



















	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
EYFS	NURSERY	NURSERY	NURSERY
Concept	<i>Understanding the world</i>	<i>Understanding the world</i>	<i>Understanding the world</i>
Enquiry	<i>Where did all of the dinosaurs go? Who is Guy Fawkes?</i>	<i>What is different? (pirates life)</i>	<i>(From story pictures) What do you notice? What haven't you seen before?</i>
N.C skills	N/A	N/A	N/A
Vocabulary	<i>Dinosaur names, old, past, long time ago, used to, exist, extinct Guy Fawkes, King James, gunpowder, houses of parliament, London, plot, barrel, bonfire</i>	<i>Pirate names, old, past, used to, in the olden days, clothes, transport</i>	<i>Old, past, used to, olden days. object names from past, same, different</i>
Links	<i>History Link:</i>	<i>History Link:</i>	<i>History Link: Changes in flight: Yr 1 Sum</i>
Key skills and knowledge	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand 'why' questions Use a wider range of vocabulary Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.  	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand 'why' questions Use a wider range of vocabulary Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.  <p>Understanding the World –</p> <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary. 	<p>Understanding the World –</p> <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary.




	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
EYFS	RECEPTION	RECEPTION	RECEPTION
Concept	<i>Communication and Language</i>	<i>Communication and Language Understanding the world: Past and Present</i>	<i>Communication and Language Understanding the world: Past and Present</i>
Enquiry	<i>Where did all of the dinosaurs go? Who is Guy Fawkes?</i>	<i>What is different? (pirates life)</i>	<i>(From story pictures) What do you notice? What haven't you seen before?</i>
N.C skills	N/A	N/A	N/A
Vocabulary	<i>Dinosaur names, old, past, long time ago, used to, exist, extinct Guy Fawkes, King James, gunpowder, houses of parliament, London, plot, barrel, bonfire</i>	<i>Pirate names, old, past, used to, in the olden days, clothes, transport</i>	<i>Old, past, used to, olden days. object names from past, same, different</i>
Links	<i>History Link: Dinosaurs, Bonfire Night, Remembrance Day</i>	<i>History Link: Pirates</i>	<i>History Link: Vogue</i>
Key skills and knowledge	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn and use new vocabulary in new contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.  Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Compare and contrast characters from stories, including figures from the past.  	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn and use new vocabulary in new contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.  Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Understanding the World</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  	<p>Early Learning Goal Communication and Language</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction texts when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  <p>Early Learning Goal Understanding the World</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. 

	AUTUMN TERM <i>LOCAL HISTORY</i>	SPRING TERM <i>BRITISH HISTORY</i>	SUMMER TERM <i>GLOBAL HISTORY</i>
YEAR 1	<i>Changes within living memory:</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievement</i>	<i>Events beyond living memory that are significant nationally or globally:</i>
Concepts	Build an overview of local/British/World History	Build an overview of local/British/World History	Build an overview of local/British/World History
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past
Enquiry	Enquiry: How has technology changed in the lifetimes of my family?	Enquiry: Compare the lives and works of two British inventors: Ada Lovelace and Alan Turing	Enquiry: How did the technology of flight change people's lives?
N.C skills	Create timelines to show how things change over time within living memory of my family, discuss whether change has made life better or worse for my family	Compare the lives of inventors (historical similarity and difference), which had the greatest contribution to our lives today?	Use facts, evidence reasons and interpretations to answer an enquiry question.
Vocabulary	Year, decade, century, date, order, timeline, living memory, long ago	Year, decade, century, date, order, timeline, living memory, long ago Inventor, Computer, 1960s, Jobs, Scientist, Computer Scientist, Enigma Code.	Year, decade, century, date, order, timeline, living memory, long ago technology (flight and spaceflight)
Links	<i>Geography link: local area Hambleton</i>	<i>Geography link: weather</i>	<i>Geography link: our world</i>
Key skills and knowledge	<ul style="list-style-type: none"> Past and present sorting pictures (chronology, change over time) Ordering objects /pictures of technology (change over time, historical evidence - using primary sources) Vocabulary – technology Interviews with members of school community about technology they use now in the past (interpretations, historical evidence - using  primary sources) Create simple pictorial timelines to show findings from interviews (chronology, change over time) Answering the enquiry question – how has technology changed and has it made life better or worse for people? (change over time, interpretations)   	<ul style="list-style-type: none"> Link to prior learning – recap technology vocabulary and change over time Life of Ada Lovelace through pictures and objects (chronology, historical evidence) Life of Alan Turing through pictures and objects (chronology, historical evidence) Vocabulary – inventor Placing lifetimes in order and linking to prior history learning (chronology) Comparing lives of inventors (historical similarity and difference) – double bubble Which person do you think was the most important? (significance, reasons and results)  	<ul style="list-style-type: none"> Link to prior learning – recap technology vocabulary Vocabulary – flight Zoom out to flight timeline in the 20th Century (chronology) Zoom into first flight – Wright Brothers (historical evidence - primary and secondary sources) Zoom into holidays – then and now (change over time, reasons and results) Zoom into space exploration – Moon landings (looking at primary and secondary sources) – Neil Armstrong. Answering the enquiry question (reasons and results, interpretations) Trip to MOSI - Air and Space Hall - Manchester





	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
YEAR 2	<i>Significant historical events, people and places in their own locality:</i>	<i>Events beyond living memory that are significant nationally or globally:</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements:</i>
Concepts	Build an overview of local/British/World History	Build an overview of local/British/World History	Build an overview of local/British/World History
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past
Enquiry	<i>Enquiry: Why was Blackpool important for Lancashire and specifically our local area as a seaside resort?</i>	<i>Why was King Charles II's reign important during GFoL?</i>	<i>Enquiry: Compare the lives and works of two influential figures in history: Rosa Parks and Harriet Tubman</i>
N.C skills	<i>Compare photos and maps to show how Blackpool, Lancashire and our local area changed over time due to attractions/destinations etc(change over time, historical evidence)</i>	<i>Assess a time period (King Charles IIs reign/GFoL) through secondary sources (historical evidence, change over time, interpretations)</i>	<i>Ask questions about the life of a society/group of people who were suppressed answer them using evidence from artefacts and photos (historical evidence, interpretations)</i>
Vocabulary	Chronological order, Significant, Investigate, Research, Evidence, artefact, Industry, Industrial revolution	Chronological order, Significant, Investigate, Research, Evidence, artefact, past, change, British	Chronological order, Significant, Investigate, Research, Evidence, artefact Equality, Law, Boycott, Persecuted, Segregation
Links	<i>Geography link: local Geography</i>	<i>Geography link: UK Geography</i>	<i>Geography link: contrast world locality Poulton-Le-Fylde /Dorchester Maryland (location for H Tubman)</i>

**Key skills
and
knowledge**




- What did Blackpool used to be like? Look at artefacts and photos (historical evidence) 
- Vocabulary – resort, destination, holiday
- Timeline of Blackpool changing, our nearest biggest attraction town,, bridging back to chronological events from Year 1 history (chronology)
- Ask questions about the life of people from Blackpool and visiting Blackpool in the victorian times and answer them using evidence from visitors (historical evidence, interpretations)
- Compare photos and maps to show how Blackpool, Lancashire and our local area changed over time due to holiday changes (change over time, historical evidence)
- Discuss signs of seaside holiday destinations in Lancashire and specifically our local area today and discuss importance now and in the past (historical evidence, interpretations, significance) 
- Significant person - P.T Barnum (circus) 

- Asking questions based on a photo of King Charles II (historical evidence, interpretations)
- Vocabulary – reign, event, change
- Zoom out to place King Charles II's reign on overview timeline including GFoL up to present day reign (chronology)
- Zoom into timeline of GFoL (chronology)
- Change of London over time from 1666 to present day
- GFoL through secondary sources (historical evidence, change overtime, interpretations)
- Vocabulary – fire, change, London

- Link to prior learning – recap technology vocabulary and change over time
- Vocabulary – influential people, 1970s
- Ordering events within Rosa Park's (UK) lifetime (chronology)
- Ordering events within Harriet Tubman's (US) lifetime (chronology) 
- Ask questions about the life of a society/group of people who were suppressed answer them using evidence from artefacts and photos (historical evidence, interpretations)
- Comparing lives of influential people who had a major impact on society at that time.
- Zoom out to the wider scale impacts their influence had on society and societal change.

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
YEAR 3	<i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i>	<i>Changes in Britain from the Stone Age to the Iron Age:</i>	<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</i>
Concepts	Build an overview of local/British/World History	Build an overview of local/British/World History	Build an overview of local/British/World History
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past
Enquiry	<i>Enquiry: How did life change for children in North West England during the Industrial Revolution?</i>	<i>Enquiry: How did life change in Britain from the Stone Age to the Iron Age?</i>	<i>Enquiry: Who were the Ancient Egyptians and what can we learn from them?</i>
N.C Skills	<i>Discuss whether lives changed for better or worse. Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results).</i>	<i>What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference)</i>	<i>To place the Ancient Egyptians and key events from this time period on a timeline, use artefacts to find out about who they were and how they lived. Use sources in order to discover who the pharaohs were and why they were important. To investigate the inventions and achievements of the ancient Egyptians.</i>
Vocabulary	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, First hand/second hand, evidence, Settlements, Historian Industry, Industrial revolution, Empire, Trade	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, First hand/second hand, evidence, Settlements, Historian, stone age, bronze age, iron age, settlements, food: hunting and farming,	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, First hand/second hand, evidence, Settlements, Historian, Tomb, Cleopatra, Civilisation, Hieroglyphs, Hierarchy, Inventions, Mummification
Links	<i>Geography link: Lancashire</i>	<i>Geography link: UK agriculture</i>	
Key skills and knowledge	<ul style="list-style-type: none"> Bridge back to Year 2 knowledge on cotton industry in Lancashire and specifically our local area (retrieval) and Year 2 geography Compare images of NW England pre-and post Industrial Revolution (change over time, chronology, reasons and results) Timeline of Industrial Revolution linking to Year 1 and 2 history topics (chronology) Quarry Bank Mill introduction - links to cotton trade from Year 2 and slave trade Year 4 (historical evidence) – place on map to link with geography autumn and spring term Learn about children’s lives at Quarry Bank Mill within work, education, health and play (historical evidence) Factory Acts 1833 - 1850 – how did these change life for children? (reasons and results) Discuss whether lives changed for better or worse. Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results). Link to children’s rights  <p>Trip to Quarry Bank Mill, Wilmslow</p>	<ul style="list-style-type: none"> Big Picture toilet paper timeline in hall to chart back from present day to Stone Age, marking in Stone Age, Iron Age, Bronze Age and bridging back to history topics covered at KS1 (chronology) Use of BC and CE as historical conventions How do we know about prehistory without written records? Look at archaeology (historical evidence, interpretations) Zoom into old Stone Age – look at stone spearheads (historical evidence - primary sources) Zoom into New Stone Age - first farmers. How did farming change how people lived? (change over time, reasons and results) Zoom into Bronze Age – bronze age tool (historical evidence - primary sources) Zoom into Iron Age – compare pictures to see changes (historical evidence, interpretations) What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference) <p>Trip to Creswell Crags Workshop (or alternate site)</p>	<ul style="list-style-type: none"> Bridge back to Stone Age-Iron Age Britain. Overview of Ancient civilisations in the world – map and large toilet paper timeline in hall (chronology, link to geography) Find out about everyday lives of people in time studied compare with our life today Identify and give reasons for different ways in which the past is represented (mummification) Distinguish between different sources and evaluate their usefulness Use a range of sources to find out about a period Communicate knowledge and understanding in a variety of ways (hieroglyphics)




	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
YEAR 4	<i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i>	<i>The Roman Empire and its impact on North West England:</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</i>
Concepts	Build an overview of local/British/World History	Build an overview of local/British/World History	Build an overview of local/British/World History
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past
Enquiry	Enquiry: What was the impact of the slave trade on North West England?	Enquiry: What was the impact of the Roman Empire on North West England?	Enquiry: Can we thank the Ancient Greeks for anything in our lives today?
N.C Skills	<i>Place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD.</i>	<i>What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance)</i>	<i>Analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity)</i>
Vocabulary	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change Slave	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change Romans: trade army government ore invasion, buildings, settlements, Resistance, Sophisticated Trade	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change Greeks: Government, Olympics, army, city state democracy, architecture, religion, democratic, amphora, engineering
Links		<i>Geography link: map skills, latitude and longitude</i>	<i>Geography link: modern day comparison UK and Greece</i>
Key skills and knowledge	<ul style="list-style-type: none"> What is slavery? (vocabulary) Bridge back to vocab of empire and industry (Y3)  Overview timeline of period linking to prior learning – reign of Queen Victoria, Industrial Revolution, slave trade and abolition (chronology) Zoom in and bridge back to Quarry Bank Mill – examine links to the slave trade (historical evidence, reasons and results) Zoom in to compare photos of Liverpool and Manchester before and after Industrial Revolution – link to impact of slavery (change over time, reasons and results) Zoom in to look at primary and secondary sources linked to abolition of slavery – choose one campaigner (historical evidence, interpretations) Cause and effect of slave trade on NW England (reasons and results) Trip to International Slavery Museum, Liverpool  	<ul style="list-style-type: none"> When and where – map and timeline to link back to Iron Age Y3 (link to geography, chronology) Zoom into Roman Invasion - how and why did the Romans invade? (reasons and results) Specifically look at Boudicca. Link back to geography Y4 autumn to zoom in on area of Lancashire before and after Roman Invasion (change over time) Look at pictures of Roman street in A Street through time and analyse changes(change over time, interpretations) Specifically look at Chester. What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance) <p>Trip to Ribchester Roman Museum</p>	<ul style="list-style-type: none"> Bridge Back to Year 3 ancient civilisations overview (chronology) Zoom in on Ancient Greece – when and where? (chronology with overview timeline and link to Geography) Zoom into literature – Myths in guided reading (historical evidence, interpretations) Zoom into theatre (historical evidence, interpretations) Zoom into sport and first Olympic Games (historical evidence - primary sources e.g. vases) Zoom into democracy – bridge forwards to Year 5 autumn topic  Answer the enquiry question to analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity) (Maths, Olympics, theatre, literature)

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
YEAR 5	<i>A study of an aspect in British history that extends pupils' chronological knowledge:</i>	<i>Britain's settlement by Anglo-Saxons:</i>	<i>A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900:</i>
Concepts	Build an overview of local/British/World History	Build an overview of local/British/World History	Build an overview of local/British/World History
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past
Enquiry	Enquiry: How did the Suffragettes change the lives of people in Manchester?	Enquiry: How did the Anglo-Saxons change Britain?	Enquiry: How does The Golden Age of Islam contrast with the Anglo-Saxon Britain?
N.C skills	<i>Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events.</i>	<i>Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference.</i>	<i>Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events.</i>
Vocabulary	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, Suffragette, Equality	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, Culture, Religion,	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, Ancient Islam: Bagdad, knowledge, science, mathematics, influential, tolerance, caliphate, silk roads
Links			
Key skills and knowledge	<ul style="list-style-type: none"> Bridge back to definition of democracy from y4 summer term Ancient Greece. Why is democracy important? (significance) Big Picture - track timeline back from current day voting rights to beginning of 19th century. When do children think all adults were able to vote? Plot events on timeline. (chronology, change over time) Add on previous events - abolition of slavery (1833) - bridge back to Y4 local history and Factory Act (1833) - bridge back to Y3 local history. Link to big picture of Industrial Revolution (chronology) Look at Statue of Emmeline Pankhurst in Manchester (2018). Children raise questions. Why is this person important? (significance, interpretations) Zoom into life of Emmeline Pankhurst and notable events (chronology, significance) Look at campaign posters/photos. What can we learn about the campaign? (historical evidence -primary sources, interpretations) Zoom into the suffrage campaign database website Database - Women's Suffrage Resources to find women in Manchester who signed the 1866 petition and/or appear in the 1914 Home Office arrest records (historical evidence - primary sources). Choose one notable story to analyse and fit to bigger picture Zoom into militant tactics and arrests from primary 	<ul style="list-style-type: none"> Bridge back to Roman Britain Year 4 – what happened after the Romans left? Overview timeline of Anglo-Saxon period (chronology) Compare pics from A Street Through Time – Roman Britain to Anglo Saxon Britain (interpretations) Why was it called the Dark Ages? Why is it difficult to find out about this period? (historical evidence, change over time) Zoom into Anglo Saxon place names (primary sources, reasons and results) Old English language (primary sources, significance) Sutton Hoo excavation 1939 (historical evidence, interpretations) Zoom in – what can we learn from an Anglo Saxon coin? (historical evidence -primary sources) Answer enquiry question (significance, reasons and results, change over time) 	<ul style="list-style-type: none"> Bridge back to Anglo Saxon Britain and show Baghdad and London on map. Construct overview timeline to show AD900 in context of other history topics already learned (chronology) Zoom into citizens of Baghdad – everyday life, school and education (historical evidence) Zoom into The House of Wisdom (historical evidence) Zoom into Al-Zahrawi and contributions to medicine (historical evidence, significance) Compare achievements to those of Anglo- Saxon Britain (historical similarity and difference) What is the legacy of the Golden Age of Islam on the world today? (significance, reasons and results)

	<p>sources. Debate - were the Suffragettes right to break the law? (reasons and results, interpretations)</p> <ul style="list-style-type: none">• Big picture - answer enquiry question - how did the Suffragettes change life for women in Manchester? (historical cause and effect, significance)		
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Trip to People's History Museum Manchester

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
YEAR 6	<i>A study of an aspect in British history that extends pupils' chronological knowledge – a significant turning point in British history:</i>	<i>Viking and Anglo-Saxon struggle for the Kingdom of England:</i>	<i>A non-European society that provides contrast with British history: Mayan civilization c. AD 900:</i>
Concepts	Build an overview of local/British/World History	Build an overview of local/British/World History	Build an overview of local/British/World History
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past
Enquiry	<i>Enquiry: What was the impact of the WWI on local people's lives?</i>	<i>Enquiry: How and why did the Vikings invade Britain?</i>	<i>Enquiry: How does Mayan civilisation contrast with Anglo-Saxon Britain?</i>
N.C skills	<i>Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference.</i>	<i>Understand that the past can be represented and interpreted in many different ways.</i>	<i>Select, organise and evaluate a range of historical sources, making deductions about their reliability.</i>
Vocabulary	Anachronism, Culture, Stereotype, Excavate, WW1: alliance, war, navy, army	Anachronism, Culture, Stereotype, Excavate, Invader Viking Anglo-Saxon Religion Conversion	Anachronism, Culture, Stereotype, Excavate, Glyphs Codices Cacao
Links	<i>Geography link:</i>	<i>Geography link: weather, climate zones, climate change</i>	<i>Geography link: north and south America study. Rainforest</i>
Key skills and knowledge	<ul style="list-style-type: none"> Bridge back to Year 5 local history to extend timeline from 1900s onwards to include WWI (chronology) Zoom into WWI 1914-1918 – overview of events (chronology) Zoom out to what changes did WWI have on Britain at that time – why did this happen (reasons and results) Zoom in to Accrington pals – why did this happen (reasons and results) Look at photos and evidence to analyse impact of Accrington Pals on the local area (historical evidence – primary sources) Look at evidence and written accounts to identify population trends during WWI 'The Lost Generation' (historical evidence – primary sources, interpretations)  Multi-flow graphic organiser to show cause and effect of WWI on population movements and changes (reasons and results, change over time) Trip to Imperial War Museum North Visit Hanger 42 Blackpool or get visitors into school to discuss Freckleton Aviation Disaster. 	<ul style="list-style-type: none"> Bridge back to Year 4 Anglo Saxons –extend timeline to show Viking Raids (chronology) Who were the Vikings and where did they come from? Show on map Zoom in - why did the Vikings come to Britain? (historical cause and effect) How do we know about Viking Britain? 	<ul style="list-style-type: none"> Overview timeline to show context within history already learned – bridge back to Y5 Anglo Saxons Where were the Maya? Place on map (link to geography) How do we know about the Maya? Look at primary sources (historical evidence,

