ways how people used to travel. I know how trains changed people's lives. I know who George Stephenson is.	
	Key Skills	Key Skills	Key Skills	
	I can talk about myself and the ways in which I have changed I can talk about what I can see in pictures of the past I can talk about my family and people in the community and their roles I can make a family tree showing how close family members are linked. I can explain some of the similarities and differences between my home and those in the past I can talk about what I have heard and seen in stories and picture books and how this is different/ the same I can make a simple timeline showing changes during my lifetime. (Year 1)		I can talk about what I have heard and seen in stories and picture books and how this is different/ the same I can give similarities and differences between the past and now I can use photos to talk about the past. I can compare travel and transport of the past, present and future.	
	Vocabulary	Vocabulary	Vocabulary	
	Family, Adopted, Family tree, Inventions, materials, similar, comics, classify Local, supermarket, shopkeeper, parade of shops, grocer, greengrocer, market, delivery vans, cash register, rationing		Inventor, invented, flight, travel, journey, transport, engine, locomotive, significant.	
Cultural opportunities	Cultural opportunities	Cultural opportunities		
Grandparents visits Lakeland Musuem toy display (Currently closed 2021) Trip to the local shop Trip to a supermarket		Winderemere Jetty Boat trip Haverthawithe Railway		
Key values	Key values	Key values		
Inspired and excited to learn		Inspired and excited to learn		

	<p>Happy, healthy and secure Confident and Independent</p> <p>Book list & Resources</p> <p>Who is in our family? Peepo What did the tree see? When Gran was a Girl by Jo Nelson (Rising Stars Reading Planet)</p>		<p>Happy, healthy and secure Confident and Independent</p> <p>Book list & Resources</p> <p>Town is by the sea. Lucy and Tom at the Seaside by Shirley Hughes</p> <p>The Train Ride book by June Crebbin</p>
YEAR B			
1	<p style="text-align: center;">Autumn</p> <p style="text-align: center;">What was life like when our grandparents were children?</p> <p>Links to previous Learning</p> <p>Knowledge</p> <p><u>Has childhood always been the same?</u> I know the similarities and differences between my own childhood and a grandparent's childhood I know that there is 'the past'. I know where people and events fit within a chronological framework. I know similarities and differences between ways of life in different periods.</p> <p><u>Was Grandad's home like mine?</u> I know similarities and differences between my home and a home in the 1950s/1960s. I know every day historical terms. I know and understand key features of sources. I know some of the ways in which we find out about the past.</p> <p><u>Did Granny have an Xbox?</u> I know differences and similarities between the toys we play with now and toys played with in the 1950s/1960s. I know that some toys I play with had not been invented when my grandparents were children.</p> <p><u>What was a trip to the shops like for Grandma?</u> I know similarities and differences between shops today and those when our grandparents were children.</p> <p><u>What was school like for Grandad?</u> I know similarities and differences between our own experience of school and our grandparents' experience. I know different ways in which the past is represented. I know about Grandad's school and act appropriately in a role play. I know some things will be different from Grandad's school.</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;">Who were the greatest explorers?</p> <p>Links to previous Learning</p> <p>Knowledge</p>	<p style="text-align: center;">Summer</p> <p style="text-align: center;">How have holidays changed over time?</p> <p style="text-align: center;">Great Inventions: Transport How did the first flight change the world? Why were the Rainhill trials important?</p> <p>Links to previous Learning</p> <p>What was life like when our grandparents were children? Who were the greatest explorers?</p> <p>Knowledge</p> <p><u>Where did Grandma go on holiday as a child?</u> I know why people go on holiday to the seaside. I know some of the key features of a seaside holiday when our grandparents were children. <u>What can a photograph tell us about seaside holidays in the past?</u> I know some of the similarities and differences between seaside holidays now and in the past. I know what seaside holidays in Arnside and the local area were like when our grandparents were young and in the Victorian times. I know The rise in popularity of seaside holidays was linked to the coming of the railways. I know that the train station and the viaduct made travel to Arnside and Grange-Over-Sands much easier.</p> <p><u>What can souvenirs tell us about seaside holidays in the recent past?</u> I know why we collect souvenirs and what they tell us about a person's holidays.</p> <p><u>What can stories tell us about seaside holidays in the recent past?</u> I know the difference between fact and fiction.</p> <p><u>Were all holidays the same when our grandparents were children?</u> I know about a range of holiday experiences in the recent past.</p> <p><u>What was it like on a 1950s seaside holiday?</u> I know what reconstruction is. I know the features of a seaside holiday from the past.</p> <p><u>Who flew the first aeroplane?</u> I know why the Wright brothers might have wanted to fly and can retell the story of the first flight. I know why it would be harder to travel before planes were invented.</p> <p><u>What were early aeroplanes like, and how did they fly?</u> I know some key features of the Wright's Flyer.</p> <p><u>How have aeroplanes changed the world?</u></p>

			<p>I know how important aeroplanes are today and the role they play. I know how some tasks were carried out before aeroplanes were invented.</p> <p><u>What happened at the Rainhill Trials?</u> I know when and why the Rainhill Trials happened. I know about some of the key events of the Rainhill Trials.</p> <p><u>Why are the Rainhill Trials remembered?</u> I know some of the roles that trains play today and how these roles were undertaken before the steam engine was invented. I know the significance of the train station and viaduct in Arnside and can link it to the rise in seaside holidays. I know the significance of the Rainhill Trials and understand how significant events can be remembered.</p>
	<p>Key Skills</p>	<p>Key Skills</p>	<p>Key Skills</p>
	<p>I can describe what life was like when a grandparent was my age. I understand that life was not the same for all children in the past. I can explain some of the similarities and differences between my childhood and the grandparents' childhood. I can describe features of a home in the 1950s/1960s. I can understand that every home was not the same. I can explain some of the similarities and differences between my home and those in the past. I can classify old toys and new toys. I can identify toys I play with that are similar to toys my grandparents played with and describe how they have changed. I can use a variety of sources to find out about shops and shopping when grandparents were children. I can identify similarities and differences between shops today and when grandparents were children. I can give some reasons why changes took place. I can describe what Grandad's school was like. I can explain some of the similarities and differences between my school and Grandad's school. I can explain why Grandad's school may or may not have been more enjoyable than school today. I can take part in a role play about Grandad's school. I can use my knowledge of Grandad's school to act appropriately in a role play.</p>		<p>I can reach conclusions about seaside holidays by interviewing a visitor. I can reach conclusions about seaside holidays from using a photograph and understand the importance of using more than one source. I can compare a seaside holiday in the past with one today. I can identify souvenirs and explain their significance. I can reach conclusions about seaside holidays using souvenirs and other sources. I can communicate the knowledge I have about seaside holidays in the past. I can use photographs and other sources to find out about seaside holidays in the local area in the past. I can reach conclusions about seaside holidays from a story and understand that fiction can be used as a source of evidence. I can explain why holiday experiences were different. I can compile a questionnaire to research holidays in the past. I can apply knowledge learnt to create a scene from the past.</p> <p>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features. I am developing an awareness of the past, using common words and phrases relating to the passing of time. I can identify similarities and differences between a modern airplane and the Flyer. I can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. I can use a wide vocabulary of historical terms. I can use sources to find out information about the Rainhill Trials.</p>

				I can give valid reasons why the Rainhill Trials was a significant event.
		Vocabulary	Vocabulary	Vocabulary
		Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 21st century, 1950s, 1960s, grandparent, growing up, year Clue, object/artefact, matching, modern, old, past, vocabulary related to different types of house: terraced, flats, bungalow, semi-detached, and features of houses: bathrooms, heating etc. Inventions, materials, condition, design, packaging, similar, comics, classify, Locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, Playground games, punishments, rote, 3Rs (Reading, 'wRiting' and 'aRithmetic'), School, chalk board, dip pen and ink		Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation. Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery.
		Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
		Interview grandparents Grandparents visit Community members (Father Andrew, Mr Service) Visit shops on Arnside Prom		Visit Arnside prom, train station, viaduct Visit Grange over Sands Morecambe as a seaside resort
		Key values	Key values	Key values
		Inspired and excited to learn Happy, healthy and secure Confident and Independent		Inspired and excited to learn Happy, healthy and secure Confident and Independent
		Book List & Resources	Book List & Resources	Book List & Resources
Artefacts (e.g. Cassette tape, Video tape) Old and current toys (1950s/1960s and current) When Gran was a Girl by Jo Nelson (Rising Stars Reading Planet)		Lucy and Tom at the Seaside by Shirley Hughes Seaside Holidays Then and Now by Clare Hibbert When Gran was a Girl by Jo Nelson (Rising Stars Reading Planet) Who were the Wright brothers? by James Buckley Jr Taking flight: How the Wright Brothers Conquered the Skies by Adam Hancher The Wright Brothers' First Flight: A Fly on the Wall History by Thomas Kingsley Troupe Three Cheers for Inventors! by Marcia Williams The Wright Brothers by Helen Cox-Cannons The Great Iron Horse, the Story of Stephenson's Rocket by Margaret Nash		
YEAR B				
2	Topic	Autumn	Spring	Summer
		What was life like when our grandparents were children?		How have holidays changed over time? Great inventions: Transport How did the first flight change the world? Why were the Rainhill trials important?
		Links to previous Learning	Links to previous Learning	Links to previous Learning
				What was life like when our grandparents were children? Who were the greatest explorers?
	Knowledge	Knowledge	Knowledge	Knowledge

Has childhood always been the same?

I know the similarities and differences between my own childhood and a grandparent’s childhood
I know that there is ‘the past’.
I know where people and events fit within a chronological framework.
I know similarities and differences between ways of life in different periods.

Was Grandad’s home like mine?

I know similarities and differences between my home and a home in the 1950s/1960s.
I know every day historical terms.
I know and understand key features of sources.
I know some of the ways in which we find out about the past.

Did Granny have an Xbox?

I know differences and similarities between the toys we play with now and toys played with in the 1950s/1960s.
I know that some toys I play with had not been invented when my grandparents were children.

What was a trip to the shops like for Grandma?

I know similarities and differences between shops today and those when our grandparents were children.

What was school like for Grandad?

I know similarities and differences between our own experience of school and our grandparents’ experience.
I know different ways in which the past is represented.
I know about Grandad’s school and act appropriately in a role play.
I know some things will be different from Grandad’s school.

Key Skills

I can describe what life was like when a grandparent was my age.
I understand that life was not the same for all children in the past.
I can explain some of the similarities and differences between my childhood and the grandparents’ childhood.
I can describe features of a home in the 1950s/1960s.
I can understand that every home was not the same.
I can explain some of the similarities and differences between my home

Where did Grandma go on holiday as a child?

I know why people go on holiday to the seaside.
I know some of the key features of a seaside holiday when our grandparents were children.

What can a photograph tell us about seaside holidays in the past?

I know some of the similarities and differences between seaside holidays now and in the past.
I know what seaside holidays in Arnside and the local area were like when our grandparents were young and in the Victorian times.
I know that the rise in popularity of seaside holidays was linked to the coming of the railways.
I know that the train station and the viaduct made travel to Arnside and Grange-Over-Sands much easier.

What can souvenirs tell us about seaside holidays in the recent past?

I know why we collect souvenirs and what they tell us about a person’s holidays.

What can stories tell us about seaside holidays in the recent past?

I know the difference between fact and fiction.
Were all holidays the same when our grandparents were children?

I know about a range of holiday experiences in the recent past.

What was it like on a 1950s seaside holiday?

I know what reconstruction is.
I know the features of a seaside holiday from the past.

Who flew the first aeroplane?

I know why the Wright brothers might have wanted to fly and can retell the story of the first flight.
I know why it would be harder to travel before planes were invented.

What were early aeroplanes like, and how did they fly?

I know some key features of the Wright’s Flyer.
How have aeroplanes changed the world?
I know how important aeroplanes are today and the role they play.
I know how some tasks were carried out before aeroplanes were invented.

What happened at the Rainhill Trials?

I know when and why the Rainhill Trials happened.
I know about some of the key events of the Rainhill Trials.

Why are the Rainhill Trials remembered?

I know some of the roles that trains play today and how these roles were undertaken before the steam engine was invented.
I know the significance of the train station and the viaduct in Arnside and can link it to the rise in seaside holidays.
I know the significance of the Rainhill Trials and understand how significant events can be remembered.

Key Skills

I can reach conclusions about seaside holidays by interviewing a visitor.
I can confidently reach conclusions about seaside holidays from using a photograph and understand the importance of using more than one source.
I can compare a seaside holiday in the past with one today using evidence from our local area.

Key Skills

	<p>and those in the past. I can classify old toys and new toys. I can identify toys I play with that are similar to toys my grandparents played with and describe how they have changed. I can use a variety of sources to find out about shops and shopping when grandparents were children. I can identify similarities and differences between shops today and when grandparents were children. I can give some reasons why changes took place. I can describe what Grandad's school was like. I can explain some of the similarities and differences between my school and Grandad's school. I can explain why Grandad's school may or may not have been more enjoyable than school today. I can take part in a role play about Grandad's school. I can use my knowledge of Grandad's school to act appropriately in a role play.</p>		<p>I can identify souvenirs and explain their significance. I can reach conclusions about seaside holidays using souvenirs and other sources. I can communicate the knowledge I have about seaside holidays in the past using a wide range of terms and phrases. I can use photographs and other sources to find out about seaside holidays in the local area in the past. I can reach conclusions about seaside holidays from a story and understand that fiction can be used as a source of evidence. I can independently explain similarities and differences between holidays at different times in the past and today. I can compile a questionnaire to research holidays in the past. I can apply knowledge learnt to create a scene from the past.</p> <p>I can ask and answer questions independently, choosing and using parts of stories and other sources to show that I know and understand key features. I am developing an awareness of the past, using a wider range of terms and phrases relating to the passing of time. I can independently identify similarities and differences between a modern airplane and the Flyer. I can identify which are the most important differences between modern forms of transport and transport in the past. I can select information from sources to find out information about the Rainhill Trials. I can give valid reasons why the Rainhill Trials was a significant event using appropriate vocabulary. I can identify causes and effects of events covered.</p>
	<p>Vocabulary</p> <p>Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 21st century, 1950s, 1960s, grandparent, growing up, year Clue, object/artefact, matching, modern, old, past, vocabulary related to different types of house: terraced, flats, bungalow, semi-detached, and features of houses: bathrooms, heating etc. Inventions, materials, condition, design, packaging, similar, comics, classify, Locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, Playground games, punishments, rote, 3Rs (Reading, 'writing' and 'arithmetic'), School, chalk board, dip pen and ink</p>	<p>Vocabulary</p>	<p>Vocabulary</p> <p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation.</p> <p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery.</p>
	<p>Cultural Opportunities</p> <p>Interview grandparents Grandparents visit Community members (Father Andrew, Mr Service) Visit shops on Arnside Prom</p>	<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p> <p>Visit Arnside prom, train station, viaduct Visit Grange over Sands Morecambe as a seaside resort</p>
	<p>Key values</p> <p>Inspired and excited to learn</p>	<p>Key values</p>	<p>Key values</p> <p>Inspired and excited to learn</p>

	<p>Happy, healthy and secure Confident and independent</p> <p>Book List & Resources</p> <p>Artefacts (e.g. Cassette tape, Video tape) Old and current toys (1950s/1960s and current) When Gran was a Girl by Jo Nelson (Rising Stars Reading Planet)</p>	<p>Book List & Resources</p>	<p>Happy, healthy and secure Confident and Independent</p> <p>Book List & Resources</p> <p>Lucy and Tom at the Seaside by Shirley Hughes Seaside Holidays Then and Now by Clare Hibbert When Gran was a Girl by Jo Nelson (Rising Stars Reading Planet)</p> <p>Who were the Wright brothers? by James Buckley Jr Taking flight: How the Wright Brothers Conquered the Skies by Adam Hancher The Wright Brothers' First Flight: A Fly on the Wall History by Thomas Kingsley Troupe Three Cheers for Inventors! by Marcia Williams The Wright Brothers by Helen Cox-Cannons The Great Iron Horse, the Story of Stephenson's Rocket by Margaret Nash</p>
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YEAR B

	Autumn – Ancient Egypt How much did the Ancient Egyptians achieve?	Spring - Stone Age What was new about the New Stone Age?	Summer – Bronze Age to Iron Age Which was more impressive – the Bronze Age or the Iron Age?
3	Links to previous Learning	Links to previous Learning	Links to previous Learning
	<p>Knowledge</p> <p><u>Why were people able to prosper in the desert land of Ancient Egypt?</u> I know why the Nile was so important to the Egyptians. I know some reasons why the Ancient Egyptians were successful.</p> <p><u>Why do we know so much about the Ancient Egyptians and their achievements?</u> I know some of the main sources of evidence about Ancient Egyptian life. I know why some evidence can be found in Britain and other countries.</p> <p><u>How did different groups of people contribute to the achievements of Ancient Egyptian society?</u> I know a range of different roles and jobs carried out by the Egyptians and can place the different roles in a hierarchy of importance.</p> <p><u>What can we learn about the Ancient Egyptians from the Great Pyramid?</u> I know the reasons why the Egyptians built the pyramids.</p> <p><u>Are you surprised by Ancient Egyptian religion?</u> I know important details about Egyptian religion. I know why the Egyptians did certain things as part of their religion.</p> <p><u>What are the most important achievements of the Ancient Egyptians?</u> I know some of the main achievements of the Ancient Egyptians.</p>	<p>Knowledge</p> <p><u>Why is it called the 'Stone Age'?</u> I know why the period is called the 'Stone Age'. I know the long period of time of the Stone Age, and where it fits within the wider historical context. I know and can sequence the three periods of the Stone Age.</p> <p><u>What was life like in the Old and Middle Stone Ages?</u> I know some differences and similarities in people's lives in the Old and Middle Stone Ages.</p> <p><u>How much change happened in the New Stone Age?</u> I know the distinguishing features of the different periods of the Stone Age. I know some of the reasons for the changes</p> <p><u>What can the village of Skara Brae tell us about life in Neolithic times?</u> I know that archaeologists and historians use remaining evidence to interpret the past. I know some of the main differences between life in Neolithic times and life today.</p> <p><u>Why did the Neolithic people build monuments?</u> I know some of the key features of significant monuments. I know there are different interpretations of the sites.</p> <p><u>Was great progress made in the Stone Age?</u> I know some key areas of progress made during the Stone Age.</p>	<p>Knowledge</p> <p><u>What difference did bronze make?</u> I know some of the key features of the Bronze Age. I know why changes in the Bronze Age impacted people's lives.</p> <p><u>How does the Amesbury Archer help us know more about the Bronze Age?</u> I know about and understand aspects of life in the Bronze Age.</p> <p><u>Was the Bronze Age or the Iron Age more impressive?</u> I know the important features of the Iron Age.</p> <p><u>Was home life much better in the Iron Age than the Bronze Age?</u> I know the similarities and differences between Bronze Age and Iron Ages houses and home life.</p> <p><u>Do you think this was a dangerous time for people to live?</u> I know some of the dangers Bronze and Iron Age people faced.</p>
	Key Skills	Key Skills	Key Skills
	<p>I am developing a chronologically secure knowledge and understanding of British, local and world history.</p> <p>I can note connections, contrasts and trends over time.</p> <p>I am developing the use of historical terms.</p> <p>I understand how our knowledge of the past is constructed from a range of</p>	<p>I am developing a chronologically secure knowledge and understanding of British history.</p> <p>I can use historical terms appropriately.</p> <p>I can construct informed responses that involve the selection of relevant historical information.</p>	<p>I am developing a chronologically secure knowledge and understanding of British history.</p> <p>I can address historically valid questions about change, similarity and difference.</p> <p>I can construct informed responses that involve thoughtful</p>

	<p>sources.</p> <p>I can address and devise historically valid questions about significance.</p> <p>I can construct informed responses that involve thoughtful selection of relevant historical information.</p> <p>I can use a timeline to locate Ancient Egypt and other ancient civilisations.</p> <p>I can reach some conclusions about Ancient Egyptian life from looking at the evidence.</p> <p>I can explain how different groups in Egyptian society contributed to significant achievements.</p> <p>I can make suggestions about how the pyramids were built.</p> <p>I can reach some conclusions about the Ancient Egyptian people through studying the pyramids.</p> <p>I can use artefacts and images to find out about Egyptian religion.</p> <p>I can compare the achievements made by the Ancient Egyptians with those of other societies.</p> <p>I can argue why one achievement may be greater than another.</p>	<p>I can regularly address historically valid questions about similarity and difference.</p> <p>I can make links between Stonehenge and Castlerigg stone circle.</p> <p>I can use sources to reach conclusions about life in this period.</p> <p>I can reach a valid conclusion on the quality of life at this time.</p> <p>I can produce valid conclusions about the significance of the changes in the different periods of the Stone Age.</p> <p>I can make valid inferences about people's beliefs at the time.</p> <p>I can communicate to others my understanding of change during the Stone Age.</p> <p>I can reach an overall judgement about the level of progress achieved during the Stone Age.</p>	<p>selection and organisation of relevant historical information.</p> <p>I am developing my use of historical terms.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can locate the Bronze Age on a timeline.</p> <p>I can work out information about the Bronze Age from using sources.</p> <p>I can organise and present information from my research.</p> <p>I can explain why there are differing viewpoints about the Iron Age.</p> <p>I can support my opinions with accurate information and evidence.</p> <p>I can make an informed decision about which period was better.</p> <p>I can explain which sources provide evidence about homes in these periods.</p> <p>I can explain some of the ways people at this time protected themselves.</p> <p>I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages.</p> <p>I can make links between Maiden Castle Hill Fort and Warton Crag Hill Fort.</p> <p>I can explain several reasons why one time period was more impressive than the other.</p>
	Vocabulary	Vocabulary	Vocabulary
	Ancient, civilisation, Shang Dynasty, Ancient Sumer, The Indus Valley fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community , slave, crop, revolution, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture , revolution. Migration Skara Brae, Stonehenge, Castlerigg Stone Circle	Impressive, smelting, bronze, hoard, ore, mould, period, status Beaker, Migration , archer, evidence, interpretations , radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology Persuasive argument, technology , tribe, viewpoint Wattle and daub, roundhouses, crannog, broch Torc, ingot Warton Crag Iron Age Hillfort
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	Manchester Museum – Ancient Egypt exhibition	Castlerigg Stone Circle Dot Boughton (local archaeologist)	Links to Warton Crag Iron Age Hillfort Dot Boughton (local archaeologist)
	Key values	Key values	Key values
	Inspired and excited to learn Happy, healthy and secure The rule of law – individual liberty and democracy Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	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.	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.
	Book List & Resources	Book List & Resources	Book List & Resources
	The Time Travelling Cat and the Egyptian Goddess by Julia Jarman The Egyptian Cinderella by Shirley Climo Secrets of a Sun King by Emma Carrol Ancient Egypt by Rachel Minay (The History Detective Investigates) Ancient Egypt by Anita Ganeri (Writing History)	Stone Age Boy by Satoshi Kitamura Stone Age to Iron Age by Clare Hibbert (The History Detective Investigates) Stone Age by Anita Ganeri (Writing History)	The Boy with the Bronze Axe by Kathleen Fidler Discovery of a Bronze Age Village by John Malam (Rising Stars Reading Planet) Stone Age to Iron Age by Clare Hibbert (The History Detective Investigates) Bronze Age by Anita Ganeri (Writing History) Iron Age by Anita Ganeri (Writing History)
YEAR A			
4	Autumn – Ancient Egypt How much did the Ancient Egyptians achieve?	Spring - Stone Age What was new about the New Stone Age?	Summer – Bronze Age to Iron Age Which was more impressive – the Bronze Age or the Iron

	<p>Links to previous Learning</p> <p>The Romans</p> <p>Knowledge</p> <p><u>Why were people able to prosper in the desert land of Ancient Egypt?</u> I know why the Nile was so important to the Egyptians. I know some reasons why the Ancient Egyptians were successful.</p> <p><u>Why do we know so much about the Ancient Egyptians and their achievements?</u> I know some of the main sources of evidence about Ancient Egyptian life. I know why some evidence can be found in Britain and other countries.</p> <p><u>How did different groups of people contribute to the achievements of Ancient Egyptian society?</u> I know a range of different roles and jobs carried out by the Egyptians and can place the different roles in a hierarchy of importance.</p> <p><u>What can we learn about the Ancient Egyptians from the Great Pyramid?</u> I know the reasons why the Egyptians built the pyramids.</p> <p><u>Are you surprised by Ancient Egyptian religion?</u> I know important details about Egyptian religion. I know why the Egyptians did certain things as part of their religion.</p> <p><u>What are the most important achievements of the Ancient Egyptians?</u> I know some of the main achievements of the Ancient Egyptians.</p> <p>Key Skills</p> <p>I am developing a chronologically secure knowledge and understanding of British, local and world history.</p> <p>I can note connections, contrasts and trends over time.</p> <p>I am developing the use of historical terms.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can address and devise historically valid questions about significance.</p> <p>I can construct informed responses that involve thoughtful selection of relevant historical information.</p> <p>I can use a timeline to locate Ancient Egypt and other ancient civilisations.</p> <p>I can reach some conclusions about Ancient Egyptian life from looking at the evidence.</p> <p>I can explain how different groups in Egyptian society contributed to significant achievements.</p> <p>I can make suggestions about how the pyramids were built.</p> <p>I can reach some conclusions about the Ancient Egyptian people through studying the pyramids.</p> <p>I can use artefacts and images to find out about Egyptian religion.</p> <p>I can compare the achievements made by the Ancient Egyptians with those of other societies.</p> <p>I can argue why one achievement may be greater than another.</p>	<p>Links to previous Learning</p> <p>Ancient Egypt</p> <p>Knowledge</p> <p><u>Why is it called the 'Stone Age'?</u> I know why the period is called the 'Stone Age'. I know the long period of time of the Stone Age, and where it fits within the wider historical context.</p> <p>I know and can sequence the three periods of the Stone Age.</p> <p><u>What was life like in the Old and Middle Stone Ages?</u> I know some differences and similarities in people's lives in the Old and Middle Stone Ages.</p> <p><u>How much change happened in the New Stone Age?</u> I know the distinguishing features of the different periods of the Stone Age. I know some of the reasons for the changes</p> <p><u>What can the village of Skara Brae tell us about life in Neolithic times?</u> I know that archaeologists and historians use remaining evidence to interpret the past. I know some of the main differences between life in Neolithic times and life today.</p> <p><u>Why did the Neolithic people build monuments?</u> I know some of the key features of significant monuments. I know there are different interpretations of the sites.</p> <p><u>Was great progress made in the Stone Age?</u> I know some key areas of progress made during the Stone Age.</p> <p>Key Skills</p> <p>I am developing a chronologically secure knowledge and understanding of British history.</p> <p>I can use historical terms appropriately.</p> <p>I can construct informed responses that involve the selection of relevant historical information.</p> <p>I can regularly address historically valid questions about similarity and difference.</p> <p>I can make links between Stonehenge and Castlerigg stone circle.</p> <p>I can make links between Maiden Castle Hill Fort and Warton Crag Hill Fort.</p> <p>I can use sources to reach conclusions about life in this period.</p> <p>I can reach a valid conclusion on the quality of life at this time.</p> <p>I can produce valid conclusions about the significance of the changes in the different periods of the Stone Age.</p> <p>I can make valid inferences about people's beliefs at the time.</p> <p>I can communicate to others my understanding of change during the Stone Age.</p> <p>I can reach an overall judgement about the level of progress achieved during the Stone Age.</p>	<p>Age?</p> <p>Links to previous Learning</p> <p>Ancient Egypt Stone Age</p> <p>Knowledge</p> <p><u>What difference did bronze make?</u> I know some of the key features of the Bronze Age. I know why changes in the Bronze Age impacted people's lives.</p> <p><u>How does the Amesbury Archer help us know more about the Bronze Age?</u> I know about and understand aspects of life in the Bronze Age.</p> <p><u>Was the Bronze Age or the Iron Age more impressive?</u> I know the important features of the Iron Age.</p> <p><u>Was home life much better in the Iron Age than the Bronze Age?</u> I know the similarities and differences between Bronze Age and Iron Ages houses and home life.</p> <p><u>Do you think this was a dangerous time for people to live?</u> I know some of the dangers Bronze and Iron Age people faced.</p> <p>Key Skills</p> <p>I am developing a chronologically secure knowledge and understanding of British history.</p> <p>I can address historically valid questions about change, similarity and difference.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>I am developing my use of historical terms.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can locate the Bronze Age on a timeline.</p> <p>I can work out information about the Bronze Age from using sources.</p> <p>I can organise and present information from my research.</p> <p>I can explain why there are differing viewpoints about the Iron Age.</p> <p>I can support my opinions with accurate information and evidence.</p> <p>I can make an informed decision about which period was better.</p> <p>I can explain which sources provide evidence about homes in these periods.</p>
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	Vocabulary	Vocabulary	Vocabulary
	Ancient, civilisation, Shang Dynasty, Ancient Sumer, The Indus Valley fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community , slave, crop, revolution, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture , revolution. Migration Skara Brae, Stonehenge, Castlerigg Stone Circle .	Impressive, smelting, bronze, hoard, ore, mould, period, status Beaker, Migration , archer, evidence, interpretations , radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology Persuasive argument, technology , tribe, viewpoint Wattle and daub, roundhouses, crannog, broch Torc, ingot Warton Crag Iron Age Hillfort
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	Manchester Museum – Ancient Egypt exhibition	Castlerigg Stone Circle Dot Boughton (local archaeologist)	Links to Warton Crag Iron Age Hillfort Dot Boughton (local archaeologist)
	Key values	Key values	Key values
	Inspired and excited to learn Happy, healthy and secure The rule of law – individual liberty and democracy Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	Inspired and excited to learn Happy, healthy and secure	Inspired and excited to learn Happy, healthy and secure
	Book List & Resources	Book List & Resources	Book List & Resources
	The Time Travelling Cat and the Egyptian Goddess by Julia Jarman The Egyptian Cinderella by Shirley Climo Secrets of a Sun King by Emma Carrol Ancient Egypt by Rachel Minay (The History Detective Investigates) Ancient Egypt by Anita Ganeri (Writing History)	Stone Age to Iron Age by Clare Hibbert (The History Detective Investigates) Stone Age by Anita Ganeri (Writing History)	The Boy with the Bronze Axe by Kathleen Fidler Discovery of a Bronze Age Village by John Malam (Rising Stars Reading Planet) Stone Age to Iron Age by Clare Hibbert (The History Detective Investigates) Bronze Age by Anita Ganeri (Writing History) Iron Age by Anita Ganeri (Writing History)

YEAR A

5	Autumn – Ancient Egypt How much did the Ancient Egyptians achieve?	Spring – Stone Age What was new about the New Stone Age?	Summer – Bronze Age to Iron Age Which was more impressive – the Bronze Age or the Iron Age?
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	The Romans	Ancient Egypt	Ancient Egypt Stone Age
	Knowledge	Knowledge	Knowledge
	<i>Why were people able to prosper in the desert land of Ancient Egypt?</i> I know why the Nile was so important to the Egyptians. I know some reasons why the Ancient Egyptians were successful. <i>Why do we know so much about the Ancient Egyptians and their achievements?</i> I know some of the main sources of evidence about Ancient Egyptian life. I know why some evidence can be found in Britain and other countries.	<i>Why is it called the ‘Stone Age’?</i> I know why the period is called the ‘Stone Age’. I know the long period of time of the Stone Age, and where it fits within the wider historical context. I know and can sequence the three periods of the Stone Age. <i>What was life like in the Old and Middle Stone Ages?</i> I know some differences and similarities in people’s lives in the Old and Middle Stone Ages. <i>How much change happened in the New Stone Age?</i>	<i>What difference did bronze make?</i> I know some of the key features of the Bronze Age. I know why changes in the Bronze Age impacted people’s lives. <i>How does the Amesbury Archer help us know more about the Bronze Age?</i> I know and understand about aspects of life in the Bronze Age. <i>Was the Bronze Age or the Iron Age more impressive?</i> I know the important features of the Iron Age. <i>Was home life much better in the Iron Age than the Bronze Age?</i> I know the similarities and differences between Bronze Age and

<p><u>How did different groups of people contribute to the achievements of Ancient Egyptian society?</u> I know a range of different roles and jobs carried out by the Egyptians and can place the different roles in a hierarchy of importance.</p> <p><u>What can we learn about the Ancient Egyptians from the Great Pyramid?</u> I know the reasons why the Egyptians built the pyramids.</p> <p><u>Are you surprised by Ancient Egyptian religion?</u> I know important details about Egyptian religion. I know why the Egyptians did certain things as part of their religion.</p> <p><u>What are the most important achievements of the Ancient Egyptians?</u> I know some of the main achievements of the Ancient Egyptians.</p>	<p>I know the distinguishing features of the different periods of the Stone Age. I know some of the reasons for the changes</p> <p><u>What can the village of Skara Brae tell us about life in Neolithic times?</u> I know that archaeologists and historians use remaining evidence to interpret the past. I know some of the main differences between life in Neolithic times and life today.</p> <p><u>Why did the Neolithic people build monuments?</u> I know some of the key features of significant monuments. I know there are different interpretations of the sites.</p> <p><u>Was great progress made in the Stone Age?</u> I know some key areas of progress made during the Stone Age.</p>	<p>Iron Ages houses and home life.</p> <p><u>Do you think this was a dangerous time for people to live?</u> I know some of the dangers Bronze and Iron Age people faced.</p>
<p>Key Skills</p> <p>I am developing a chronologically secure knowledge and understanding of British, local and world history. I can note connections, contrasts and trends over time. I am developing the use of historical terms. I understand how our knowledge of the past is constructed from a range of sources. I can address and devise historically valid questions about significance. I can construct informed responses that involve thoughtful selection of relevant historical information. I can use a timeline to locate Ancient Egypt and other ancient civilisations. I can reach some conclusions about Ancient Egyptian life from looking at the evidence. I can explain how different groups in Egyptian society contributed to significant achievements. I can make suggestions about how the pyramids were built. I can reach some conclusions about the Ancient Egyptian people through studying the pyramids. I can use artefacts and images to find out about Egyptian religion. I can compare the achievements made by the Ancient Egyptians with those of other societies. I can argue why one achievement may be greater than another.</p>	<p>Key Skills</p> <p>I have a chronologically secure knowledge and understanding of British history. I can use historical terms appropriately. I can construct informed responses that involve the selection of relevant historical information. I can regularly address historically valid questions about similarity and difference. I can make links between Stonehenge and Castlerigg stone circle. I can make links between Maiden Castle Hill Fort and Warton Crag Hill Fort. I can use sources to reach conclusions about life in this period. I can reach a valid conclusion on the quality of life at this time. I can produce valid conclusions about the significance of the changes in the different periods of the Stone Age. I can make valid inferences about people's beliefs at the time. I can communicate to others my understanding of change during the Stone Age. I can reach an overall judgement about the level of progress achieved during the Stone Age.</p>	<p>Key Skills</p> <p>I have a chronologically secure knowledge and understanding of British history. I can address historically valid questions about change, similarity and difference. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I am developing my use of historical terms. I understand how our knowledge of the past is constructed from a range of sources. I can locate the Bronze Age on a timeline. I can work out information about the Bronze Age from using sources. I can organise and present information from my research. I can explain why there are differing viewpoints about the Iron Age. I can support my opinions with accurate information and evidence. I can make an informed decision about which period was better. I can explain which sources provide evidence about homes in these periods. I can explain some of the ways people at this time protected themselves. I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages. I can make links between Maiden Castle Hill Fort and Warton Crag Hill Fort. I can explain several reasons why one time period was more impressive than the other.</p>
<p>Vocabulary</p> <p>Ancient, civilisation, Shang Dynasty, Ancient Sumer, The Indus Valley fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.</p>	<p>Vocabulary</p> <p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, slave, crop, revolution, community, role, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p> <p>Migration Skara Brae, Stonehenge, Castlerigg Stone Circle</p>	<p>Vocabulary</p> <p>Impressive, smelting, bronze, hoard, ore, mould, period, status Beaker, Migration, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology Persuasive argument, technology, tribe, viewpoint Wattle and daub, roundhouses, crannog, broch Torc, ingot</p>

			Warton Crag Iron Age Hillfort
Cultural Opportunities	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
Manchester Museum – Ancient Egypt exhibition	Castlerigg Stone Circle Dot Boughton (local archaeologist)	Links to Warton Crag Iron Age Hillfort Dot Boughton (local archaeologist)	
Key values	Key values	Key values	Key values
Inspired and excited to learn Happy, healthy and secure The rule of law – individual liberty and democracy Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	Inspired and excited to learn Happy, healthy and secure	Inspired and excited to learn Happy, healthy and secure	
Book List & Resources	Book List & Resources	Book List & Resources	Book List & Resources
The Time Travelling Cat and the Egyptian Goddess by Julia Jarman The Egyptian Cinderella by Shirley Climo Secrets of a Sun King by Emma Carrol Ancient Egypt by Rachel Minay (The History Detective Investigates) Ancient Egypt by Anita Ganeri (Writing History)	Stone Age Boy by Satoshi Kitamura Stone Age to Iron Age by Clare Hibbert (The History Detective Investigates) Stone Age by Anita Ganeri (Writing History)	The Boy with the Bronze Axe by Kathleen Fidler Discovery of a Bronze Age Village by John Malam (Rising Stars Reading Planet) Stone Age to Iron Age by Clare Hibbert (The History Detective Investigates) Bronze Age by Anita Ganeri (Writing History) Iron Age by Anita Ganeri (Writing History)	

YEAR A

	Autumn Autumn Thematic Study – Crime and Punishment How has Crime and Punishment Changed over time?	Spring What did the Greeks do for us?	Summer Whose war was World War II?
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	Would the 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, Romans, Vikings, Victorians – the concept of Empire/imperialism – the German desire for empire
	Knowledge	Knowledge	Knowledge
6	<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.	<u>How can we find out about the civilisations of Ancient Greece?</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?	<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>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>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.

		<p>I know the similarities and differences between the Greek alphabet and the alphabet we use today.</p> <p>I know that some of the words we use today originate from Greek words.</p> <p>What do some of our buildings tell us about how we view Ancient Greece today?</p> <p>I know the different features of Ancient Greek buildings and that some contemporary buildings are influenced by the classical style.</p> <p>How were Ancient Greeks governed and are there any similarities with how we are governed today?</p> <p>I know the Ancient Greeks developed democracy.</p> <p>I know that Ancient Greece was made up of city states, which often battled against one another.</p> <p>I know that the city states of Athens and Sparta had their own laws, money, rulers, and were rivals.</p> <p>I understand how democracy in Ancient Athens is different from that in the UK today</p> <p>I know who was allowed to vote in Ancient Athen and who is allowed to vote in this country today.</p> <p>How have the Olympic games changed since they were first held in Ancient Greece?</p> <p>I know the first Olympic Games were held in Ancient Greece</p> <p>I know the religious significance of the Games.</p>	<p><u>Did all men have to fight?</u></p> <p>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>Key Skills</p> <p>I can establish clear narratives over periods of study.</p> <p>I can note connections, contrasts and trends over time and have developed the use of historical terms.</p> <p>I can give valid reasons why some laws change and some remain the same.</p> <p>I can reach conclusions about the police force using a variety of sources as evidence.</p> <p>I can use a variety of sources to obtain evidence to support my views.</p> <p>I can use sources to understand why the suffragettes took action.</p> <p>I can present a viewpoint on whether the suffragettes were justified in taking their actions.</p> <p>I can address and devise historically valid questions about continuity and change, similarity and difference, and significance.</p> <p>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.</p> <p>I can infer information from artefacts and archaeological sites about what life was like in Ancient Greece.</p> <p>I am beginning to identify what other sources might be needed to get a fuller picture about life in Ancient Greece.</p> <p>I understand the difference between primary and secondary sources of evidence and how they have advantages and disadvantages.</p> <p>I can cross reference evidence to check for authenticity.</p> <p>I can identify some of the similarities and differences between life in Athens and Sparta.</p> <p>I am beginning to assess how useful Greek myths/legends are in helping them to find out about the past.</p> <p>I can describe similarities and differences from schooling in Ancient Greece and schooling now.</p> <p>I can use written sources to make inferences about the influence of the Ancient Greek language on modern English.</p> <p>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.</p> <p>I can use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy.</p> <p>I can identify some of the similarities and differences between the Olympic Games in Ancient Greece and today.</p> <p>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.</p> <p>I can discuss whether the Blitz was more or less dangerous than what happened at other times in the past.</p> <p>I can answer questions about the people involved in the war from both Britain and the world.</p> <p>I can find similarities and differences between the fictional stories of evacuees and the evidence-based accounts.</p> <p>I can answer historical valid questions about the causes of the Kindertransport through selection and organisation of historical information.</p> <p>I can evaluate changes and contrasts in the role of women at two different times in the past.</p> <p>I can identify how far there were similarities and differences in men's experiences of World War II.</p> <p>I can recognise that history is written by the victors so evidence may be biased or prejudiced.</p> <p>I can understand the motives and actions of others.</p> <p>I can research on the internet and in books, cross referencing for authenticity.</p> <p>I can link our lives today (Corona Virus) to the hardships and bravery of people in the past.</p> <p>I can empathise with those who flee hardship – refugees/evacuees.</p> <p>I can construct responses through the careful selection and organisation of information.</p>
	<p>Vocabulary</p>	<p>Vocabulary</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>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>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>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>Visit London – the War Museum/Cabinet War Rooms/Houses or Parliament Local links: Evacuees in Arnside</p>
	<p>Key values</p>	<p>Key Values</p>	<p>Key values</p>
<p>Democracy Inspired and excited to learn Kindness and Goodness Independence and confidence Rule of law</p>		<p>Democracy Inspired and excited to learn Happy and Healthy</p>	<p>Religious tolerance, democracy Kindness and Goodness Independence and confidence</p>
	<p>Book List & Resources</p>	<p>Book List & Resources</p>	<p>Book List & Resources</p>
<p>Oliver Twist by Charles Dickens Suffragettes – Their fight for the vote! by Claire Throp (Rising Stars Reading Planet)</p>		<p>Percy Jackson and the Lightning Thief (Rick Riordan) - class novel Ancient Greek Myths (Ann Turnbull) - comprehension tasks</p>	<p>The Lion and the Unicorn – Shirley Hughes (picture book) Friend or Foe – Michael Morpurgo (class novel)</p>