
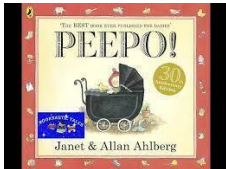


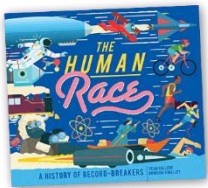


	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
EYFS	NURSERY	NURSERY	NURSERY
Concept	<i>Understanding the world</i>	<i>Understanding the world</i>	<i>Understanding the world</i>
Key skills and knowledge	<p>Birth to Three (Nursery) <i>Understanding the World –</i></p> <ul style="list-style-type: none"> ● Explore and respond to different natural phenomena in their setting and on trips. <p>Three and Four Year Olds (Nursery) <i>Understanding the World –</i> </p> <ul style="list-style-type: none"> ● Talk about what they see using a wide vocabulary. – ● Begin to understand the need to respect and care for the natural environment and all living things. ● Know that there different countries in the world and talk about the differences they have experienced or seen in photos. <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="background-color: #4a86e8; color: white; padding: 5px; margin-left: 10px;"> <p>Gives children the opportunity to see images and photographs of things from the past compared to today. New vocabulary with links to the past is introduced.</p> </div> </div>	<p>Birth to Three (Nursery) <i>Understanding the World –</i></p> <ul style="list-style-type: none"> ● Explore and respond to different natural phenomena in their setting and on trips. <p>Three and Four Year Olds (Nursery) <i>Understanding the World –</i> </p> <ul style="list-style-type: none"> ● Talk about what they see using a wide vocabulary. – ● Begin to understand the need to respect and care for the natural environment and all living things. ● Know that there different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Birth to Three (Nursery) <i>Understanding the World –</i></p> <ul style="list-style-type: none"> ● Explore and respond to different natural phenomena in their setting and on trips. <p>Three and Four Year Olds (Nursery) <i>Understanding the World –</i> </p> <ul style="list-style-type: none"> ● Talk about what they see using a wide vocabulary. – ● Begin to understand the need to respect and care for the natural environment and all living things. ● Know that there different countries in the world and talk about the differences they have experienced or seen in photos.




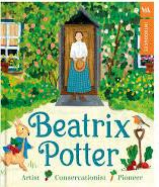


	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
EYFS	RECEPTION	RECEPTION	RECEPTION
Concept	<i>Understanding the world</i>	<i>Understanding the world</i>	<i>Understanding the world</i>
Key skills and knowledge	<p>Understanding the World</p> <ul style="list-style-type: none"> ● Comment on images of familiar situations in the past. ● Compare and contrast characters from historical stories, including figures from the past ● Talk about significant events in their lives i.e. Halloween, holidays etc. <p>Past and Present</p> <ul style="list-style-type: none"> ● Talk about the lives of 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 	<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 historical stories, including figures from the past ● Talk about significant events in their lives i.e. Halloween, holidays etc. <p>Past and Present</p> <ul style="list-style-type: none"> ● Talk about the lives of 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 	<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 historical stories, including figures from the past ● Talk about significant events in their lives i.e. Halloween, holidays etc. <p>Past and Present</p> <ul style="list-style-type: none"> ● Talk about the lives of 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
	 <div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 5px; width: fit-content;"> <p>Gives children the opportunity to see images and photographs of things from the past compared to today.</p> </div>		



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Year One- National Curriculum

Local History	British History	Global History
<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ---events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-significant historical events, people and places in their own locality.</p>	<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-significant historical events, people and places in their own locality.</p>	<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ---events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-significant historical events, people and places in their own locality.</p>
<p>Being a Historian: -Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> - Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - Use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		



	AUTUMN TERM <i>LOCAL HISTORY</i>	SPRING TERM <i>BRITISH HISTORY</i>	SUMMER TERM <i>GLOBAL HISTORY</i>
YEAR	<i>Toys from the Past</i>	<i>Beatrix Potter</i>	<i>Explorers</i>

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Concepts	Build an overview of local History	Build an overview of British History	Build an overview of 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																						
Hook			 Santa Maria (Christopher Columbus three-masted carrack)																						
Enquiry	How has toys changed in the lifetimes of my family?	How did Beatrix Potter contribute to life in the Lake District?	What is an explorer?																						
Vocabulary	<p>Artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special</p> <table border="1" data-bbox="241 687 869 1007"> <tr> <td colspan="2">From the book 'The Human Race'</td> </tr> <tr> <td>Past</td> <td>Gone by in time.</td> </tr> <tr> <td>Enquiry</td> <td>An act of asking for information</td> </tr> <tr> <td>Evidence</td> <td>Information indicating whether a belief is true or false.</td> </tr> <tr> <td>Timeline</td> <td>Representation of a period of time.</td> </tr> </table>	From the book 'The Human Race'		Past	Gone by in time.	Enquiry	An act of asking for information	Evidence	Information indicating whether a belief is true or false.	Timeline	Representation of a period of time.	<p>Year, decade, century, date, order, timeline, living memory, long ago, writer, author, Lake district, local, Peter Rabbit.</p> <table border="1" data-bbox="891 699 1503 938"> <tr> <td>Chronology</td> <td>The arrangement of events or dates in order.</td> </tr> <tr> <td>Significant</td> <td>Great or important to be worthy of attention.</td> </tr> <tr> <td>Contribution</td> <td>A part played by a person in bringing about a result.</td> </tr> </table>	Chronology	The arrangement of events or dates in order.	Significant	Great or important to be worthy of attention.	Contribution	A part played by a person in bringing about a result.	<p>Achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht</p> <table border="1" data-bbox="1541 762 2152 975"> <tr> <td>Fossil</td> <td>Remains or impression of a prehistoric plant or animal.</td> </tr> <tr> <td>Palaeontology</td> <td>Science concerned with fossils.</td> </tr> <tr> <td>Prehistoric</td> <td>The period of time before written records.</td> </tr> </table>	Fossil	Remains or impression of a prehistoric plant or animal.	Palaeontology	Science concerned with fossils.	Prehistoric	The period of time before written records.
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Key skills and knowledge	 <p>The main concept for this unit is comparing — looking at how an aspect of life has changed across different periods. The other key concepts of this unit include exploration, navigation, empire and technology.</p> <ol style="list-style-type: none"> Skill: To recall my past when talking about my toy. Knowledge: To talk about my favourite toy. To explain what my favourite toy is and why. To know why toys are special. To use words relating to time (<i>old, new, now, long ago, then, before, after</i>) Skill: To find out what toys our parents and grandparents played with. To ask 	 <p>Discuss the life events of Beatrix Potter.</p> <ol style="list-style-type: none"> Skill: To order events of Beatrix Potter life on a timeline. TIMELINE Knowledge: To gain an understanding of who Beatrix Potter was, why she is significant. To explain events in her life (born, first book published, died). She was born in 1866 in Victorian times when girls were not allowed to go to school. Skill: To know who Beatrix Potter was and find out about her early life. Knowledge: To record events why Beatrix Potter is significant (nobody would publish her books, she paid for the first 250 books to be 	 <p>Discusses the life events of Mary Anning from being a child to an adult. Introduces children to palaeontology.</p> <ol style="list-style-type: none"> Skill: To recall the names of famous explorers and their achievements (<i>Mary Anning, Christopher Columbus, Matthew Henson</i>). Knowledge: To know what an explorer is. To explain what explorers do. To name equipment or transport that an explorer would need. To explain that beyond living memory is more than 100 years old. Skill: To recognise the achievements of different explorers 																						

	<p>questions about the past.</p> <p>Knowledge: To compare the past today.</p> <p>3. Skill: To investigate what toys were like up to 100 years ago. To sort and sequence artefacts from different time periods. To ask and answer questions about different artefacts. TIMELINE</p> <p>Knowledge: To use words relating to the passing of time.</p> <p>4. Skill: To compare toys from the past with modern toys. Knowledge: To identify differences between toys. To identify similar toys from different time periods.</p> <p>5. Skill: To investigate how teddy bears have changed over time. To identify changes and similarities between teddy bears from now and 100 years ago. Knowledge: To explain why teddy bears have been a popular toy for over 100 years.</p> <p>6. Skills: To identify toys that children play with now and in the past. Knowledge: To know how toys have changed over time. To describe ways in which some toys have changed over time.</p> <p>End Assessment: Double Page Spread “How has toys changed in the lifetimes of my family?”</p>	<p>published herself). To explain events in her early life.</p> <p>3. Skill: To understand why Beatrix Potter was important. Knowledge: To recognise that she was the author and illustrator of famous books. Beatrix Potter was knowledgeable about animals because she studied their anatomy.</p> <p>4. Skill: To describe the significance of Beatrix Potter today. Knowledge: To understand that Beatrix Potter was passionate about conservation and left her house to the National Trust. Beatrix Potter cared for countryside referring to the Lake District in her books.</p> <p>Trip to Beatrix Potter Museum – Lake District</p> <p>End Assessment: Double Page Spread “How did Beatrix Potter contribute to life in the Lake District?”</p>	<p>(Mark Anning, Christopher Columbus, Matthew Henson). To identify where explorers travelled.</p> <p>Knowledge: To recognise how transport for voyages has changed. To name important explorers (Mary Anning, Christopher Columbus, Matthew Henson). To explain some achievements of explorers.</p> <p>3. Skill: To record events of Christopher Columbus on a timeline. To select important events from a historical story. To place events in the correct order from past to present on a timeline. TIMELINE</p> <p>Knowledge: Retell the historical story of Matthew Henson.</p> <p>4. Skill: To use photographs to find out about the past explorations of Matthew Henson.  Knowledge: To describe what I can see in photographs. To ask some questions about a photograph. To look for hidden clues (inferences).</p> <p>5. Skill: To recognise changes and similarities/continuities over time in exploration. To compare images from different time periods. To compare events in the past and present.</p> <p>6. Knowledge: To remember information about past and present day explorations.</p> <p>7. Skill: To present significant people (Mary Anning, Christopher Columbus or Matthew Henson) and events (fossil discovery, first man on the moon or North Pole expedition) using a coat of arms. Knowledge: To describe the significance of some people and events within History.  (Mary Anning, Christopher Columbus, Matthew Henson). To explain what makes a person or event significant. To describe how an explorer changed events or people’s ideas.</p> <p>End Assessment: Double Page Spread “What is an explorer?”</p>
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Year Two- National Curriculum

Local History	British History	Global History
<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ---events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-significant historical events, people and places in their own locality.</p>	<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ---events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-significant historical events, people and places in their own locality.</p>	<p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ---events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>-significant historical events, people and places in their own locality.</p>
<p>Being a Historian: -Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> -Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - Use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		

	AUTUMN TERM <i>LOCAL HISTORY</i>	SPRING TERM <i>BRITISH HISTORY</i>	SUMMER TERM <i>GLOBAL HISTORY</i>
YEAR 2	<i>Grace Darling</i>	<i>The Great Fire of London</i>	<i>Monarchs</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
Hook		 The great Fire of London	 King Charles III, Battle of Hastings 1066,
Enquiry	What impact does the Lifeboat have on Blackpool?	Why was the Great Fire of London important in British history?	What is a monarch?
Vocabulary	Chronological order, Significant, Research, Evidence, photos, lifeboat, timeline, change, similarities and differences, Grace Darling, Because.	Chronological order, Significant, Research, Evidence, Samuel Peeps, Charles II, Pudding Lane, London, timeline.	Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep, moat, monarch, motte, motte-and-bailey, nobility, Normandy, Normans, oath, orb, parliament, portcullis, power, procession, rule, sceptre, stone keep, tower, walls, William of Normandy, Witan

Key skills and knowledge



1. **Skill:** To explore the lifeboat and its historical changes. To use photographs to evidence how the lifeboat has changed. To create a timeline showing how the lifeboat has changed over time. **TIMELINE**
Knowledge: To explain what a lifeboat is and why it has changed over time.
2. **Skill:** To explore the lifeboat in Blackpool and to note it's impact on the lives of people in Blackpool. To observe changes in lifeboats in Blackpool. To use photographs to compare differences from then and now.
Knowledge: To explain the impact that the lifeboat has on communities in Blackpool. To know why this impact has made the lifeboat develop and change over time.
3. **Skill:** To identify a significant figure (*Grace Darling*) who had an influence on the development of lifeboats.
Knowledge: To explain what Grace Darling achieved and how she did this. To select important events from a historical story.
4. **Skill:** To write a letter to Grace Darling informing her of the changes of life boats today.
Knowledge: To use what they know about life boats in Blackpool to include relevant information. To explain how lifeboats have changed from then to now.
5. **Skill:** To create a knowledge capture about the impact of the lifeboat in Blackpool.
Knowledge: Identify significant events which have occurred in Blackpool since the introduction of the lifeboat.

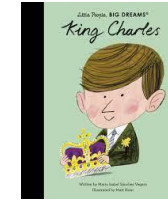
End Assessment: Double Page Spread "What impact does the lifeboat have on Blackpool?"



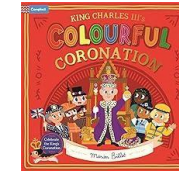
Pupils should be taught about events beyond living memory that are significant nationally or globally for example, the Great Fire of London

1. **Skill:** To investigate the key points of the Great Fire of London. To use photographs and historical evidence to understand the events of the Great Fire of London. To identify the key facts which took place in the event of the Great Fire of London.
Knowledge: To explain what the Great Fire of London is and how it happened.
2. **Skill:** To explore historical materials to find out about a significant person from the 15th century (*Samuel Pepys, King Charles II*)
Knowledge: To explain what impact these significant people (*Samuel Pepys, King Charles II*) had on the Great Fire of London.
3. **Skill:** To compare and contrast the houses of the past to the present from 1666. **TIMELINE** To ask questions about the houses in London at the time to answer why and how the fire spread.
Knowledge: To understand why houses have developed and how the impact of the Great Fire of London encouraged change to happen.
4. **Skill:** To create a fact file about the Great Fire of London. To retell events of the Great Fire of London.
Knowledge: To explain how the Great Fire of London spread across the city and the impact that this had.

End Assessment: Double Page Spread "Why was the Great Fire of London important in British History?"



Introduces children to King Charles and his life story.



Demonstrates the process of a coronation and the key objects used.

1. **Skill:** To identify some of the monarch's duties.
Knowledge: To describe what a monarch is. To recognise what a monarch is. To recall who rules the UK.
2. **Skill:** To identify steps in the coronation process.
Knowledge: To explain why coronations take place. To explain the use of special objects in a coronation.
3. **Skill:** To explain how William the Conqueror became King of England. To use sources to find out about the past.
Knowledge: To recall that the monarchy was different in the past. **TIMELINE**
4. **Skill:** To identify how William the Conqueror built castles while ruling England.
Knowledge: I can name two types of castles built by the Normans. I can recognise similarities and differences between Norman castles.
5. **Skill:** To identify features of a castle that would be effective when defending against attacks. I can sequence castles on a timeline.
Knowledge: I can describe how castles have changed over time. I can identify the features of a castle (*turret, portcullis, drawbridge, moat, tower, arrow loops, bailey, barbican, battlements*)
6. **Skill:** To suggest what a monarch was like in the past. To compare the monarchy in the past to the one today.
Knowledge: To describe what kind of Monarch William the Conqueror was. To recognise that the monarchy has changed.

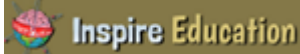

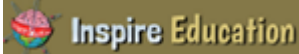


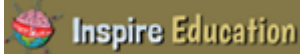

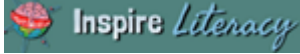
End Assessment: Double Page Spread "What is a monarch?"

changes in Britain from the Stone Age to the Iron Age
 the Roman Empire and its impact on Britain
 Britain's settlement by Anglo-Saxons and Scots
 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 a local history study
 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 Ancient Greece – a study of Greek life and achievements and their influence on the western world
 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

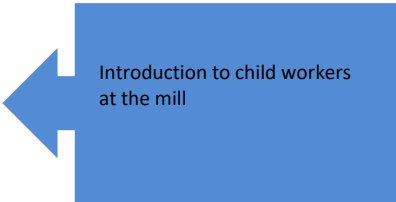
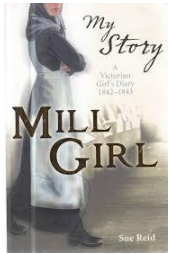
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Being a Historian: -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
 -Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
 - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
 -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 - Understand how our knowledge of the past is constructed from a range of sources.

	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>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																
Concepts	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts																
Concepts	Communicate historically	Communicate historically	Communicate historically																
Concepts	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past																
Hook	 19th Century Britain  working class district 19th Century	 Stone, Bronze and Iron Age  Palaeolithic Cave, From the Stone Age to the Iron Age  Hunter Gatherers - Becoming an archaeological writer (coming 2024)	 The Ancient Egyptians  Pyramids, Tutankhamun  Egyptian Burial (Explanation) or Egyptian Tomb Raider																
Enquiry	Enquiry: How did life change for children in North West England during the Industrial Revolution?	Would you prefer to live in the stone age, bronze age or iron age?	Enquiry: Who were the Ancient Egyptians and what can we learn from them?																
Vocabulary	BC AD, Period, Sources, Significance, First hand/second hand, evidence, Industrial revolution, Trade	Stone Age, BC, AD, prehistory, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence Stonehenge, artefacts, flint, duration, similarities, differences, bronze, copper, tin. <table border="1" data-bbox="887 1257 1518 1449"> <tr> <td>Chronological</td> <td>Arranged in order of time</td> </tr> <tr> <td>Nomadic</td> <td>Travelling from place to place instead of living in one place</td> </tr> <tr> <td>Settlement</td> <td>A place where people live</td> </tr> </table>	Chronological	Arranged in order of time	Nomadic	Travelling from place to place instead of living in one place	Settlement	A place where people live	BC, AD, Ancient Egypt, archaeological evidence, evidence, limitations, artefacts, deduction, similarities, differences, bronze, copper, tin, trade, import, export, goods, barter, change, continuity, tribes, king/chief, reconstruction Vocabulary from book: <table border="1" data-bbox="1532 1257 2163 1528"> <tr> <td>Ancestor</td> <td>A person you are related to who lived a long time ago</td> </tr> <tr> <td>Anubis</td> <td>God of the afterlife</td> </tr> <tr> <td>Bast</td> <td>Goddess of cats</td> </tr> <tr> <td>Isis</td> <td>Goddess of nature and magic</td> </tr> <tr> <td>The North</td> <td>A bright star in the sky above the North Pole; also</td> </tr> </table>	Ancestor	A person you are related to who lived a long time ago	Anubis	God of the afterlife	Bast	Goddess of cats	Isis	Goddess of nature and magic	The North	A bright star in the sky above the North Pole; also
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Isis	Goddess of nature and magic																		
The North	A bright star in the sky above the North Pole; also																		

Key skills and knowledge



1 **Skill:** To state the main inventions during the Industrial Revolution
TIMELINE

Knowledge: To explain the inventions that occurred during the Industrial Revolution. To understand that it was a time of big technological advancements, including the development of steam power, the spinning jenny, and the power loom, which revolutionised manufacturing and transportation.

2. **Skill:** To explain who the Monarch was during the Industrial Revolution and how they fit into the Line of Monarchs.

Knowledge: The Industrial Revolution also began under Queen Victoria, and the British Empire was at its most powerful.

3. **Skill:** To compare images of Northwest England pre and post-Industrial revolution.

Knowledge: Using photographs to compare the differences to understand how the North West landscape changed. This was a period of great change in Britain. From 1700 to 1900, there was a shift in people living in villages to moving into towns and cities for work. Homes for factory workers were often built by the factory owners and were of poor quality.

4. **Skill:** To describe how life was like for a child worker at the Mills at Quarry Bank Mill.

Knowledge: To understand that the hours were long and the mills were noisy, hot, dusty and dangerous places to work. Accidents and disease were common. **Trip to Quarry Bank Mill**

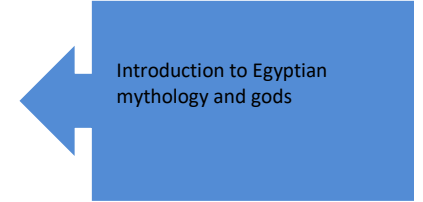


1. **Skill:** To recognise that prehistory was a long time ago and was the beginning of the history of man kind.
Knowledge: To explain why prehistory was a long time ago. To find AC and BC on a timeline and explain why History is split into sections. **TIMELINE**
2. **Skill:** To use archaeological evidence to learn about prehistoric houses. To use evidence to make observations about stone age houses.
Knowledge: To explain my observations. To explain the limitations of archaeological evidence.
3. **Skill:** To use archaeological evidence to investigate the bronze age and explain the limitations of this evidence. To make deductions about a bronze age man using evidence.
Knowledge: To identify limitations of archaeological evidence.
4. **Skill:** To state the three areas of life (Palaeolithic, Mesolithic and Neolithic) that Bronze changed
Knowledge: To explain how bronze transformed prehistoric life. To describe how bronze came to Britain. To identify similarities and differences between the stone age and bronze age.
5. **Skill:** To explain which items were exchanged during the iron age.
Knowledge: To understand the importance of trade during the iron age. To explain how trade increased during the iron age. To explain why coins were introduced.
6. **Skill:** To compare settlements in the Neolithic and Iron Age. To use pictures as historical sources.
Knowledge: To identify changes and continuities between Neolithic and Stone Age settlements. To explain in which prehistoric period I would prefer to live in.

Possible Trip to Creswell Crags Workop (or alternate site)

End Assessment: Double Page Spread "Would you prefer to live in the stone age, bronze age or iron age?"

Star	known as Polaris
Nut	The goddess of the night sky
Ra	The sun god
The Sphinx	A sphinx is a mythological creature with a human head and a lion's body; the Sphinx is a monument in Egypt which guards a pyramid
Thoth	God of knowledge and the moon



1. **Skill:** To identify ancient civilisations. To sequence key periods on a timeline. **TIMELINE**
Knowledge: To know when and where the ancient Egyptians lived. To describe the features of Egypt. To identify other events that happened at the same time as the ancient Egyptian civilisation.
2. **Skills:** To identify the characteristics of important Gods and Goddesses.
Knowledge: To explain the importance of the Egyptian Gods and Goddesses. To explain the Egyptian creation story. To explain the meanings of the symbols and characteristics of my God or Goddesses
3. **Skill:** To evaluate the challenges of building an Egyptian pyramid. To identify the problems of building a pyramid and suggest solutions.
Knowledge: To explain why the ancient Egyptians built pyramids. To suggest how the ancient Egyptians built pyramids.
4. **Skill:** To describe the stages involved in mummification.
Knowledge: To explain how and why the Egyptians mummified people. To explain the link between ancient Egyptians beliefs and mummification.
5. **Skill:** To make inferences about Egyptian beliefs, using primary sources. To identify the meaning of symbols from Egyptian papyrus.
Knowledge: To explain which sources are used to discover Egyptian beliefs.
6. **Skills:** To evaluate significant ancient Egyptian beliefs. To assess a video for strengths and areas of development. To identify significant aspects of Egyptian beliefs.



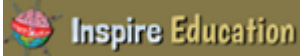
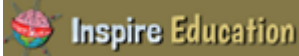

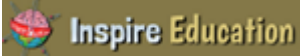

	<p>5.Skill: To explain how the Factories Act changed lives for child workers</p> <p>Knowledge: To understand that the act made it illegal for factories to employ children younger than 9 years old. There were limits to how many hours children could work and children under 13 was provided with two hours of daily education.</p> <p>6. Skill: To debate whether lives changed for better or worse</p> <p>Knowledge: To debate or re-enact what life would be like and compare to how life is now answering the question, have lives changed for the better or worse</p> <p>End Assessment: Double Page Spread “How did life change for children in North West England during the Industrial Revolution?”</p>	<p>Knowledge: To explain Egyptian beliefs.</p> <p>End Assessment: Double Page Spread “What did the ancient Egyptians believe?”</p>
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Year 4-National Curriculum

Local History	British History	Global History
<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

Being a Historian: -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY														
YEAR 4	<i>A study of an aspect in British history that extends pupils' chronological knowledge:</i>	<i>The Roman Empire</i>	<i>Ancient Greece</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														
Hook	 19th Century Britain	 Roman Britain  Roman Military Camp, Roman Soldier, Roman infantry tactics	 Ancient Greece  Greek Gods,														
Enquiry	Enquiry: How did the Suffragettes change the lives of people in Manchester?	Why did the Romans settle in Britain?	What did the Greeks ever do for us?														
Vocabulary	Era, Millennium / century / decade, Extent of: change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, Suffragette, Equality	Boudicca, empire, inference, invasion, legacy, Romans, settlers	Assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy Vocabulary from book: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Civilization</td> <td>An area of human society where new culture, governm</td> </tr> <tr> <td>Ancient</td> <td>Belonging to the distant past.</td> </tr> <tr> <td>Legacy</td> <td>The long lasting impact of an event.</td> </tr> <tr> <td>Myth</td> <td>A traditional story that carries a symbol or meaning.</td> </tr> <tr> <td>Theatre</td> <td>A building or outdoor area in which plays are given.</td> </tr> <tr> <td>Olympics</td> <td>An athletic sports festival</td> </tr> <tr> <td>Democracy</td> <td>A government system which is voted by into by people</td> </tr> </table>	Civilization	An area of human society where new culture, governm	Ancient	Belonging to the distant past.	Legacy	The long lasting impact of an event.	Myth	A traditional story that carries a symbol or meaning.	Theatre	A building or outdoor area in which plays are given.	Olympics	An athletic sports festival	Democracy	A government system which is voted by into by people
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Key skills and knowledge

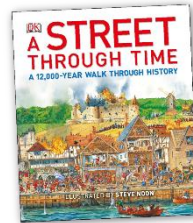


A simple timeline of Emmeline Pankhurst life. Linking in with campaigning and democracy

1. **Skill:** To create a timeline from current day voting rights to beginning of 19th century. **TIMELINE**
Knowledge: To understand that not all adults were able to vote.
2. **Skill:** To understand why Emmeline Pankhurst was important
Knowledge: To look at her life and notable events, referring to her being born in Manchester and why she was significant.
3. **Skill:** What was the Women's Social and Political Union?
Knowledge: Researching Emmeline Pankhurst, look at campaign posters/photos, why was this group formed.
4. **Skill:** To debate were the Suffragettes right to break the law?
Knowledge: To understand that The Women's Social and Political Union were known to use extreme methods in order to get their message heard.

Possible Trip to People's History Museum Manchester

End Assessment: Double Page Spread "How did the Suffragettes change the lives of people in Manchester?"

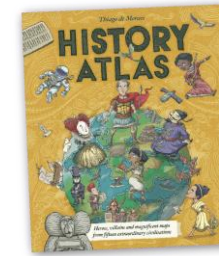


Ensuring children understand the chronology of British history, how and why Britain changed throughout the periods they have studied.

5. **Skill:** To understand the chronology of the Roman invasion.
TIMELINE
Knowledge: To understand why the Romans invaded Britain. To explain the meaning of empire and invasion. To explain why the Romans invaded Britain.
6. **Skill:** To create a visual interpretation of Boudicca. To use sources to make inferences about Boudicca's personality. To create an interpretation of Boudicca using sources.
Knowledge: To identify the consequences of the Roman invasion for the Britons.
7. **Skill:** To understand how Roman soldiers were equipped for war. To identify the equipment of a Roman soldier. To create a replica Roman shield.
Knowledge: To explain why the Romans needed a powerful army.
8. **Skill:** To understand Roman army battle formations. To perform simple manoeuvres and drills.
Knowledge: To explain how the Roman army was organised. To explain why the Roman army was successful.
9. **Skill:** To make inferences about life in Roman times. To make observations about the artefact. I can make deductions about Roman life.
Knowledge: To describe an artefact.
10. **Skill:** To identify how the Romans changed Britain.
Knowledge: To identify the Roman legacy in Britain. To explain the meaning of a legacy. To identify and explain the impact of the most significant Roman legacy.

Possible trip to Ribchester Roman Museum

End Assessment: Double Page Spread "Why did the Romans settle in Britain?"










The development of the earliest world civilisations.

1. **Skill:** To understand where and when the ancient Greeks lived. To identify the key periods in the ancient Greece civilisation. To identify other events that happened at the same time as the ancient Greek civilisation. **TIMELINE**
2. **Skill:** To understand the importance of the Greek Gods. To make inference about Greek Gods (Zeus, Poseidon, Aphrodite, Athena) from a primary source. To research a Greek God (Zeus, Poseidon, Aphrodite, Athena)
Knowledge: To explain the importance of Gods to the ancient Greeks.
3. **Skill:** To identify similarities and differences between Athens and Sparta
Knowledge: To explain how the city-states developed. To explain which city state I would live in and why.
4. **Skill:** To understand how Athenian democracy worked. To identify the different types of democracy. To compare democracy in Athens compared to modern Britain.
Knowledge: To explain how Athenian democracy worked.
5. **Skill:** To understand the importance of the ancient Greek philosophers (Socrates, Plato, Aristotle). To participate in philosophical discussions.
Knowledge: To explain what philosophy is. To explain the significance of ancient Greek philosophers.
6. **Skill:** To identify and explain the achievements of the ancient Greeks. To identify the Greek letters that appear in the modern alphabet. To identify Greek legacies and explain their impact.
Knowledge: To select the most significant legacies and explain my reasoning.

End Assessment: Double Page Spread "What did the Greeks ever do for us?"

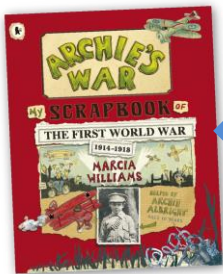
Year 5- National Curriculum

Local History	British History	Global History
<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
<p>Being a Historian: -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources.</p>		

	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						
Hook	 World War Salvation (Diary)  Trenches, Folker Dreidecker WW1, Submarine WW1, Battle of Jutland WW1, Tanks WW1, British Soldier WW1.	 Anglo Saxons & Vikings  Anglo Saxon Sutton Hoo  Life as an Anglo-Saxon (Non-Chronological Report)	 Golden Age of Islam (coming soon 2024)  Jameh Mosque - Islamic Art						
Enquiry	Enquiry: Why did WW1 begin and what was life like?	How hard was it to invade and settle in Britain?	Enquiry: How does The Golden Age of Islam contrast with the Anglo-Saxon Britain?						
Vocabulary	Appeasement, Treaty of Versailles, reparations, Neville Chamberlain Adolf Hitler, allies, disarm, debt, unrest, prosperity Era, Millennium / century / decade, Extent of: change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, Suffragette, Equality		Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Viking Vocabulary from book:						
	Invasion	Entering a place as an enemy in an attempt to take control of it	<table border="1"> <tr> <td>Advances</td> <td>To advance means to make progress, especially in knowledge of something.</td> </tr> <tr> <td>Cosmopolitan</td> <td>A cosmopolitan place or society is full of people from many different countries and cultures.</td> </tr> <tr> <td>Culture</td> <td>A culture is a particular society or civilization, especially considered in relation to its beliefs, way of life, or art.</td> </tr> </table>	Advances	To advance means to make progress, especially in knowledge of something.	Cosmopolitan	A cosmopolitan place or society is full of people from many different countries and cultures.	Culture	A culture is a particular society or civilization, especially considered in relation to its beliefs, way of life, or art.
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	Cosmopolitan	A cosmopolitan place or society is full of people from many different countries and cultures.							
	Culture	A culture is a particular society or civilization, especially considered in relation to its beliefs, way of life, or art.							
Poverty	Having an income that is not enough to meet a person's basic needs	<table border="1"> <tr> <td>Education</td> <td>The process of acquiring knowledge.</td> </tr> <tr> <td>House of Wisdom</td> <td>A public academy in Baghdad.</td> </tr> <tr> <td>Achievement</td> <td>Something a person or people has</td> </tr> </table>	Education	The process of acquiring knowledge.	House of Wisdom	A public academy in Baghdad.	Achievement	Something a person or people has	
Education	The process of acquiring knowledge.								
House of Wisdom	A public academy in Baghdad.								
Achievement	Something a person or people has								
Prosperity	Being successful, particularly with money								

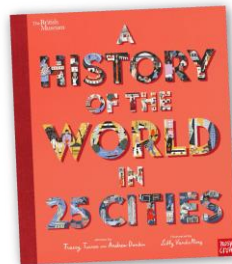
Source	Where something comes from		
		Fertile (soil)	Land or soil that is fertile is able to support the growth of a large number of strong healthy plants.
		Invalidate (noun form — invasion)	To invade a country means to enter it by force with an army.
		Navigate	To navigate is to plan and direct the course of a ship (or other form of transport) especially by using instruments or maps.
		Population	The population of a country or area is all the people who live in it.
		Settlement	A place where people live.
		Trade	Buying and selling goods and services
		Traditional	Traditional customs, beliefs, or methods are ones that have existed for a long time without changing.
			accomplished.
		Islam	The religion of Muslims
		Overview	A short description of something.
		Commodity	A material or product that can be traded, bought or sold.
		Globalisation	The increasing connections between places and people around the world, including through trade.
		Merchandise	Goods to be bought and sold.
		Merchant	A person who buys and sells commodities for profit.
		Trade	Buying and selling goods and services.

Key skills and knowledge



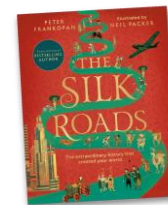
Ensuring children understand the chronology of British history, how and why Britain changed throughout the periods they have studied.

- 1.Skill:** To know what WW1 is, when it happened and the main events that occurred. **TIMELINE**
- Knowledge:** To explain when World War 1 began and ended, understand what conscription was and what women's roles were in the war. To describe what happened as a result of WW1
- 2. Skill:** To know what it was like to be a soldier in WW1.
Knowledge: To describe parts of a soldier's life including uniform.
- 3.Skill:** To know what it was like to be a soldier in WW1.
Knowledge: To describe parts of a soldier's life including equipment,



Trade
Invasion and Settlement
Civilisation
Invention
Continuity and Change
Similarity and Difference

- 1. Skill:** To understand why the Anglo Saxons invaded Britain. To identify where Angles, Saxons and Jutes came from (*Denmark and Germany*)
Knowledge: To explain how Britons felt when the Romans left Britain. To explain the reasons for the Anglo Saxons invading Britain.
- 2. Skill:** To identify the features of Anglo Saxon settlements and how they changed from prehistoric times. To name the key features of Anglo Saxon settlements. To identify changes and continuities in Settlements from prehistoric Britain.
Knowledge: To evaluate the effectiveness of the wattle and daub making process.



A book that orders events in history which have made the world as it is today. Use at the relevant key points.

- 1.Skill:** Construct overview timeline to show AD900 in context of other history topics already learned. **TIMELINE**
- Knowledge:** In 900AD, while Britain was in the dark ages, the Islamic civilization was growing and spreading across Asia and the Middle east, North Africa and Spain. Known as its "Golden Age", the early Muslim world was significantly more advanced in knowledge, technology, culture and society
- 2. Skill:** To compare and contrast the city of Baghdad to London
Knowledge: To understand that The city of Baghdad, built in 725, was the centre of the Islamic Empire. London was still a simple Anglo-Saxon settlement at this time.

and food.

4.Skill: To know what it was like to be a soldier in WW1.

Knowledge: To describe parts of a soldier's life, what it was like in the Trenches

5 and 6. Skill: To understand how the North West changed due to the War.

Knowledge: To understand how factories (from the Industrial Revolution) converted to munition factories making ammunition. How conscription and Women's roles strengthened the suffragette movement.

End Assessment: Double Page Spread 'Why did WW1 begin and what was life like?'

3. **Skill:** To make inferences about who was buried at Sutton Hoo and Anglo Saxon life. I can make deductions from artefacts. I can make predictions about who was buried at Sutton Hoo and provide supporting evidence.

Knowledge: I can explain the importance of Sutton Hoo.

4. **Skill:** To understand how Anglo Saxons converted to Christianity. To research how a missionary spread Christianity in Britain. To select symbols to represent the missionary.

Knowledge: To understand how Anglo Saxon beliefs changed.

5. **Skill:** To create an interpretation of Alfred the Great. To evaluate whether Alfred was a great king.

Knowledge: To understand the threat the Vikings posed to the Anglo Saxons.

6. **Skill:** To understand how the Anglo Saxon rule ended. To suggest the qualities a British ruler would have needed in Anglo-Saxon times. To select and justify who was the best candidate for the throne. **TIMELINE**

Knowledge: To understand what the candidates claims to the English throne were.

End Assessment: Double Page Spread 'How hard was it to invade and settle in Britain?'

- 3. Skill:** To create a map showing how the early Islamic civilisation helped by its geographical position along the East to West trade route and the quality of its trading goods spread the Islamic faith and made the empire very wealthy.

Knowledge: To understand about the Silk Road and the impact it had in establishing the early Islamic Civilisation into a major power.

4.Skill: Compare achievements of Early Islamic Civilisation (9th century) to those of Anglo-Saxon Britain.

Knowledge: To understand that some of the most important discoveries known to man were made during this time. Knowledge of science, maths and astronomy lead to these discoveries

4.Skill: To find out about the House of Wisdom and how it became a centre for learning.

Knowledge: To explain how and when the House of Wisdom in Baghdad was founded, that during the Islamic Golden age, many scholars came to the House of Wisdom and list the subjects studied.

5.Skill: To understand Islamic Scholars and their Achievements

Knowledge: To understand the importance that Al-Zahrawi has been described as the father of modern surgery. Abu Abdullah Muhammad has been described as Father of algebra. Al-Haythm discovered how optics and human sight worked and the impact that would have had on the wider world.

5.Skill: To know how the Early Islamic Civilisation shaped the world we live in today and What effect has it had on the west?

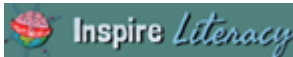








Knowledge: To write a 'conclusion' summarising Islamic achievements: <https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/1> and compare different cultures and civilisations, describing how early Islamic Civilisation has shaped our world today. Considering where we would be without the advances from this civilisation

End Assessment: Double Page Spread 'How does The Golden Age of Islam contrast with the Anglo-Saxon Britain?'

Local History	British History	Global History
<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

Being a Historian: -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
 -Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
 - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
 -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 - Understand how our knowledge of the past is constructed from a range of sources.

	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>Vikings</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

<p>Hook</p>	 World War Salvation (based on WW2 Germany invading France)  Carpet bombing aerial photo	 Anglo-Saxons & Vikings  Vikings Sailing and raiding  Viking Long ship, Viking Settlements, The Vikings (Video)	 The Maya Civilization  Chichen Itza, The mysterious Maya Civilization, Machu Picchu																
<p>Enquiry</p>	<p>Enquiry: What was the impact of WW2 on children in the UK</p>	<p>Were the Vikings raiders, traders or settlers?</p>	<p>How does Mayan civilisation contrast with Anglo-Saxon Britain?</p>																
<p>Vocabulary</p>	<p>Anachronism, Culture, Stereotype, Excavate, WW1: alliance, war, navy, army, RAF, Luftwaffe, Battle of Britain, Winston Churchill, sorties, Operation Sealion, bomb aimer, scramble</p>   <p>Excavate, WW1: alliance, war, navy, army, Blitz,</p>	<p>Anglo-Saxon Chronicle, balanced, bias, cause, consequence, Danelaw, event, longboat, one-sided, perspective, Viking</p> <p>From the book:</p> <table border="1" data-bbox="891 710 1518 1404"> <tr> <td>Advances</td> <td>To advance means to make progress, especially in knowledge of something.</td> </tr> <tr> <td>Culture</td> <td>A culture is a particular society or civilization, especially considered in relation to its beliefs, way of life, or art.</td> </tr> <tr> <td>Invalidate (noun form — invasion)</td> <td>To invade a country means to enter it by force with an army.</td> </tr> <tr> <td>Navigate</td> <td>To navigate is to plan and direct the course of a ship (or other form of transport) especially by using instruments or maps.</td> </tr> <tr> <td>Population</td> <td>The population of a country or area is all the people who live in it.</td> </tr> <tr> <td>Settlement</td> <td>A place where people live.</td> </tr> <tr> <td>Trade</td> <td>Buying and selling goods and services</td> </tr> <tr> <td>Traditional</td> <td>Traditional customs, beliefs, or methods are ones that have existed for a long time without changing.</td> </tr> </table>	Advances	To advance means to make progress, especially in knowledge of something.	Culture	A culture is a particular society or civilization, especially considered in relation to its beliefs, way of life, or art.	Invalidate (noun form — invasion)	To invade a country means to enter it by force with an army.	Navigate	To navigate is to plan and direct the course of a ship (or other form of transport) especially by using instruments or maps.	Population	The population of a country or area is all the people who live in it.	Settlement	A place where people live.	Trade	Buying and selling goods and services	Traditional	Traditional customs, beliefs, or methods are ones that have existed for a long time without changing.	<p>Abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest</p>
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Key skills and knowledge

1.Skill: To identify the causes of WW2, place events on a timeline and evaluate how significant the causes were.

Knowledge: To understand the causes of World War 2.

TIMELINE


2.Skill: To identify the different phases of the Battle of Britain. To compare the different strengths of the RAF and Luftwaffe and understand the feelings of the aircrew.

Knowledge: To understand how the Battle of Britain was won in WW2


3.Skill: To make inferences about the Blitz using images.

To make inference and describe the important details on a photograph. To use inferences to make some deductions about the Blitz.

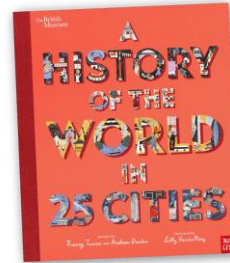
4 and 5. Skill: To identify the reasons for evacuation. To make observations and inferences about how children thought and felt about evacuation. To demonstrate the feelings and thoughts of evacuees through drama.

Knowledge To understand the emotions and experiences of children during the evacuation. 


6.Skill: To evaluate the accuracy and reliability of sources.

To make inferences from a primary source, create my own primary source describing evacuation and to evaluate the reliability of a primary source. 

End Assessment: Double Page Spread 'What was the impact of World War 2 on children in the UK?' 




Trade
Invasion and Settlement
Civilisation
Invention
Continuity and Change
Similarity and Difference

- Skill:** To sequence events. To identify where the Vikings came from. **TIMELINE**
Knowledge: To explain when and why the Vikings came to Britain. To understand that there are many reasons for migrating into Britain. 
- Skill:** To evaluate the validity of a source. To identify primary and secondary sources. To deduce information from a source. To identify whether a source is one sided.
Knowledge: To use evidence to support my reasoning.
- Skill:** To explore the features of Viking long boats. To describe how these features contributed to Vikings successes.
Knowledge: To explain a longboats important feature.
- Skill:** To examine why trading was important to the Vikings. To describe what the Vikings traded. To identify some trading routes (*digi maps*),
Knowledge: To explain whether the Vikings were traders or raiders using evidence to justify my opinion.
- Skill:** To extract and interpret information from many sources. To name some important events in the Anglo Saxon and Viking struggle for Britain.
Knowledge: To explain the meaning of cause and consequence. To suggest the impact of events.
- Skill:** To extract and interpret information from many sources. To make observations about artefacts. To deduce information about Viking life from sources.
Knowledge: To write a conclusion for an enquiry.


End Assessment: Double page spread "Were the Vikings raiders, traders or settlers?"

- Skill:** To recognise where and when the ancient Maya lived. To describe the features of the Maya civilisation. To sequence key periods on a timeline. **TIMELINE**

Knowledge: To identify other events that happened at the same time as the ancient Maya civilisation.

- Skill:** To identify the challenges of settling in a rainforest. To identify the key features of a rainforest. 

Knowledge: To explain the Maya's challenges when settling in the rainforest. To suggest ideas for how the Maya settled in the rainforest.

- Skill:** To compare and contrast Anglo Saxon and Maya houses. To identify the similarities and differences between Anglo Saxon and Maya homes. 

Knowledge: To name the key features of Maya homes. To recall the features of an Anglo-Saxon house.

- Skill:** To identify the characteristics of important Maya Gods and Goddesses. To compare Maya and anglo saxon beliefs.

Knowledge: To explain the importance of Maya Gods and Goddesses. To explain the Maya creation story.

- Skill:** To design a map of a Maya city. To make deductions about cities from archaeological evidence. To create a plan for a Maya city including the main features.

Knowledge: To identify the key features of Maya cities.

- Skill:** To evaluate the reasons for the decline of the Maya cities. To identify similarities and differences between Maya civilisation and the Anglo Saxons.

Knowledge: To explain the potential reasons for the decline of the Maya cities.

End Assessment: Double Page Spread "How does Maya civilisation contrast with Anglo Saxon Britain?"

