

# HISTORY

<p>Year 1 Autumn</p>	<p><b>Are Playstations more fun than my grandparent's toys?</b> Changes within living memory: When my great grandparents were young – toys</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Changes in technology in last 50 years</li> <li>• <b>Entertainment</b> Toys and technology, recreational activities</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events have happened in the past – I was born, I started school, Last Christmas etc.</li> <li>• Identify that things from the past might be different to those today – e.g. houses, cars, games etc.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past may have occurred over a greater period than their lifetime. How long were grandparents at school for? How long have parents/teachers been married (not to each other) etc.</li> <li>• Sequence artefacts in chronological order – toys, technology, fashion etc.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives – How was life different now to when your grandparents were 6?</li> <li>• Identify that some things have stayed the same – grandparents all went to school in the past; they all had similar lessons.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic.</li> <li>• Begin to identify some ways that we can find out about the past – stories, pictures, objects</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand that items can tell us about someone or something. – Family photographs, heirlooms etc.</li> <li>• Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. (sorting artefacts/toys into 'what did my teacher play with? what did her parents play with and what their grandparents play with?')</li> </ul>
<p>Year 1 Spring</p>	<p><b>Why do we remember the 5<sup>th</sup> November?</b> Significant event: Significant historical event – Gunpowder Plot 1605</p> <ul style="list-style-type: none"> <li>• <b>Housing and architecture</b> Houses of Parliament cellars basements etc.</li> <li>• <b>Society (politics and class)</b> Parliament: Catholic attempt to remove Protestant monarchy</li> <li>• <b>Beliefs</b> Catholic Protestant</li> <li>• <b>Weapons and warfare</b> Gunpowder fireworks and firework safety</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events have happened in the past – attempt to blow up parliament</li> <li>• Identify that things from the past might be different to those today – e.g. weapons, houses, fashion, cities etc. Absolute power of monarch.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past may have occurred over a greater period than their lifetime. – length of monarchs rule etc.</li> <li>• Identify that events and changes have happened in order and sequence events in chronological order – order of the gunpowder plot timeline</li> <li>• Identify that there have been different periods of time – Tudors, Victorians, 20<sup>th</sup> C etc.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives What was different when Guy Fawkes was around? What would happen if someone tried it now? Would they be burned? Could you get under parliament that easily now?</li> </ul>

	<ul style="list-style-type: none"> <li>Identify that some things have stayed the same - There was a monarch in Guy Fawkes time and we have one now, there was a parliament and there is now etc.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Identifying that certain events and individuals have had major consequences in history. Guy Fawkes was burned. Effect on religion – Catholics? Dangers of gunpowder realised – firework safety.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify why certain people/events are significant in history.</li> <li>Recognise that we celebrate significant events that happened a long time ago – Bonfire night</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic.</li> <li>Begin to identify some ways that we can find out about the past – stories, pictures, objects</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Understand that items can tell us about someone or something. – Guy Fawkes barrels, clothes etc.</li> <li>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</li> </ul>
<p>Year 1 Summer</p>	<p><b><i>Who was the 'father' of our railways?</i></b> Significant people from history- George Stephenson</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Invention of his Steam Engine (Rocket)</li> <li><b>Housing and architecture</b> – Railway stations</li> <li><b>Food Farming and Trade</b> – people were now able to travel</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Identify that events have happened in the past</li> <li>Identify that things from the past might be different to those today – e.g. transport</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Identify that events and changes have happened in order and sequence events in chronological order – different modes of transport</li> <li>Identify that there have been different periods of time – Tudors, Victorians, 20<sup>th</sup> C etc.</li> <li>Sequence 3 or 4 artefacts or events from distinctly different periods of time. (modes of transport)</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify that changes have happened in history that have had an impact on our lives – How was life different before trains were invented? How did it change life for the average person?</li> <li>Identify that some things have stayed the same – People wanted to move around. People needed to sell their goods etc.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Identifying that certain events and individuals have had major consequences in history – George Stephenson's developments led to national railways etc. Whole country became more accessible.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify why certain people/events are significant in history – achievements, impact etc.</li> <li>Identify why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic.</li> <li>Begin to identify some ways that we can find out about the past – stories, pictures, objects</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Understand that items can tell us about someone or something. – George Stephenson's suitcase.</li> </ul>

<p>Year 2 Autumn</p>	<p><b><i>Are Playstations more fun than my grandparent's toys? (temporary to account for missed learning due to lockdown. To be replaced with Castles, Queens, Kings and Knights from 2021 (Mr T))</i></b></p> <p>Changes within living memory: When my great grandparents were young – toys</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Changes in technology in last 50 years</li> <li>• <b>Entertainment</b> Toys and technology, recreational activities</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events have happened in the past – I was born, I started school, Last Christmas etc.</li> <li>• Identify that things from the past might be different to those today – e.g. houses, cars, games etc.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past may have occurred over a greater period than their lifetime. How long were grandparents at school for? How long have parents/teachers been married (not to each other) etc.</li> <li>• Sequence artefacts in chronological order – toys, technology, fashion etc.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives – How was life different now to when your grandparents were 6?</li> <li>• Identify that some things have stayed the same – grandparents all went to school in the past; they all had similar lessons.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about the past on events within or beyond living memory. Guided enquiries using knowledge from topic.</li> <li>• Begin to identify some ways that we can find out about the past – stories, pictures, objects</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand that items can tell us about someone or something. – Family photographs, heirlooms etc.</li> <li>• Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. (sorting artefacts/toys into 'what did my teacher play with? what did her parents play with and what their grandparents play with?')</li> </ul>
<p>Year 2 Autumn (first two weeks after half term)</p>	<p><b><i>Why do we remember them?</i></b> (short topic -2 weeks)</p> <p>Local history - Significant event: Remembrance Day</p> <ul style="list-style-type: none"> <li>• <b>Society</b> (local people sacrificing themselves for their country)</li> <li>• <b>Entertainment</b> - wartime songs</li> <li>• <b>Weapons and warfare-</b> battlefield, guns, trenches</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – RAF Usworth. What would life be like without sacrifice of others?</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify how periods of time can impact on individuals and events – What was life like in WW1 – soldiers, family back home</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identifying WHY some things have stayed the same throughout history – People still disagree and there are still wars</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identifying that certain events and individuals have had major consequences in history – Impact of world wars on people's lives.</li> </ul>

<p>Year 2 Spring</p>	<p><b>How did a baker burn down an entire city?</b> Significant historical events- people and places in their own locality- Great Fire of London &amp; Fire Newcastle and Gateshead</p> <ul style="list-style-type: none"> <li>• <b>Achievements</b> London rebuilt and introduction of fire safety and fire brigade</li> <li>• <b>Housing and architecture:</b> Before the fire building materials Rebuilding of London change in building materials after fire</li> </ul> <p><b>Weapons and warfare</b> Gunpowder used to stop the fire</p> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally –Great fire – building regs, city design etc.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify and compare periods of time – How was life in 1666 different from now?</li> <li>• Order events on a timeline, giving reasons for their choices – events leading up to and following Great Fire</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identifying that changes throughout history have had important consequences – housing safety &amp; fire service</li> <li>• Identifying WHY some things have stayed the same throughout history – people living in towns/cities – wouldn't it be safer to live in a cave in the middle of nowhere?</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identifying that certain events have significant consequences – what were the key causes of the great fire?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Who was to blame for the great fires? Guided enquiry using knowledge from topic.</li> <li>• Make semi-independent decisions and use evidence provided to justify</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources</li> <li>• Make reasoned interpretations about individuals and events by using a small selection of focused sources</li> <li>• Begin to distinguish between fact and opinion –photos, accounts and stories</li> </ul>
<p>Year 2 Summer</p>	<p><b>Did a Cook really discover Australia?</b> Significant individuals in the past who have contributed to national and international achievements – James Cook.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Cartography Discovery of East Coast Australia, Newfoundland New Zealand coastlines Crossing the Antarctic circle and travelling to places unknown</li> <li>• <b>Society (politics and class)</b> The growth of the Empire, Life in the Royal Navy, Royal Society</li> <li>• <b>Weapons and warfare.</b> The ships of the 1700's. The British Navy and its importance in this era</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Can you imagine a time when people didn't know what was on the other side of the world?</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify and compare periods of time – Captain Cook and George Stephenson similarities and differences of the era.</li> <li>• Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to.' Why didn't we go to space before Australia?</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identifying that changes throughout history have had important consequences – What</li> </ul>

- Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc. Plans to go to Mars etc. People trying to make houses safer.

**Cause and Effect**

- Identifying that certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. What would Australia be like if Cook had not discovered it? Aborigines?

**Significance and Interpretation**

- Identify why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact.
- Identify that certain individuals and events have had an impact locally, nationally and internationally – Captain Cook and his voyages – why did he go? What was Britain trying to do? Growth of empire.

**Historical Enquiry**

- What was Captain Cook's biggest achievement? Guided enquiry using knowledge from topic.
- Make semi-independent decisions and use evidence provided to justify

**Using Sources as Evidence**

- Understand the difference between primary and secondary sources
- Make reasoned interpretations about individuals and events by using a small selection of focused sources
- Begin to distinguish between fact and opinion –photos, accounts and stories

<p>Year 3 Autumn</p>	<p><b><i>Would you like to spend all day underground?</i></b> Local History - A study of Local History taking account of a period of history that shaped the locality.- Mining</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Technological advancements in the mines. Effect of coal on human lives.</li> <li>• <b>Housing and architecture</b> F pit, UCPS as mining school and Beamish</li> <li>• <b>Society (politics and class)</b> Victorian values and child labour. Population and jobs. Local significance – everything revolved around the mines.</li> <li>• <b>Food Farming and Trade</b> Whole area based around pit life</li> <li>• <b>Entertainments</b> How did people entertain themselves – what games were played at school?</li> <li>• <b>Weapons and warfare</b> Mining tools</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Understand when and why mining occurred. Why did people need so much coal? Why did they mine it around here? Industrial revolution – powering new technologies. Why is there very little mining done now?</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of concurrence of civilisations around the world during these times (Stone to Iron Age &amp; Ancient Egypt)</li> <li>• Sequence the different developments and changes in mining over time and justify reasons.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the continuity and changes to the local area due to Mining – Jobs, population.</li> <li>• Understand that life in each time period would not have been the same for everyone living then - miners vs mine owners etc. Child labour. – How would their life have been different to our own?</li> <li>• Consider the technological advances brought about by the mines</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the effects of the mining industry in the local area – How did life change for people in the North East when the mines opened? Jobs, wealth, entertainments, population, daily life. What happened when the mines closed?</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Consider the significance of the mining industry to the North East – Were there any other jobs? How did all of the family contribute to the mining industry?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Did Mining improve our area? Small independent enquiry using pre-selected primary and secondary sources</li> <li>• Begin to make independent decisions and use evidence to justify thoughts and opinions.</li> <li>• Begin to consider how reliable different sources are and justify their use.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Identify primary and secondary sources – artefacts, books, museums etc. – and begin to form opinions based on the evidence</li> </ul>
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<p>Year 3</p> <p>Spring</p>	<p><b><i>How much more advanced is iron than stone?</i></b></p> <p>Stone Age to the Iron Age, including: Hunter gatherers, Early farming, Bronze Age, and Iron Age</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Ability to shape and use metals. Discovery of fire. Invention of the wheel.</li> <li>• <b>Housing and architecture</b> Caves – living conditions Cave paintings telling stories.</li> <li>• <b>Society (politics and class)</b> Hunter gatherers to farmers.</li> <li>• <b>Food Farming and Trade</b> Hunter gatherers to farmers.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge The Stone, Bronze and Iron ages by comparison throughout most lessons (including comparison with each other, with now and with eras previously studied), focusing on: <ul style="list-style-type: none"> <li>○ achievements, (metal work, fire, the wheel)</li> <li>○ housing, (caves, cave paintings)</li> <li>○ society, (hunter gatherers to farmers, begins of permanent residences)</li> <li>○ food, farming and trade, (move to agrarian life)</li> <li>○ beliefs (pagan)</li> </ul> </li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Place Stone, Bronze and Iron Ages into a wider chronological context – in relation to now. (George Stephenson, Great Fire of London, WW1, Captain Cook, Miners, Grandparents)</li> <li>• Understand and use the terms BC (BCE) and AD (CE)</li> <li>• Sequence the key changes throughout the era, justifying how and why they know.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the significant developments and changes throughout the stone, bronze and iron ages (wheel, fire, farming techniques)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify what caused the shift in hunter-gathering to farming – communicate the reasons for it.</li> <li>• Consider the impact on life – new learning about agriculture, domestication of animals, building permanent homes, social hierarchies, more abstract learning (language, writing, civilisation) etc.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain – tools, farming civilization etc</li> <li>• Identify why our interpretations of some time periods is difficult due to limited primary sources or written evidence – consider why it is harder to find evidence, the further back in time you go. How can we fill in the gaps?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to make independent decisions and use evidence to justify thoughts and opinions.</li> <li>• Begin to consider how reliable different sources are and justify their use.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Identify primary and secondary sources – artefacts, books, internet etc.</li> <li>• Consider why sources are limited for the Stone, Bronze and Iron ages.</li> </ul>
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Year 3	<p><b>Could you discover Tutankhamun's tomb?</b></p>
Summer	<p>Achievements of early Civilizations - Ancient Egyptians</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Irrigation. Communication – hieroglyphs</li> <li>• <b>Housing and architecture</b> Pyramids and tombs. Construction techniques. Valley of the Kings.</li> <li>• <b>Society (politics and class)</b> Slaves and Pharaohs. Army only lower class. Upper class had powers and rights.</li> <li>• <b>Food Farming and Trade</b> Irrigation. Trade within and without the Egyptian empire. Growth of empire and end.</li> <li>• <b>Entertainment</b> Sports – especially swimming (importance of the Nile), board games, hunting, parties (jewellery and make up).</li> <li>• <b>Beliefs</b> God like pharaohs – all powerful. Polytheistic religion</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of Ancient Egypt throughout most lessons (including comparison with life in Britain at the time and life in Britain/Egypt today), focusing on: <ul style="list-style-type: none"> <li>○ achievements, (hieroglyphs, irrigation)</li> <li>○ housing, (pyramids, tombs construction)</li> <li>○ society, (slaves and pharaohs)</li> <li>○ food, farming and trade, (irrigation, dependence on the Nile)</li> <li>○ entertainment, (jewellery, parties, hunting, make up)</li> <li>○ beliefs (Gods, pharaohs, polytheistic)</li> </ul> </li> <li>• Understand that the Ancient Egyptian period ran for a long time, with different time periods.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Place Ancient Egypt into a wider chronological context – in relation to now. (George Stephenson, Great Fire of London, WW1, Captain Cook, Miners, Grandparents, Stone Age)</li> <li>• Understand and use the terms BC (BCE) and AD (CE)</li> <li>• Develop an understanding of concurrence of civilisations around the world during these times (Stone to Iron Age &amp; Ancient Egypt)</li> <li>• Consider the duration of each period and relate it to timelines. How does this compare to other periods studied?</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify and consider the changes that occurred throughout the period. (technology, why did they change? What period did they change in? How do the different periods compare?)</li> <li>• Identify continuities throughout the period – religion, wealth disparity etc.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Explore the significance of the Nile to life in Ancient Egypt. What was the effect of harnessing the flood plains and irrigation? Link to natural resource and humans from Geography.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of religion to Ancient Egyptians. How did it affect their daily life?</li> <li>• Consider the significance of the pyramids as structures – 7 wonders etc.</li> <li>• Begin to make own interpretations of historical evidence – Carter's discovery of King Tut's tomb. What can we tell about Tutankhamun?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Investigate the Egyptian belief system by extracting and interpreting information from multiple sources. Could focus on tombs, pharaohs, afterlife, daily worship etc.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Consider why sources are limited for the Stone, Bronze and Iron ages and less so for Ancient Egypt. What does this tell us about the Ancient Egyptians?</li> </ul>



Year 4	<p><b>Has Corona virus ever happened before?</b></p>
Autumn	<p>The Great Plague (1665 – 1666) Newcastle (1636) and advancements in medicine</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Medicine (miasmatic theory - bad air) and sanitation, housing – town planning (link to Great Fire)</li> <li>• <b>Housing and architecture</b> Cramped, slum housing, lack of sanitation. Red crosses on the doors, quarantine.</li> <li>• <b>Society (politics and class)</b> Plague ‘doctors’, so-called ‘nurses’ miasmatic theory (bad air), changes to daily life (grass!) Effects on the wealthy and poor (wealthy often fled cities to the safer countryside).</li> <li>• <b>Food Farming and Trade</b> Trade limitations</li> <li>• <b>Entertainment</b> Ring a ring of roses</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Understand what life in medieval Britain would have been like and how this contributed to the spread of the plague – housing, lack of sanitation etc.</li> <li>• Identify where the medieval ages and specifically black death fit into our overall understanding of history.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence the spread of Black Death across Europe and compare to spread of Corona Virus across world. Are there any similarities, differences? – masks, lockdowns, punishment of the lord?</li> <li>• Understand the terms medieval and dark ages and place into context compared to other eras studied.</li> <li>• Use terminology of centuries to order and sequence events/people, rounding up to the nearest century.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the different responses to the Black Death and the Corona Virus – Remedies, medicine, religion, cultural response, lockdowns, populations etc.</li> <li>• Consider how lives changed for medieval Britons due to the plague.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the cause of the Plague in Britain and its spread across medieval Europe – rats, sanitation etc.</li> <li>• Consider the effect on the population of Britain and Europe after the plague – new laws, changes to ways of life.</li> <li>• Identify the effect of the black death – symptoms, attempted cures etc.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Explore the significance of the outbreak – death rates, population changes etc. Plague had happened before and after but never this badly.</li> <li>• Consider the significance of the Plague when it hit Newcastle and Gateshead in a following wave.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Independent enquiry using a range of primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Evaluate the usefulness and reliability of different sources.</li> <li>• Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence.</li> </ul>

<p>Year 4</p> <p>Spring</p>	<p><b>What have the Roman's ever done for us?</b></p> <p>The Roman Empire and its impact on Britain (not Roman Empire as a whole)</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> sanitation, public order, irrigation, roads, a fresh water system.</li> <li>• <b>Housing and architecture</b> Building with stone - Hadrian's Wall. Spas, Aqueducts, viaducts, Fort towns</li> <li>• <b>Society (politics and class)</b> Emperors, slaves, gladiators. Why were they successful? Different attitudes of different tribes towards the Romans.</li> <li>• <b>Food Farming and Trade</b> Growth of empire – coins with emperor's heads.</li> <li>• <b>Entertainment</b> Gladiators</li> <li>• <b>Beliefs</b> Polytheistic</li> <li>• <b>Weapons and warfare</b> Army life. Rebellion – Boudicca/ different perspectives of Boudicca. Salt and Ale. Tortoise formation. Army structure and roles.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of British history from the Iron Age to Roman Britain, considering what life was like in Celtic Britain prior to the Roman Invasion.</li> <li>• Consider the rise of the Roman empire and how it led to Britain being conquered.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Place Ancient Romans and Roman Britain into the wider context of historical chronology.</li> <li>• Begin to use scaled timelines to understand intervals between events and their durations.</li> <li>• Deepen understanding of concurrent civilisations around the world and their impact on future civilisations.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the changes brought about due to the Roman conquest – public order, roads, architecture, irrigation, water systems, entertainment, sanitation, engineering etc.</li> <li>• Identify the continuities throughout the period – were all Britons affected in the same way? What features of life remained.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the reasons for the invasion of Britain by the Romans and the impact that it had on the lives of people living here, both then and now. – How did it advance British society?</li> <li>• Identify the reasons for the Roman abandonment of Britain and the impact on life in the country following their exit.</li> <li>• Consider the legacy left behind by the Romans.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify why Boudicca is such a significant individual for both British and Roman British history – what was her response to the Roman invasion? How successful was it? (primary resources)</li> <li>• Consider alternative responses to the Roman invasion – Cartimandua.</li> <li>• Understand how decisions and events have consequences, both positive and negative.</li> <li>• Identify why interpretation of different sources is critical to our understanding of the past.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Investigate a significant Roman emperor – Hadrian would be appropriate – Why did he build a wall?</li> <li>• Make independent decisions on using relevant material to answer questions about the past.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Question the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</li> <li>• Compare different versions of the same event, identifying similarities and differences, explaining possible reasons for the anomalies.</li> </ul>
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<p>Year 4 Summer</p>	<p><b><i>Who would have thought that going to the beach could be so dangerous?</i></b>  A Study of an aspect or theme in British history, beyond 1066 – D-Day and the beginning of the end of WW2</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Combination of Allied Forces mounting attack in secret. Planning and innovations.</li> <li>• <b>Society (politics and class)</b> United effort – beginning of end of class system linked to women’s rights and WW1. Nazis and our democracy.</li> <li>• <b>Food Farming and Trade</b> Land Army, rations</li> <li>• <b>Entertainment</b> Keeping spirits up – link to WW1</li> <li>• <b>Weapons and warfare</b> Technological advancements.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge on the build up to, and outbreak of WWII</li> <li>• Understand what life in Britain was like pre-war and during the early years of the war – bombings, evacuations, gas masks, losing loved ones, Churchill etc.</li> <li>• Consider the state of Europe shortly before 6<sup>th</sup> June 1944 – D Day – and the circumstances leading up to it</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence key events from WWII on a scaled timeline, giving reasons for their order.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify how people’s lives changed throughout the war and in the aftermath – soldiers, children, women, society as a whole, poor people, rich people,</li> <li>• Consider how warfare in WW2 was different to warfare in previous areas studied – tactics, weaponry, casualties, technology etc. Were there any similarities?</li> <li>• Investigate the similarities and differences between civilians in both the UK and Germany.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identify the effects on following civilisations and today</li> <li>• Identify the effect on the British Empire due to WWII – Nearly 3million Commonwealth soldiers in the army. Break up of empire.</li> <li>• Consider the effect of D day in turning the tide in the war.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of the D-day landings – why are they consider the beginning of the end of the war?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Investigate the tactics and innovations used on D-day using a range of sources.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources, both German and British and identify how and why propaganda was used and the effect it had on the reliability of primary sources from the time. How might secondary sources written later on be more reliable and unbiased?</li> </ul>
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Year 5  
Autumn

**Usain Bolt and Boris Johnson – How did the Greeks lead us to this?**

Ancient Greece - A study of Greek life and achievements and their influence on the western world

- **Achievements (scientific and cultural)** Democracy, philosophers.
- **Housing and architecture** Temples and amphitheatres,
- **Society (politics and class)** Compare to Saxons, Greece is a collection of states including Athens and Sparta.  
Alexander the Great and mixing of cultures.
- **Food Farming and Trade** Long coastline and islands, trade by sea.
- **Entertainment** Greek myths – why did they use mythology? (Explained phenomena, reinforced ideas of Gods, and justified social and political institutions). Olympics
- **Beliefs** Gods and Goddesses linked to the myths
- **Weapons and warfare** Trojan Horse, Athenian and Spartan wars, Greek warships (link to physical features). Phalanx (similar to tortoise formation – compare with Romans). Alexander the Great and his defeat of Persia, mixing of cultures.

**Constructing the Past**

- Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history (compare to Roman Britain, Ancient Egypt and stone/bronze/iron ages)
- Understand that the Ancient Greek era was very large and split into different periods – link back to Egyptians.

**Sequencing the Past/Chronology**

- Accurately use BC (BCE) and AD (CE) to describe events and periods.
- Sequence key events on a scaled timeline, which crosses BC (BCE) and AD (CE)
- Identify the duration of each period and how long ago these periods were.
- Continue development of concurrent civilisations around the world and their impact on later civilisations

**Continuity and Change**

- Identify the changes of Greek achievements and inventions from different periods – democracy, society, entertainment, beliefs, punishments etc.
- Identify continuities between the different Greek periods – democracy, society, entertainment, beliefs etc.
- Compare the above to life in similar periods of Ancient Egypt.

**Cause and Effect**

- Consider how the geography of the Greek peninsula led to the creation of Greek City-states and the effect this had.
- Identify the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.
- Identify the causes that led to the Peloponnesian wars and the Battle of Thermopylae and the effect it had on the region. Why did Spartans and Athenians dislike each other so? What was different/similar about their lifestyles.

**Significance and Interpretation**

- Use Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints
- Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'
- Consider the significance of Greek innovations on modern day life – why is it known as the 'cradle of democracy'? What is the significance of the Olympics?
- Investigate one of the key Greek thinkers – why were they significant? What changes/ideas are they known for?

**Historical Enquiry**

- Investigate some of the Greek myths – what was their purpose? How did they affect people's lives? Why do we still remember them now?

**Using Sources as Evidence**

- Use sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus

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| <ul style="list-style-type: none"><li>• Identify why viewpoints differ and why bias might skew these viewpoints</li></ul> |  |
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Year 5  
Spring

### ***How would you like to spend your day in a factory?***

Industrial Revolution - A Study of an aspect or theme in British history, beyond 1066

- **Achievements (scientific and cultural)** Cragside, the first electricity production. Compare with modern day environmentally friendly electricity/technologies. Sanitation (link to Romans)
- **Housing and architecture** Factories and mills, Victorian housing, development of towns and cities. Fire and safety developments in mill buildings.
- **Society (politics and class)** Child labour and legislation.
- **Food Farming and Trade** Trade links (Empire) and mass production.
- **Entertainment** Ability and expansion of physical horizons, holidays.

### **Constructing the Past**

- Build an understanding of life in Victorian times and their impact on the world – achievements, housing, society, education and entertainment. Link back to colonialism and British Empire as looked at in WWII and Stephenson topics.
- Construct a clear picture of life at the beginning of the Victorian era compared to life when Victoria died in 1901. Rural

### **Sequencing the Past/Chronology**

- Place Victorian Britain into chronological context and it's legacy and impact today
- Continued development of concurrent civilisations around the world and their impact on later civilisations
- Use scaled timelines to sequence inventions in Industrial revolution and deduce duration and intervals.

### **Continuity and Change**

- Identify the change from early to late Victorian Britain and through to the modern day – society, wealth, sanitation, pollution, workhouses, factories, education, rural to urban living, farming to industry etc
- Identify any similarities before and after the industrial revolution.

### **Cause and Effect**

- Identify what led to Victorian inventors created so many inventions that are still around today technological advances (think back to mining in Y3), new raw materials from Empire, lack of money in agricultural work etc.
- Identify the effect of Victorian inventions on today's world – education, mass manufacture, working conditions, human rights, punishments in schools, growth of Empire

### **Significance and Interpretation**

- Identify the significance of Victorian achievements and their impact on today
- Understanding why others might choose alternative achievements to celebrate
- Interpret the achievements of the Victorians in the context of then and now, right and wrong, good or bad etc.

### **Historical Enquiry**

- Independently identify important achievements from the Victorians using critical thinking, research and debate
- Independent selection of sources, arguments and evidence to justify opinion
- Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate

### **Using Sources as Evidence**

- Conduct an enquiry about the greatest impact of the Victorians on today – deciding what information to look for and how to find it.
- Identify the effectiveness of sources as evidence and use them in debates
- Use census data to investigate population shifts and changes.
- Begin to make references to evidence as justification

Year 5	<p><b>Were the Anglo-Saxons really smashing?</b></p> <p>Britain's invasion and settlement by Anglo Saxons</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Laws and crime and punishment, Weregeld. Development of the English Language</li> <li>• <b>Housing and Architecture</b> Changes in buildings since the Romans left.</li> <li>• <b>Society (politics and class)</b> Roman withdrawal (Collapse of Empire) Different kingdoms and different rulers. Development of a countrywide monarch – Angleland.</li> <li>• <b>Food Farming and Trade</b> Saxons attracted by better arable land and weather conditions in Britain</li> <li>• <b>Entertainment</b> Storytellers- Beowulf, feasting halls and music (Jarrow Hall) Jewellery (link to Sutton Hoo)</li> <li>• <b>Beliefs</b> Christian to Pagan to Christianity (link to Northern Saints, Bede)</li> <li>• <b>Weapons and warfare</b> Invasion and settlement of the Angles, Saxons and Jutes</li> </ul>
Summer	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain – achievements, architecture, society, entertainment, beliefs etc.</li> <li>• Identify the changes in life in Britain in the intervening years between the Romans leaving and the first invaders arriving.</li> <li>• Understand that events in history do not happen one after another and intervals vary in size.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Placing Anglo-Saxon Britain into the wider context of historical chronology</li> <li>• Continued development of concurrent civilisations around the world and their impact on later civilisations</li> <li>• Sequence different periods of invasion onto scaled timelines, justifying reasons and identify duration and intervals.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify changes throughout Anglo-Saxon Britain from Roman Britain – housing, society, foods, entertainment, beliefs etc.</li> <li>• Identify and continuities through the same period.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify what led the different Germanic tribes to leave their homelands and invade Britain. Land, weather, invitation (Hengist and Horsa invited by Vortigern), lack of defences once romans had left.</li> <li>• Consider the effect on British life due to the invasions – would it have made too much difference at first? Did they fight or accept and work/trade with invaders? Beginnings of Christianity, poetry, language as we know it. Eventually led to concept of 'Britain' and our country's name - Angleland</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify how Britain was divided up into kingdoms and the effect this had on the lives of people living there – close to the border could lead to raids, each area dominated by different invading tribes, waxing and waning power of different kingdoms – leave Alfred the Great out as he comes in during the Saxon-Viking struggles in Y6.</li> <li>• Interpret the findings at Sutton Hoo to discern what life might have been like in Anglo-Saxon times.</li> <li>• Compare sources of evidence to help identify reliable information, considering a range of information (author, audience, purpose of a source, where and when it was created).</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Making independent decisions and using a range of evidence to justify opinions</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Consider how our understanding of the Anglo Saxons could be affected by the bias in different sources based on which kingdom it was created in.</li> <li>• Use evidence to build up a picture of a past event</li> </ul>

<p>Year 6 Autumn</p>	<p>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Shipbuilding, exploration.</li> <li>• <b>Society (politics and class)</b> Roles of women (equality) King Alfred the Great and Cnut – why were they both called the Great?</li> <li>• <b>Food Farming and Trade</b> Reasons for invasion - land</li> <li>• <b>Entertainment</b> Hnefertafll</li> <li>• <b>Beliefs</b> Pagan, polytheistic.</li> <li>• <b>Weapons and warfare</b> Link to Blitzkrieg lightning raid. Invasions on Lindisfarne. Compared validity of Anglo Saxon chronicles and Viking sources Fluctuations of success against the Saxons. Danegeld.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build on understanding of life in Saxon times and the long period of the saxon and viking conflict, understanding that power swayed between the two.</li> <li>• Identify the Viking lifestyle and spread across the world before 793AD</li> <li>• Identify the impact on today's world of the conflict – achievements, society, education, entertainment, union</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Place Anglo-Saxon and Viking Britain into the wider context of historical chronology.</li> <li>• Construct and compare scaled timelines, showing the waxing and waning of power between the Saxons and Vikings.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the changes that took place throughout the period – borders, danegeld, burghs, trade, language, education, language, power moving to London etc.</li> <li>• Identify the continuities throughout the period – life for commoners/peasants, tribal struggles, agriculture etc.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Understand the reasons for the Viking invasions – why was Britain an attractive target?</li> <li>• What was the effect of the initial Viking raids (Lindisfarne) – fear, belief, Anglo Saxon chronicles</li> <li>• Identify what led to Alfred the Great becoming a unified leader of the Britons and how this effected life in Britain.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of the first raids on Britain by the Vikings</li> <li>• Interpret the Anglo-Saxon Chronicle to identify their views of the Vikings and identify potential for bias in primary sources.</li> <li>• Consider the Significance Alfred the Great and Cnut the great had on the battle for power in the conflict (danegeld, education, burghs, beginning of England as we know it)</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Critical thinking, reasoning, research and debate</li> <li>• Independent selection of sources, arguments and evidence to justify opinion</li> <li>• Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Know that secondary sources are interpretations of events and that historians can disagree about causes and consequences of key events.</li> <li>• Bring knowledge gathered from different sources together.</li> <li>• Evaluate the reliability of sources of evidence, considering a range of information (author, audience, purpose of a source, where and when it was created).</li> </ul>
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Year 6  
Spring

### ***What on Earth is a Ziggurat and what do you do with one?***

A non-European society – Classic Mayan Civilization.

- **Achievements (scientific and cultural)** Astronomy, place value number system including 0,
- **Housing and architecture** Ziggurats, stone buildings (link to Anglo Saxons at the time).
- **Society (politics and class)** Nobles and peasants and the class system. Strict rules.
- **Food Farming and Trade** Collapse of civilisation over farming of the land
- **Entertainment** Celebrations, pok-a-tok.
- **Beliefs** polytheistic beliefs, sacrifices (mainly animal) Blood-letting
- **Weapons and warfare** Warring between city states

#### **Constructing the Past**

- Compare Anglo-Saxon Britain with the Mayan civilisation (beliefs, achievements, building/technology, beliefs, society, entertainment etc.
- Consider the reasoning for similarities/differences between each civilisation.
- Understand the scale of the Mayan period (link to Egyptians, Greeks) and understand that it was broken into different periods and could be said to still be going today.

#### **Sequencing the Past/Chronology**

- Place Ancient Maya into chronological context and in direct comparison with Anglo-Saxons/Vikings in Britain.
- Create scaled timelines of the key developments in the Mayan era and compare with timelines for Saxons/Vikings, considering duration, intervals etc.
- Continued development of concurrent civilisations around the world and their impact on later civilisations.
- Use BC/BCE and AD/CE to describe events and periods.

#### **Continuity and Change**

- Identify changes throughout the Mayan period – agriculture, technological advancements, astronomy, city states etc.
- Identify continuities throughout the period – beliefs, entertainment, society etc.
- Investigate the difference between life for peasants and nobles in Mayan society

#### **Cause and Effect**

- Consider the effect on modern life of Mayan achievements (number system – zero)
- Investigate what caused the majority of the Mayan civilisation to suddenly disappear by examining different sources.
- Identify the effect on Mayan life and society of their belief system (nobles and peasants, ziggurat building)

#### **Significance and Interpretation**

- Consider the significance of religion to the Ancient Mayans and the impact it had on their life. (town planning, bloodletting, sacrifice, afterlife, Pok A, Tok etc)
- Interpret different sources about the decline of the city states.

#### **Historical Enquiry**

- Independently carry out a line of enquiry , selecting relevant sources, arguments and evidence to justify an opinion.
- Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate

#### **Using Sources as Evidence**

- Identify the effectiveness of sources as evidence
- Use a range of sources of evidence to form a conclusion.

Year 6	<p><b>Britain used to own 25% of the world. We were pretty great, weren't we?</b></p>
Summer	<p>A Study of an aspect or theme in British history, beyond 1066 - Spread of Empire, slavery, trade, and demise of empire</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Owned 25% of globe; Made British government very rich due to taxes of people who had never set foot in Britain and work of slaves.</li> <li>• <b>Society (politics and class)</b> British view of natives in colonised countries – savages/sense of superiority; Did they genuinely believe that they were making the lives of the savages better by bringing European goods, skills and technology?; Underground railroad – Harriet Tubman; Partus sequitur ventrem law; Emancipation proclamation; Near eradication of aborigines and native Americans.</li> <li>• <b>Food Farming and</b> Trade Introduction of new products brought back from the colonies: coffee, cotton, tobacco, tea etc as well as gold and other minerals/jewels from Africa; Created plenty of job opportunities</li> <li>• <b>Entertainment</b> Wealthy Brits visiting colonies on holiday. Spread of sports – look at which countries are best at cricket, rugby etc.</li> <li>• <b>Beliefs</b> Spread of Christianity – link back to crusades.</li> <li>• <b>Weapons and warfare</b> Strength of British Navy – more land meant more ports; Wanted to claim land so that the French, Spanish or Dutch didn't; American War of Independence and Civil War.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build an understanding of what led to the development of the British empire (East India Company, trade, wealth, power, adventure, naval strength, competition etc.</li> <li>• Identify the complete spread of the Empire at its height and what is left now.</li> <li>• Consider the impact on the world today of the British Empire.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Order events of the rise and fall of the empire on scaled timeline, giving justifications for selections.</li> <li>• Place empire growth and fall into wider context of world history – WW1 and 2, Tudors, slavery, Columbus, Cook, Industrial revolution, American wars etc.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the changes in the different conquered lands as a result of being claimed by Britain.</li> <li>• Consider the different effects for rich, poor and slaves.</li> <li>• Identify the changes in Britain as a result of the empire growth and fall.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify what led to the growth of the empire and what ultimately led to its downfall.</li> <li>• Consider the wide-ranging effect of Britain's empire on the world today – slavery, sport, society, trade, disputes, religion.</li> <li>• Consider how the slave trade has led to long-lasting racism that is still around today.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Interpret different sources to consider different views of the empire – greedy, slaves, treatment of aboriginals etc. vs power, strength, helping others improve, spread wealth, religion etc.</li> <li>• Consider the significance of individuals and events in the fight to get equal rights for slaves, leading to fighting for racial equality. (Partus sequitur ventrem law, emancipation proclamation, Harriet Tubman, Martin Luther King, Black Lives Matter etc)</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources, arguments and evidence to investigate and develop a reasoned argument about whether the empire as a whole was a good or bad thing?</li> <li>• Independent selection of sources, arguments and evidence to justify opinion</li> <li>• Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Evaluate the reliability of sources of evidence, considering a range of information (author, audience, purpose of a source, where and when it was created).</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Understand that people can find evidence to prove their point of view, discounting evidence that disproves it (confirmation bias)</li><li>• Identify the effectiveness of sources as evidence</li></ul> |
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