



# Clifton All Saints Academy

## Curriculum Subject Map

### History EYFS-Year 6

	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS	<a href="#">HA EYFS scheme of work</a> Remembrance Day, Harvest, Chronology -time related vocabulary <a href="#">Books for topics EYFS link</a>					
	KS1	Chronology – language and sequencing events, Timelines, Remembrance Day <a href="#">HA Poppy Day</a> <b>Rising Stars scheme</b> <a href="#">My Rising Stars link</a> <a href="#">Books for topics link</a>					
	KS2	Timelines Chronology – recapping regularly previous taught periods and people/events. <i>Make sure all periods taught are on our class timelines so children can see where new taught periods/events fit.</i> <b>Rising Stars scheme</b> <a href="#">My Rising Stars link</a> <a href="#">Books for topics link</a>					
EYFS	Rec'	<b>Let's Celebrate</b> Festivals & celebrations -link with class		<b>Walking with Dinosaurs/Marvellous Me</b> Our lives – past and present. Similarities/differences and changes		<b>Telling a Tale</b> History vocabulary through stories.	
KS1	Y1		<b>What was life like when our grandparents were children?</b> Changes over living memory - (this will be used to reveal aspects of change in national life e.g. toys and leisure time) <a href="#">HA Our families past</a>		<b>How did the first flight change the world/Why were the Rainhill trials important?</b> Lives of significant individuals in the past who have contributed to national and international achievements. <a href="#">HA Women and aviation</a>		<b>Who were the greatest explorers?</b> The lives of significant individuals in the past who have contributed to national and international achievements. This should be used to compare aspects of life in different periods <a href="#">Famous for 5 Minutes Explorers HA Significant Explorers scheme</a>
	Y2		<b>Did the Great Fire of London make London a better or worse place?</b>		<b>Who are our local heroes?</b>		<b>How have holidays changed over time?</b>

			Events beyond living memory that are significant nationally - Great Fire of London (link with Covid, plague) <a href="#">HA Great Fire of London</a>		Significant people and places in their own locality <a href="#">Bedfordshire Famous People</a> <a href="#">HA Sir Walter Tull</a>		<i>Changes within living memory</i>
KS2	Y3	What was new about the New Stone Age? Stone Age to Iron Age <i>(Changes in Britain from Stone Age to Iron Age)</i> <a href="#">Hamilton Plans</a> <a href="#">HA Stone Age to Iron Age scheme</a>		Which was more impressive –the Bronze Age or the Stone Age? <i>(Changes in Britain from Stone Age to Iron Age)</i>  <a href="#">HA Iron Age</a>		Local History – Why should we preserve our locality? Local historical sites- Local church <i>(a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)</i> Adapt ppt to reflect local buildings and historical sites. <a href="#">HA Churches and history</a>	
	Y4		How has Crime and Punishment changed over time? Crime & Punishment <i>(changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century)</i> <a href="#">Hamilton Plans</a>	What happened when the Romans came to Britain? Roman impact on Britain <i>(the Roman and its impact on Britain)</i> <a href="#">Romans HA scheme 2021-22</a> Yr 4 teach Yr 3 Local History unit as already taught Roman unit during lock down	How much did the Ancient Egyptians achieve? Ancient Egypt (an in-depth study of where and when the first civilizations appeared) <a href="#">HA Ancient Egypt scheme</a>		
	Y5		What was Anglo-Saxon period really a Dark Age? Anglo Saxons <i>(Britain's settlements by the Anglo-Saxons and</i>		Would the Vikings do anything for money? <i>(Viking and the Anglo-Saxon struggle for the Kingdom of England)</i>		What makes people go on a journey? Journeys – <i>(a study of an aspect of history or a site dating from a period beyond 1066 that is</i>

			Scots) <a href="#">Hamilton Plans</a> <a href="#">HA Anglo Saxons</a>		<a href="#">HA Vikings planning</a> Teach Aztec Unit as Vikings was taught in Lockdown		<i>significant in the locality.)</i> Link migration today with events in the past. <a href="#">HA Journeys Unit</a>
	Y6		What did the Greeks do for us? <i>(Greek life and achievements and their influence on the western world)</i> <a href="#">HA Ancient Greeks</a>		Why should we remember the Maya? Maya Civilisation. (achievements of a non-European society) <a href="#">Maya HA scheme</a>		Did WW1 or WW2 have the biggest impact on the local area? <i>(a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)</i> <a href="#">WW2 Children Beds' Pack</a> <a href="#">Women at Bletchley Park</a> <a href="#">Bletchley Park KS2</a> <a href="#">HA WW2</a> <a href="#">Hamilton WW1 Plan</a>

## AUTUMN

<b>EYFS</b>	All About Me – using the children’s own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations. <a href="#">HA EYFS scheme of work</a>					
<b>Books</b>	The Growing Story, Once there were giants. A Chair for Baby Bear.					
<b>Robins across the term.</b>	<b>What is Harvest?</b>	<b>Why do people celebrate Diwali and Bonfire Night?</b>	<b>What is the cenotaph?</b>	<b>What is Hannukah?</b>	<b>Why do American’s celebrate Thanksgiving?</b>	<b>Why do we celebrate Christmas?</b>
<b>Cross curricular links:</b>	To understand the effect of changing seasons on the natural world around them. Chn to learn about harvest. Why do communities celebrate harvest?	Watch let’s celebrate Diwali on CBBC Discuss the Celebration add Rama and Sita to the timeline Listen to the story of Guy Fawkes and talk about it. When else do we use fireworks? Add Guy Fawkes and the Gunpowder plot to the timeline.	Chn to learn that a cenotaph is a special place. Show the children different photos of cenotaphs. It’s a place we go to think about the fallen. Chn to share any knowledge and experiences of family members who served in the armed forces. Add the first world war to the timeline	Watch let’s celebrate Hanukkah on CBBC Discuss the celebration. After reading Hanukkah Bear and watching let’s celebrate talk about the key ways that Jews celebrate Hanukkah. Do the two information sources match? Add to timeline.	Children to listen to story behind the first Thanks Giving. Learn how American’s celebrate Thanks’ Giving. Compare Thanks Giving to other familiar celebrations. Link Thanksgiving to anti-bullying and inter-faith week- Pilgrims fleeing England and the Native Americans helping	Look at how Christmas was celebrated in the past and across the world.  Add birth of Christ to the timeline.  Review our timeline using language including: before, after, next, now, long ago.
<b>Key vocab</b>	Past young/old celebrate festivals baby child teenager adult Bonfire Night 5 <sup>th</sup> November then, before, now, next, soon. Growing Cenotaph war Poppy remember photographs old/new					
<b>ELG</b>	<b>Past and Present ELG</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;					

<b>Y1</b>	<b>Changes over living memory - (this will be used to reveal aspects of change in national life e.g. toys and leisure time)</b>					
<b>Books</b>	Peepo. What did the tree see? Grandpa Bodley and the Photographs.					
<b>Y1</b>  DT: toy and household object design and Manufacture  English: conducting interviews  Geography: map work, local services, comparing the changes over time using maps and photographs	<b>To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood.</b> <b>Has childhood always been the same?</b> Develop an awareness of the past. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods.	<b>To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s.</b> <b>Was Grandad's home like mine?</b> Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing parts of sources to show that they know and understand key features. Understand some of the ways in which we find out about the past.	<b>To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s.</b> <b>Did Granny have an Xbox?</b> Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing parts of sources to show that they know and understand key features. Understand some of the ways in which we find out about the past.	<b>To be able to identify and describe similarities and differences between shops today and those when our grandparents were children.</b> <b>What was a trip to the shops like for Grandma?</b> Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing parts of sources to show that they know and understand key features. Understand some of the ways in which we find out about the past.	<b>To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience.</b> <b>What was school like for Grandad?</b> Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing parts of sources to show that they know and understand key features. Understand some of the ways in which we find out about the past.	<b>To be able to use my knowledge of Grandad's school to take part in a role play.</b> <b>What was life like when our grandparents were children?</b> Understand some of the ways in which we find out about the past. Identify different ways in which it is represented. Answer questions showing that they know and understand the key features.
	Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, writing and arithmetic), school, chalk board, dip pen and ink.					
<b>Assess</b>	<b>"End of Year 1, expected:</b> Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words."					

<b>Y2</b>	<b>BONFIRE NIGHT AND THE GREAT FIRE OF LONDON: Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?</b>					
<b>Books</b>	The Great Fire of London (anniversary edition) Toby And the Great Fire Of London. The Great Fire of London (Usborne Book)					
<p>Art: paintings scenes related to both events, collage</p> <ul style="list-style-type: none"> <li>• DT: making model houses from the Stuart period, comparisons with modern firefighting</li> <li>• English: debating issues, reciting poetry, writing poems, diaries</li> <li>• Geography: map work</li> <li>• PSHE: treating people fairly, sharing differences and being positive and tolerant about them</li> <li>• RE: different religions</li> <li>• Science: heat and light</li> </ul>	<p><b>To understand what the Gunpowder Plot was.</b></p> <p><b>What happened on 5th November 1605?</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Choose and use parts of stories and other sources that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented.</p>	<p><b>To understand why Guy Fawkes took the action he did in 1605.</b></p> <p><b>Was Guy Fawkes a hero or a villain?</b></p> <p>Use a wide vocabulary of everyday historical terms. Choose and use parts of stories and other sources that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented.</p>	<p><b>To understand how Bonfire Night has changed over the years, and why it is still celebrated.</b></p> <p><b>Do we celebrate Bonfire Night now just to have fun?</b></p> <p>Use a wide vocabulary of everyday historical terms. Choose and use parts of stories and other sources that they know, and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented.</p>	<p><b>To know what happened during the Great Fire of London.</b></p> <p><b>What happened in London on 2nd September 1666?</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where events they study fit within a chronological framework. Choose and use parts of stories and other sources that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented.</p>	<p><b>To understand why the Great Fire of London spread so quickly.</b></p> <p><b>Why did the fire spread so quickly?</b></p> <p>Use a wide vocabulary of everyday historical terms. Choose and use parts of stories and other sources that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented.</p>	<p><b>To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire.</b></p> <p><b>Why do we know so much about the Great Fire?</b></p> <p>Use a wide vocabulary of everyday historical terms. Choose and use parts of stories and other sources that they know, and understand key features of events. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented.</p>
<b>Key vocab:</b>	Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.					
<b>Assessment</b>	<p><b>"End of Year 2, expected:</b></p> <p>Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot.</p> <p>Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place. "</p>					

<b>Y3</b>	<b>Stone Age to Iron Age What was new about the new Stone Age? (Changes in Britain from Stone Age to Iron Age)</b>					
<b>Books</b>	Stone-age Boy. The First Drawing, How to Wash a Woolly Mammoth.					
<p>Y3 The Stone Age</p> <p>Cross Curricular: Science Rocks</p> <p>Art</p> <p>Geography British Isles</p>	<p>To define the ‘Stone Age’ and its different periods. <b>Why is it called the ‘Stone Age’?</b> Develop a chronologically secure knowledge and understanding of British history. Develop the appropriate use of historical terms. Construct informed responses that involve the selection of relevant historical information.</p>	<p>To use sources to identify distinctive features of two time periods. <b>What was life like in the Old and Middle Stone Ages?</b> Develop a chronologically secure knowledge and understanding of British history. Develop the appropriate use of historical terms. Regularly address historically valid questions about similarity and difference. Construct informed responses that involve the selection of relevant historical information.</p>	<p>To compare change between the Neolithic period and earlier periods. <b>How much change happened in the New Stone Age?</b> Develop a chronologically secure knowledge and understanding of British history. Develop the appropriate use of historical terms, and note connections and contrasts over time. Regularly address historically valid questions about similarity and difference. Construct informed responses that involve the selection of relevant historical information..</p>	<p>To know about life in Neolithic times from investigating historical and archaeological sources. <b>What can the village of Skara Brae tell us about life in Neolithic times?</b> Develop the appropriate use of historical terms, and make connections and contrasts over time. Regularly address historically valid questions about similarity and difference. Construct informed responses that involve the selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To provide valid reasons for the existence of monuments. <b>Why did the Neolithic people build monuments?</b> Regularly address historically valid questions about similarity and difference. Construct informed responses that involve the selection of relevant historical information.</p>	<p>To perform a role play showing the extent of change during the Stone Age. <b>Was great progress made in the Stone Age?</b> Establish clear narratives within and across the periods they study. Develop the use of historical terms, and note connections and contrasts over time. Construct informed responses that involve the selection of relevant historical information.</p>
<b>Key Vocab</b>	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.					
<b>Assess</b>	<p><b>"End of Year 3, expected:</b> Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection. "</p>					

**Y4 Crime & Punishment (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century)**

**Books** Smuggler’s Daughter. Oliver Twist, Robin Hood,

<p>Art: make a wanted poster for Dick Turpin using old techniques, e.g. printing blocks</p> <p>English: write a ballad about Dick Turpin, write the diary of a Victorian school child</p> <p>Maths: statistics</p> <p>PSCHE: equality, citizenship, rules and laws, doing the right thing, British values</p>	<p><b>To understand how and why laws and punishments change over time.</b>  <b>Do laws and punishments change over time?</b>          Develop a chronologically secure knowledge and understanding of British history. Establish clear narratives over periods of study. Note connections, contrasts and trends over time and develop the use of historical terms.</p>	<p><b>I can explain how attitudes towards crime have changed over time.</b>  <b>What is a crime?</b>          Develop a chronologically secure knowledge and understanding of British history. Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and develop the use of historical terms.</p>	<p><b>To understand how and why the police force has changed over time.</b>  <b>How has the police force changed over time?</b>          Address historically valid questions about continuity, and change and cause. Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and develop the use of historical terms.</p>	<p><b>To understand that views on what is a punishment have changed over time.</b>  <b>What were punishments in the past meant to achieve?</b>          Address historically valid questions about continuity, and change and cause. Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and develop the use of historical terms.</p>	<p><b>To understand how and why attitudes towards the suffragettes have changed over time.</b>  <b>How and why have attitudes changed towards the suffragettes?</b>          Address and devise historically valid questions about continuity, change and cause. Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time and develop the use of historical terms.</p>	<p><b>To share our knowledge about the changes in Crime and Punishment.</b>  <b>How has Crime and Punishment changed over time?</b>          Address and devise historically valid questions about continuity and change, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
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**Key vocab** Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.

**Assess** "End of Year 4, expected:  
 Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like.  
 Can use the sources to compile a detailed description of what Dick Turpin was like.  
 Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources."



<b>Y5</b>	<b>THE ANGLO-SAXONS: Was the Anglo-Saxon period really a Dark Age?</b>					
<b>Books</b>	The Princess who hid in a tree. King Arthur and the Round Table. Beowulf by Michael Morpurgo					
<p>Art: writing in runes, making a rune stick, writing illuminated letters</p> <p>DT: making a model of an Anglo-Saxon village</p> <p>English: drama and storytelling, debating</p> <p>Geography: map work, settlements</p> <p>PSCHE: making informed, responsible choices</p> <p>RE: exploring different beliefs, burial practices</p> <p>Science: how to select materials for a certain job, including weaponry, housing and jewellery</p>	<p><b>To know who the Anglo-Saxons were, and why and when they chose to settle in England.</b></p> <p><b>Who were the Anglo-Saxons and why did they choose to settle in England?</b></p> <p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>To discover how the Anglo-Saxons lived using archaeological evidence.</b></p> <p><b>What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?</b></p> <p>Develop the appropriate use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>To be able to explain why the Staffordshire Hoard was so significant.</b></p> <p><b>How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?</b></p> <p>Note connections, contrasts and trends over time.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Adapt for local Anglo-Saxon hoard.</b></p>	<p><b>To know about some of the key documents related to Anglo-Saxon times and their limitations.</b></p> <p><b>How useful is written evidence in finding out about the Anglo-Saxons?</b></p> <p>Note connections, contrasts and trends over time.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>To produce a valid argument about whether this period deserves to be called a 'Dark Age'.</b></p> <p><b>Was the Anglo-Saxon period really a 'Dark Age'?</b></p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and devise historically valid questions about significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>To understand what can be discovered about the past from archaeological remains.</b></p> <p><b>What can be discovered about the past from archaeological remain?</b></p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
<b>Key vocab</b>	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.					
<b>Assess</b>	<p><b>"End of Year 5, expected:</b></p> <p>Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.</p> <p>Will be able to make some links between this sequence to the events and people within other time periods studied. "</p>					

<b>Y6</b>	<b>Greek life and achievements and their influence on the western world</b>					
<b>Books</b>	<b>Mark of the Cyclops. Who let the Gods Out?</b>					
<b>Y6</b>	To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day.	To compare the lives led by the Spartans and the Athenians.	To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games.	To understand the importance of religion and the gods to the Ancient Greek people.	To utilise evidence to know and understand the importance of warfare in Ancient Greece.	To communicate my knowledge and understanding of the legacy of the Greeks.
<b>Cross Curricular:</b>	with other civilisations and present day.	<b>How different were the Spartans and the Athenians?</b>	<b>How similar were the London 2012 Olympic Games to those held in Ancient Greece?</b>	<b>What can we learn about the Ancient Greeks from their myths and religion?</b>	<b>Why did the Ancient Greeks fight so many wars?</b>	<b>What did the Ancient Greeks do for us?</b>
<b>PE</b>	<b>Why did the Ancient Greek Empire become so important?</b>	Develop the use of historical terms.	Continue to develop a chronologically secure knowledge and understanding of world history and make connections between periods studied.	Continue to develop a chronologically secure knowledge and understanding of world history and make connections between periods studied.	Continue to develop a chronologically secure knowledge and understanding of world history.	Continue to develop a chronologically secure knowledge and understanding of world history.
<b>RE</b>		Address and devise historically valid questions.	Develop the use of historical terms.	Develop the use of historical terms.	Develop the use of historical terms.	Develop the use of historical terms.
<b>PSHE</b>		Understand how our knowledge of the past is constructed from a range of sources.	Consistently answer and ask historically valid questions about similarity and difference.	Consistently answer and ask historically valid questions about similarity and difference.	Consistently answer and ask historically valid questions about similarity and difference.	Consistently answer and ask historically valid questions about significance.
<b>Science</b>	Continue to develop a chronologically secure knowledge and understanding of world history. Develop the use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Consistently answer and ask historically valid questions about similarity and difference.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	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.	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.	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.	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.
<b>Key vocab.</b>	Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.					
<b>Assess</b>	"End of Year 6, expected: Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. Can accurately identify links between this sequence and the events of other periods studied."					

**SPRING**

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
EYFS		<p><b>Ourselves</b> Talking about ourselves, families and friends. Looking at how we have grown. Baby clinic role play area to explore the early stages of development</p>	<p>Looking at the features of the environment that the dinosaurs in the stories live in. How are the same to life now and how are they different? Human features.</p> <p>Looking at how dinosaurs lived compared to life now</p>			

<b>Y1</b>	<b>THE GREATEST EXPLORERS: Who were the greatest explorers?</b>					
<b>Books</b>	The Darkest Dark, The Skies Above my Eyes, Everest, Great Adventurers					
<p>Art: creating a memorial</p> <p>English: debating, diaries and journals</p> <p>Geography: transport, regions, map work, climate</p> <p>Science: materials, space</p>	<p>To learn about what explorers did in history and do now, and explain their achievements. <b>What is an explorer?</b> Know where the people they study fit within a chronological framework. Develop an awareness of the past, using common words and phrases relating to the passing of time. I know what an explorer is and what they do. I can locate some explorers on a timeline. I can describe what the explorers achieved and why their achievements are important.</p>	<p>To learn about the life of Ibn Battuta and why his travels are important. <b>Why was Ibn Battuta a great explorer?</b> Know where the people they study fit within a chronological framework. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented. I can identify key events in the life of Ibn Battuta. I know when Ibn Battuta lived, and can locate him on a timeline. I can explain why Ibn Battuta's exploration was important.</p>	<p>To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer. <b>Does everyone agree that Captain Cook was a great explorer?</b> Know where the people they study fit within a chronological framework. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented. Ask and answer questions, choosing and using sources to show that they know and understand the key features of events. I know the key events in the life of Captain Cook. I can explain why Captain Cook's exploration was significant. I understand that there are differing views about Captain Cook's achievements.</p>	<p>To understand why Roald Amundsen reached the South Pole before Captain Scott. <b>Why did Roald Amundsen win the race to the South Pole?</b> Know where the people they study fit within a chronological framework. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented. Use parts of sources to show that they know and understand key features of events. I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. I understand why Roald Amundsen reached the South Pole before Captain Scott. I can compare the achievements of Amundsen and Scott.</p>	<p>To know and understand Sunita Williams' achievements as an explorer. <b>What did Sunita Williams do to make her a great explorer?</b> Know where the people they study fit within a chronological framework. Use common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented. I can explain the achievements of Sunita Williams. I understand why her achievements are significant. I can give valid reasons why in the past there have been fewer female explorers than male explorers..</p>	<p>To consider who is the greatest explorer, and be able to explain the reasons. <b>Who is the greatest explorer?</b> Know where the people they study fit within a chronological framework. Understand some of the ways in which we find out about the past. Identify different ways in which it is represented. Use parts of sources to show that they know and understand key features of events. I can explain what it means to be a great explorer. I can provide valid reasons for why I have made my selection. I understand that other people may have differing and equally valid viewpoints..</p>
<b>Vocab'</b>	Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.					
<b>Assess</b>	<p><b>"End of Year 1, expected:</b> The child can give a number of valid reasons why the explorer is significant.</p> <ul style="list-style-type: none"> <li>• The child demonstrates an understanding of the term 'significance'.</li> <li>• The child gives a valid reason why one aspect of an explorer's life is particularly important.</li> <li>• The child is beginning to make connections between the achievements of one explorer with those of another explorer from a different time period.</li> <li>• With support, the child may achieve some of the aspects of children exceeding expectations/working at greater depth.</li> </ul>					

<b>Y2</b>	<b>OUR LOCAL HEROES: Who are our local heroes?</b>					
<b>Books</b>	Little People Big Dreams-Captain Tom Moore. Fantastically Great Women series, Max.					
<p>Art: photography on visits</p> <p>DT: museum design</p> <p>English: interviewing skills</p> <p>Geography: map work</p>	<p><b>To understand what makes a hero, and identify some local heroes from the past.</b></p> <p><b>What makes someone a hero?</b></p> <p>Use common words and phrases relating to the passing of time. Know where people they study fit within a chronological framework. Ask and answer questions. Study significant historical people and places in their own locality. I understand what makes someone a hero. I can identify qualities of people who are considered heroes. I can locate these people's lives on a timeline.</p>	<p><b>To use an image as a source to find out about a person in the past.</b></p> <p><b>What can images tell us about our local heroes?</b></p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Choose parts of sources to show that they know and understand key features of events. Know where the people they study fit within a chronological framework. I can use an image to give me information about a person (this can be a photo, drawing or painting). I can reach conclusions from the information provided by the image. I understand the limitations of using just one type of source.</p>	<p><b>To use an object as a source to find out about a person in the past.</b></p> <p><b>What can objects tell us about our local heroes?</b></p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Choose parts of sources to show that they know and understand key features of events. Know where the people they study fit within a chronological framework. I can use an object to give me information about a person. I can reach conclusions from the information provided by the object. I understand the limitations of using just one type of source.</p>	<p><b>To use a document as a source to find out about a person from the past.</b></p> <p><b>What can documents tell us about our local heroes?</b></p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Choose parts of sources to show that they know and understand key features of events. Know where the people they study fit within a chronological framework. I can use a document to give me information about a person. I can reach conclusions from the information provided by the document. I understand the limitations of using just one type of source.</p>	<p><b>To be able to use a visit or visitor to find out about a local hero.</b></p> <p><b>What can a visit or visitor tell us about our local heroes?</b></p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Choose parts of sources to show that they know and understand key features of events. Know where the people they study fit within a chronological framework. I can use a visit or visitor to provide information about a person. I can reach conclusions from the information provided by the visit or visitor. I understand the limitations of using just one type of source.</p>	<p><b>To decide who the greatest local hero is.</b></p> <p><b>To create a 'local hero' class museum to share findings.</b></p> <p><b>Who is our greatest local hero?</b></p> <p>Choose parts of sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. Know where the people they study fit within a chronological framework. I can provide valid reasons why someone could be considered the greatest hero. I can understand that there will be differing viewpoints about who the greatest hero is. I can understand the purpose of a museum and how it can be organised.</p>
<b>Vocab'</b>	Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document, census return, handwritten, information, significant, museum, display, exhibit, curator..					
<b>Assess</b>	<p><b>End of Year 2, expected:</b> In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> <li>• ask and answer questions</li> <li>• study significant historical people and places in their own locality</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• choose parts of sources to show that they know and understand key features of events</li> <li>• use a wide vocabulary of everyday historical terms.</li> </ul>					



<b>Y3</b>	<b>THE BRONZE AGE AND THE IRON AGE: Which was more impressive – the Bronze Age or the Iron Age?</b>						
<b>Books</b>	Skara Brae, The Boy with the Bronze Axe						
<p>Art: Celtic knot patterns and chalk hill figures</p> <p>DT: Celtic food, making a model roundhouse with wattle and daub, investigating tool designing, including the use of moulds</p> <p>English: researching information, writing a persuasive argument, drama and roleplay, communicating findings</p> <p>Geography: map work, settlements</p> <p>Maths: chronology, BC and AD</p> <ul style="list-style-type: none"> <li>• RE: burial practices</li> <li>• Science: properties of materials &amp; decomposition</li> </ul>	<p><b>To understand the importance of the improvements made by using bronze.</b></p> <p><b>What difference did bronze make?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Address historically valid questions about change, similarity and difference. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>I can locate the Bronze Age on a timeline. I can describe some key features of the Bronze Age. I can explain why changes in the Bronze Age impacted people's lives.</p>	<p><b>To use sources in order to find out more about Bronze Age life.</b></p> <p><b>How does the Amesbury Archer help us know more about the Bronze Age?</b></p> <p>Develop the use of historical terms. Address historically valid questions about trends and significance. Understand how our knowledge of the past is constructed from a range of sources. I can work out information about the Bronze Age from using sources. I know and understand about aspects of life in the Bronze Age. I can organise and present information from my research.</p>	<p><b>To reach a conclusion about the scale of the achievements made in the Iron Age.</b></p> <p><b>Do we agree that not much happened in the Iron Age?</b></p> <p>Understand how our knowledge of the past is constructed from a range of sources. Address historically valid questions about change, similarity and difference. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can identify important features about the Iron Age. I can explain why there are differing viewpoints about the Iron Age. I can support my opinions with accurate information.</p>	<p><b>To make a comparison between home life in the Bronze Age and the Iron Age.</b></p> <p><b>Was home life much better in the Iron Age than the Bronze Age?</b></p> <p>Address historically valid questions about change, similarity and difference. 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. I can find similarities and differences between Bronze Age and Iron Age houses and home life. I can make an informed decision about which period was better. I can explain which sources provide evidence about homes in these periods.</p>	<p><b>To understand the dangers faced in Bronze and Iron Age Britain.</b></p> <p><b>Do you think this was a dangerous time for people to live?</b></p> <p>Address historically valid questions about change, similarity and difference. 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. I can identify some of the dangers Bronze and Iron Age people faced. I can explain some of the ways people at this time protected themselves. I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages.</p>	<p><b>To reach an overall judgement comparing the Bronze Age to the Iron Age.</b></p> <p><b>Which was more impressive – the Bronze Age or the Iron Age?</b></p> <p>Address historically valid questions about trends 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. I can describe key features of life in the Bronze and Iron Ages. I can explain several reasons why one time period was more impressive than the other. I can support my opinions with evidence.</p>	
<b>Vocab'</b>	Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.						
<b>Assess</b>	<b>"End of Year 3, expected:</b>						





<b>Y4</b>	<b>THE ANCIENT EGYPTIANS: How much did the Ancient Egyptians achieve?</b>					
<b>Books</b>	The Time Travelling Cat and the Egyptian Goddess; The Egyptian Cinderella by Shirley Climo; Macy and the Riddle of the Sphinx					
<p>Art: hieroglyphics – creating your own cartouche</p> <p>DT: making your own papyrus, investigating pyramid construction, making models of a Shaduf</p> <p>English: researching information, writing a diary or newspaper account</p> <p>Geography: physical characteristics and climate, using maps, agriculture</p> <p>Maths: timelines</p> <p>RE: understanding and comparing beliefs, gods and afterlife</p> <p>Science: mummification processes – mummifying an object,</p>	<p><b>To identify reasons why the Ancient Egyptians are considered a successful civilisation.</b></p> <p><b>Why were people able to prosper in the desert land of Ancient Egypt?</b></p> <p>Study the achievements of the earliest civilisations. Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time. Develop the use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. I can use a timeline to locate Ancient Egypt and other ancient civilisations. I can explain why the Nile was so important to the Egyptians. I can provide some reasons why the Ancient Egyptians were successful.</p>	<p><b>To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.</b></p> <p><b>Why do we know so much about the Ancient Egyptians and their achievements?</b></p> <p>Address and devise historically valid questions about similarity, difference and significance. Develop the use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. I can identify some of the main sources of evidence about Ancient Egyptian life. I can reach some conclusions about Ancient Egyptian life from looking at the evidence. I understand why some of this evidence can be found in Britain and other countries.</p>	<p><b>To understand how different groups of people contributed to Ancient Egyptian achievements.</b></p> <p><b>How did different groups of people contribute to the achievements of Ancient Egyptian society?</b></p> <p>Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I can describe a range of different roles and jobs carried out by the Egyptians. I can place the different roles in a hierarchy of importance. I can explain how one of the different groups contributed to significant achievements..</p>	<p><b>To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.</b></p> <p><b>What can we learn about the Ancient Egyptians from the Great Pyramid?</b></p> <p>Address and devise historically valid questions about 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. I can identify and explain reasons why the Egyptians built the pyramids. I can make suggestions about how the pyramids were built. I can reach some conclusions about the Ancient Egyptian people through studying the pyramids.</p>	<p><b>To understand Ancient Egyptians beliefs about creation and the afterlife.</b></p> <p><b>Are you surprised by Ancient Egyptian religion?</b></p> <p>Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I know important details about Egyptian religion. I can explain why the Egyptians did certain things as part of their religion. I can use artefacts and images to find out about Egyptian religion.</p>	<p><b>To be able to identify the most important achievements of the Ancient Egyptians.</b></p> <p><b>How much did the Ancient Egyptians achieve?</b></p> <p>Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I can describe achievements made by the Ancient Egyptians. I can argue why one achievement may be greater than another. I can compare the achievements made by the Ancient Egyptians with those of other societies...</p>
<b>Vocab'</b>	Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.					
<b>Assess</b>	<b>"End of Year 4, expected:</b>					



<b>Y5</b>	<b>THE VIKINGS: Would the Vikings do anything for money?</b>					
<b>Books</b>	Saving the Unicorn's Horn by Julia Edwards, How to be a Viking Cressida Cowell; Norse Mythology by Neil Gaiman					
<p>English: writing kennings, news report of a Viking raid, discussion and debate mythology and legend around Sagas</p> <p>DT: investigate Vikings as craftsmen – design a Viking brooch (based on the Pitney brooch), research Viking diet and plan a Viking feast</p> <p>Geography: map work, migration (Viking place names)</p>	<p><b>To understand why there are differing accounts of what happened during the raid on Lindisfarne.</b></p> <p><b>What happened when the Vikings raided Britain in 793 AD?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Understand how our knowledge of the past is constructed from a range of sources. I know about the events at Lindisfarne on 8th June 793 AD. I can use sources to find out what happened at Lindisfarne. I understand the limitations of the evidence available regarding the raid on Lindisfarne.</p>	<p><b>To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave</b></p> <p><b>Why did so many Vikings leave home?</b></p> <p>Establish clear narratives within and across the periods. Develop the appropriate use of historical terms. Address historically valid questions about cause. Construct informed responses that involve the thoughtful selection of relevant historical information. I know what the way of life was like for Vikings at home. I can use evidence to identify valid reasons why the Vikings would want to leave their home. I understand that the Vikings were traders as well as raiders.</p>	<p><b>To know when, where and why the Vikings settled in Britain.</b></p> <p><b>Why did so many Vikings settle in Britain?</b></p> <p>Develop the appropriate use of historical terms. Address historically valid questions about cause. Construct informed responses that involve the thoughtful selection of relevant historical information. I know where the Vikings settled in Britain. I can explain why the Vikings settled in Britain. I know what Viking settlements were like, and I understand that they were varied.</p>	<p><b>To present a valid argument for whether King Alfred deserved the title 'Great'.</b></p> <p><b>Did King Alfred deserve the title of Great?</b></p> <p>Develop the appropriate use of historical terms. Address historically valid questions about significance. Construct informed responses that involve the thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I know the key events in Alfred's life. I can reach a valid judgement on how successful Alfred was against the Vikings. I can offer a valid opinion about whether Alfred should be called 'Great'.</p>	<p><b>To know what evidence we have about the Vikings, and to evaluate the quality of the evidence.</b></p> <p><b>How has our view of the Vikings been influenced, and would everyone at the time have had this view?</b></p> <p>Develop the appropriate use of historical terms. Address historically valid questions about significance. Construct informed responses that involve the thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I know that the Vikings themselves left very little written evidence. I understand that the majority of the written evidence about the Vikings is biased. I understand that it is very difficult to form a definitive picture of the Vikings.</p>	<p><b>To create a Viking saga reflecting what you know about the Vikings.</b></p> <p><b>Would the Vikings do anything for money?</b></p> <p>Note contrasts and connections over time. Develop the appropriate use of historical terms. Construct informed responses that involve the thoughtful selection and organisation of relevant historical information. I understand what a saga is and what it should include. I understand that sagas are not necessarily all true. I can write my own Viking saga using the information I have learned about the Vikings..</p>
<b>Vocab'</b>	Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga					
<b>Assess</b>	<b>"End of Year 5, expected:</b>					



<b>Y6</b>	<b>THE MAYA CIVILISATION: Why should we remember the Maya?</b>						
<b>Books</b>	Rain Player, The Great Kapok Tree, The Chocolate Tree (A Mayan Folktale)						
<p>Art: making pots in the style of the Maya  DT: pyramids  English: creative writing about lost cities  Geography: impact of changes to the climate on a society  Maths: doing calculations in different types of number systems  Music: percussion and wind instrument music in the style of the Maya  RE: exploring different aspects of what people believed in, comparing creation stories  Science: exploring the impact of technology on other societies</p>	<p><b>To use evidence to reach conclusions about the lives of the Maya in the past and the present.</b>  <b>What can we learn about the Ancient Maya from the lives of the Maya today?</b>  Establish clear narratives within and across periods they study.  Regularly address historically valid questions about similarity and difference.  I know where and how the Maya live today.  I can use evidence about the Maya today to reach a conclusion about the Maya in the past.  I can generate further questions to check my findings and deepen my understanding.</p>	<p><b>To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.</b>  <b>What can we learn about the Maya by investigating their ancient cities?</b>  Regularly address historically valid questions about 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.  I can ask and answer questions about the Maya using evidence.  I can reach conclusions about the Maya using archaeological evidence.  I understand the limitations of reaching conclusions using just archaeological evidence.</p>	<p><b>To know and understand why religion was important to the Maya.</b>  <b>Why did the Maya have so many gods?</b>  Note connections, contrasts and trends over time, and develop the appropriate use of historical terms.  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.  I understand why the Maya had many gods.  I can explain the significance of the Maya creation myth.  I can make links between the beliefs of the Maya and other societies studied.</p>	<p><b>To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was.</b>  <b>Were the Maya as clever as people in the 21st century?</b>  Develop the appropriate use of historical terms.  Address and devise historically valid questions about 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.  I can find out relevant information about Maya technology and culture.  I can reach a valid conclusion about how advanced a society the Maya were.  I can make a comparison between the achievements of the Maya and other societies.</p>	<p><b>To be able to provide valid reasons why the Maya disappeared around 900 AD.</b>  <b>What happened to the Maya?</b>  Address and devise historically valid questions about change, cause and significance.  Construct informed responses that involve the thoughtful selection and organisation of relevant historical information.  I understand that most of the Maya disappeared around 900 AD.  I know that historians disagree about why this happened.  I can present my own interpretation of events around 900 AD.</p>	<p><b>To reach a conclusion about whether the Maya are a significant society and should be remembered.</b>  <b>Why should we remember the Maya?</b>  Understand how our knowledge of the past is constructed from a range of sources.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  I can present valid reasons why the Maya should or should not be remembered.  I can use examples from a variety of themes to support conclusions reached.  I can use evidence from sources to support conclusions reached.  I can link together evidence from a range of sources to strengthen conclusions.</p>	
<b>Vocab'</b>	Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.						
<b>Assess</b>	<b>"End of Year 6, expected:</b>						





**SUMMER**

	WEEK 1	WEEK 2	WEEEK 3	WEEK 4	WEEK 5	WEEEK 6
<b>EYFS</b>						
<b>KEY WORDS:</b>						
<b>CROSS CURRICULAR:</b>						



<b>Y1</b>	<b>GREAT INVENTIONS: TRANSPORT: How did the first flight change the world? Why were the Rainhill Trials important?</b>					
<b>Books</b>	Oi Get off my Train, Emma Jayne’s Aeroplane, I am Ameila Earhart, Lockomotive. Three Cheers for Inventors! by Marcia Williams					
<p><b>Art:</b> collage, design for the commemorative train</p> <p><b>DT:</b> exploring the design of the Flyer, making their own models, comparisons of aeroplane and train/engine designs over time</p> <p><b>English:</b> writing a description of being on a train travelling somewhere, writing factual sentences describing the features of a train</p> <p><b>Geography:</b> map work – locating places from both stories, routes, trade, communications</p> <p><b>Maths:</b> chronology – timelining, time and distances of journeys</p> <p>• <b>Science:</b> how things work, steam power, principles of flight</p>	<p><b>To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story.</b></p> <p><b>Who flew the first aeroplane?</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where people and events they study fit within a chronological framework. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. I can retell the story of the first flight. I can explain why the Wright brothers may have wanted to fly. I know about some of the sources of evidence we can use to find out about the first flight.</p>	<p><b>To know what early aeroplanes were like, and be able to compare them to modern aircrafts.</b></p> <p><b>What were early aeroplanes like, and how did they fly?</b></p> <p>Identify similarities and differences between ways of life in periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. I can describe some key features of the Wright’s Flyer. I can identify similarities between a modern aeroplane and the Flyer. I can identify differences between a modern aeroplane and the Flyer.</p>	<p><b>To understand the importance of the aeroplane.</b></p> <p><b>How have aeroplanes changed the world?</b></p> <p>Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. Understand some of the ways in which we find out about the past. I can identify the role that an aeroplane plays today. I can describe how these tasks were carried out before the aeroplane was invented. I understand how important aeroplanes are today.</p>	<p><b>To know what happened at the Rainhill Trials.</b></p> <p><b>What happened at the Rainhill Trials?</b></p> <p>Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using part of stories and other sources to show that they know and understand key features. I know when and why the Rainhill Trials happened. I know about some of the key events of the Rainhill Trials. I can use sources to find out information about the Rainhill Trials.</p>	<p><b>To understand why the Rainhill Trials was an important event in railway history.</b></p> <p><b>Why are the Rainhill Trials remembered?</b></p> <p>Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. Understand some of the ways in which we find out about the past. I can identify some of the roles that trains play today. I can describe how these roles were undertaken before the steam engine was invented. I understand the significance of the Rainhill Trials.</p>	<p><b>To understand how important events can be commemorated.</b></p> <p><b>Why were the Rainhill Trials important?</b></p> <p>Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. Understand some of the ways in which we find out about the past. I can give valid reasons why the Rainhill Trials was a significant event. I understand how significant events can be remembered. I can produce my own design for a train commemorating the Rainhill Trials.</p>
<b>Vocab’</b>	Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source locomotive, freight, significance, commemorate, livery					
<b>Assess</b>	<b>"End of Year 1, expected:</b>					

<b>Y2</b>	<b>HOLIDAYS: How have holidays changed over time?</b>					
<b>Books</b>	Lucy and Tom at the Seaside by Shirley Hughes; Seaside Holidays Then and Now by Clare Hibbert, The Beach, Lighthouse Keeper's Lunch.					
<p>Art: seaside artwork focusing on artists specialising in seascapes  DT: using different materials to create features of a 1950s seaside, making puppets in the style of Punch and Judy  English: conducting interviews, story writing  Geography: map work, transport, leisure  Maths: compiling questionnaire s and data handling  RE: religious festivals/holidays</p>	<p><b>To know what seaside holidays were like when our grandparents were children.</b>  <b>Where did Grandma go on holiday as a child?</b>  Learn about changes within living memory.  Understand historical concepts such as continuity and change, similarity and difference.  Ask historically valid questions.  I understand why people go on holiday to the seaside.  I know some of the key features of a seaside holiday when our grandparents were children.  I can reach conclusions about seaside holidays by interviewing a visitor.</p>	<p><b>To use photographs to provide information about seaside holidays in the recent past.</b>  <b>What can a photograph tell us about seaside holidays in the past?</b>  Identify similarities and differences between ways of life in different periods.  Ask and answer questions.  Use 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.  I can reach conclusions about seaside holidays from using a photograph.  I understand the importance of using more than one source to reach a conclusion.  I can compare a seaside holiday in the past with one today.</p>	<p><b>To use sources to provide information about seaside holidays in the recent past.</b>  <b>What can souvenirs tell us about seaside holidays in the recent past?</b>  Identify similarities and differences between ways of life in different periods.  Ask and answer questions.  Use parts of stories and other sources to show they know and understand key features of events.  Understand some of the ways in which we find out about the past.  Identify different ways in which the past is represented.  I can identify souvenirs and explain their significance.  I can reach conclusions about seaside holidays using souvenirs and other sources.  I can communicate the knowledge I have about seaside holidays in the past.</p>	<p><b>To use stories to provide information about seaside holidays in the recent past.</b>  <b>What can stories tell us about seaside holidays in the recent past?</b>  Learn about changes within living memory.  Use a wide range of everyday historical terms.  Use parts of stories and other sources to show they know and understand key features of events.  Identify different ways in which the past is represented.  I can reach conclusions about seaside holidays from a story.  I understand that fiction can be used as a source of evidence.  I can write my own story based on factual information.</p>	<p><b>To understand the diversity of holiday experiences from when our grandparents were children.</b>  <b>Were all holidays the same when our grandparents were children?</b>  Learn about changes within living memory.  Use a wide range of everyday historical terms.  Use sources to show they know and understand the past.  Identify similarities and differences between ways of life in different periods.  Suggest reasons why changes took place.  I know about a range of holiday experiences in the recent past.  I can explain why holiday experiences were different.  I can compile a questionnaire to research holidays in the past.</p>	<p><b>To use our knowledge of the seaside in the past to create our own reconstruction.</b>  <b>What was it like on a 1950s seaside holiday?</b>  Learn about changes within living memory.  Use a wide range of everyday historical terms.  Identify different ways in which the past is represented.  I can apply knowledge learned to create a scene from the past.  I understand what a reconstruction is.  I understand the features of a seaside holiday from the past.</p>
<b>Vocab'</b>	Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation					
<b>Assess</b>	<b>"End of Year 2, expected:</b>					



<b>Y3</b>	<b>LOCAL HISTORY: Why should we preserve our locality?</b>					
<b>Books</b>	The House that Once Was by Julie Fogliano & Lane Smith; Step Inside Homes Through History Goldie Hawk & Sarah Gibb					
<p>Art: creative work responding to the locality, art in the style of a local artist</p> <p>DT: designing and making items for the campaign, models of buildings or sites of particular significance</p> <p>English: letter-writing, blogs, social media campaigns</p> <p>Geography: map work, routes, locality, physical and human geography and changes in recent memory</p>	<p>To understand what makes a building special.</p> <p>What makes a building/site special?</p> <p>Develop a chronologically secure knowledge and understanding of British and local history.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and devise historical valid questions about change, cause, similarity, difference and significance.</p> <p>I can explain why some of the buildings in my area are special.</p> <p>I can observe and describe architectural features.</p> <p>I can make links between a building and the history of the locality (or country).</p>	<p>To understand that there are a diverse range of reasons why buildings are listed.</p> <p>Should all listed buildings be preserved?</p> <p>Address and devise historical valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve selection of relevant information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>I understand why different sites may be preserved.</p> <p>I understand there are differing viewpoints as to whether a site should be preserved.</p> <p>I can explain why I believe a site should or should not be preserved.</p>	<p>To reach a decision on whether a building is worth saving.</p> <p>Can we find a listed building of the future?</p> <p>Address and devise historical valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve selection of relevant information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can recognise the features that make a building worth saving.</p> <p>I can understand that people may have differing viewpoints.</p> <p>I can present my viewpoint on whether a building should be saved.</p>	<p>To plan a campaign for an 'at risk' building.</p> <p>Can we plan a campaign to save our building?</p> <p>Address and devise historical valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve a selection of relevant information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>I know about my 'at risk' building and why it should be saved.</p> <p>I can plan a campaign to save my 'at risk' building.</p> <p>I can make links between my building and the history of the locality.</p> <p>(2 lessons)</p>	<p>To produce a creative response to our campaign buildings to show at an exhibition.</p> <p>Why should we preserve our locality?</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve a selection of relevant information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can use my knowledge of the building to produce a creative piece of work.</p> <p>I can choose an appropriate creative approach to communicate my ideas.</p> <p>I can explain why we should preserve our locality.</p>	
<b>Vocab'</b>	Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.					
<b>Assess</b>	<b>"End of Year 3, expected:</b>					

<b>Y4</b>	<b>ROMAN BRITAIN: What happened when the Romans came to Britain?</b>					
<b>Books</b>	Escape From Pompeii, Roman Brit series, Romans on the Rampage Jeremy Strong					
<p>Art: Roman mosaics, Roman architecture, creating props for the Big Finish</p> <p>Computing: researching DT: creating models of Roman roads, aqueducts, catapults (trebuchet), writing tablets etc., designing coins, creating props for the Big Finish</p> <p>English: letter-writing, origins of words,</p> <p>Geography: researching Roman place names, map work, routes, transport systems</p> <p>Maths Roman numerals,</p>	<p><b>To understand the reasons why the Romans wanted to invade and settle in Britain.</b></p> <p><b>Why did the Romans invade Britain?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Address historically valid questions about change and cause. Construct informed responses that involve the thoughtful selection of relevant historical information. I can describe some of the details about the Roman invasion. I can provide some valid reasons why the Romans wanted to invade Britain. I understand that there were differing viewpoints about invading Britain.</p>	<p><b>To understand why the Romans were able to defeat the Celts.</b></p> <p><b>How easy was it for the Romans to take over Britain?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Address historically valid questions about change and cause. Construct informed responses that involve the thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I can explain when and how the Romans conquered Britain. I am aware of the range of evidence available to find out about how the Celts were defeated. I understand why there are differing interpretations of the invasion and resistance.</p>	<p><b>To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall.</b></p> <p><b>Was life hard for a Roman soldier on Hadrian's Wall?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Address historically valid questions about change and cause. Construct informed responses that involve the thoughtful selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. I can describe what life was like for a Roman soldier on Hadrian's Wall. I understand why the Vindolanda tablets are such an important piece of evidence. I can use evidence to present a valid argument on whether life was hard for a soldier on the wall.</p>	<p><b>To be able to reach a valid conclusion on whether Roman roads were a positive development.</b></p> <p><b>Were the Roman roads a positive development for everyone?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Address historically valid questions about significance. Construct informed responses that involve the thoughtful selection of relevant historical information. I know where and why the Romans built their roads I understand how Roman roads were built. I can explain the consequences of building the roads for different groups of people.</p>	<p><b>To use evidence to decide which of the Roman developments has the greatest significance today.</b></p> <p><b>What did the Romans leave behind that is still of significance today?</b></p> <p>Develop a chronologically secure knowledge and understanding of British history. Note connections, contrasts and trends over time, and develop the appropriate use of historical terms. Address historically valid questions about significance. Construct informed responses that involve the thoughtful selection of relevant historical information. I can explain what the Romans did which is still of significance today. I understand that some Roman developments are of more importance now than others. I can use a variety of resources to obtain information about the achievements of the Romans.</p>	<p><b>To use evidence to re-enact experiences in the Roman army.</b></p> <p><b>What happened when the Romans came to Britain?</b></p> <p>Address and devise historically valid questions about similarity and difference, and significance. Construct informed responses that involve the thoughtful selection and organisation of historical information. Understand how our knowledge of the past is constructed from a range of sources. I know information about the Roman army. I can use evidence to inform my re-enactment of being a soldier. I understand the limitations of a re-enactment as a representation of the past.</p>
<b>Vocab'</b>	Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.					
<b>Assess</b>	<b>"End of Year 4, expected:</b>					

<b>Y5</b>	<b>JOURNEYS: What makes people go on a journey?</b>					
<b>Books</b>	Kaspar: Prince of Cats by Michael Morpurgo; Coming to England, The Boy at the Back of the Class, Journey.					
<p>DT: design and build an Elizabethan ship</p> <p>English: write a poem about one of the journeys studied</p> <p>Geography: map work, comparing countries around the world to identify similarity and difference related to push and pull factors</p> <p>PSCHE: to have a better understanding of the nature of migration, collaboration, kindness, discrimination, fairness in the modern world</p>	<p><b>To know and understand why people undertake journeys.</b> <b>What makes people go on a journey?</b> Develop a chronologically secure knowledge and understanding of British and world history. Establish clear narratives. Address and devise historically valid questions about significance and cause and change. I can explain a range of reasons why people undertake journeys now, and why they did in the past. I understand that journeys can be both a positive and negative experience for the traveller. I understand that journeys can have an impact on a range of people.</p>	<p><b>To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times.</b> <b>Was Walter Raleigh just in it for the money?</b> Develop a chronologically secure knowledge and understanding of British and world history. Understand how our knowledge of the past is constructed from a range of sources. Address and devise historically valid questions about change and significance. I can explain a range of reasons why Walter Raleigh explored other lands. I understand that Raleigh's voyages had both a positive and negative impact on people. I can find out information about Walter Raleigh and Tudor exploration from a range of sources.</p>	<p><b>To know and understand why the Irish 3rd class passengers travelled on the Titanic</b> <b>Why did the Irish 3rd class passengers on the Titanic make the journey to America?</b> Develop a chronologically secure knowledge and understanding of British and world history. Understand how our knowledge of the past is constructed from a range of sources. Address historically valid questions about change and significance. I can explain a range of reasons why the Irish 3rd class passengers travelled on the Titanic. I can find out information about the journey of the Titanic from a variety of sources. I understand the difference between a fact and an opinion.</p>	<p><b>To know and understand why the Kindertransport took place.</b> <b>How did Vera Schaufeld become a refugee?</b> Develop a chronologically secure knowledge and understanding of British and world history. Note connections, contrasts and trends over time. Understand how our knowledge of the past is constructed from a range of sources. Address historically valid questions about change and significance. I can explain why the Kindertransport took place. I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport. I understand both the positive and negative aspects of the Kindertransport.</p>	<p><b>To know and understand why people travelled on the Empire Windrush.</b> <b>Why did people sail on the Empire Windrush?</b> Develop a chronologically secure knowledge and understanding of British and world history. Note connections, contrasts and trends over time. Understand how our knowledge of the past is constructed from a range of sources. Address historically valid questions about change and significance. I can explain why people travelled on the Empire Windrush. I can use a range of sources to find out what life was like for the passengers on the Empire Windrush. I understand that there may be differing interpretations of the same event.</p>	<p><b>To know and understand why refugees risk their lives making journeys today.</b> <b>What makes refugees go on a difficult journey today?</b> Develop a chronologically secure knowledge and understanding of British and world history. Note connections, contrasts and trends over time. Address historically valid questions about change and significance. I can explain a range of reasons why people are prepared to risk their lives making journeys. I understand why there are a range of viewpoints about refugees in the UK. I can give examples of the positive contributions to Britain made by refugees.</p>
<b>Vocab'</b>	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.					
<b>Assess</b>	<b>"End of Year 5, expected:</b>					



<b>Y6</b>	<b>THE IMPACT OF WAR: Did WWI or WWII have the biggest impact on our locality?</b>						
<b>Books</b>	<b>Goodnight Mister Tom by Michelle Magorian; ;The Machine Gunners by Robert Westall; Carrie’s War by Nina Bawden;</b>						
<p>Art: make wartime-style posters English: write the diary of an evacuee Geography: map work</p> <p>Maths: do sums using old pre-decimal currency and ration coupons PSHE: equality in the workplace (women working), citizens pulling together for the common good</p>	<p>To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality. <b>How can we find out about the people in our locality who died in the First and Second World Wars?</b> Develop a chronologically secure knowledge and understanding of British, local and world history. Address historically valid questions about change and significance. Understand how our knowledge of the past is constructed from a range of sources. I know about, and can compare, the numbers of deaths in our locality in both World Wars. I can find information from a war memorial or war grave, and understand how this can be utilised. I can evaluate the usefulness of these sources of evidence.</p>	<p>To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality. <b>How did the wars impact children’s lives in our locality?</b> Note connections and contrasts. Address and devise historically valid questions about change, cause and significance. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of historical information. I understand that the experiences of children in the locality were varied. I can gather information from a range of sources. I can evaluate whether a source is useful.</p>	<p>To know and understand how the World Wars impacted daily life. <b>How did the World Wars change daily life?</b> Address and devise historically valid questions about change, cause and significance. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of historical information. I can explain some of the ways in which daily life changed during the wars. I understand that the impact of the wars varied by region and between families. I can use a variety of sources to obtain evidence about daily life during the wars.</p>	<p>To be able to explain if it was more dangerous to live in our locality in the First or Second World War. <b>Was it more dangerous living in our locality in the First or Second World War?</b> Address and devise historically valid questions about change, cause and significance. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of historical information. I know what steps were taken locally and nationally to lessen the impact of attack in both World Wars. I understand that the advances in warfare made the civilian population more vulnerable to attack in the Second World War. I understand that the degree of danger in each of the wars varied by region and between families.</p>	<p>To design a memorial that reflects the contribution made by people in the locality in both World Wars. <b>How should we remember the contribution made by our community during the World Wars?</b> Note connections, contrasts and trends. Develop the use of appropriate historical terms. Address and devise historically valid questions about change, cause and significance. Understand how our knowledge of the past is constructed from a range of sources. I can design a memorial that represents the breadth of experience of people in the locality in both World Wars. I understand how symbolism may be used in a memorial. I can use sources to provide evidence to inform my memorial design.</p>	<p>To collect and present all our knowledge about the locality in wartime in an engaging and informative way. <b>Did the First or Second World War have the biggest impact on our locality?</b> Note connections, contrasts and trends. Develop the use of appropriate historical terms. Address and devise historically valid questions about change, cause and significance. Understand how our knowledge of the past is constructed from a range of sources. I can reach a conclusion of the overall impact of the wars on the local community. I can present the information I have collected about wartime in the locality. I can decide how to stage an exhibition, and what to include.</p>	
<b>Vocab’</b>	Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.						
<b>Assess</b>	<b>"End of Year 6, expected:</b>						



## RESOURCES

Resources are stored in topic boxes in the library.

History off the Page

Meema the Cavewoman

Celtic Harmony – art virtual lesson.

Magistrates Mock trial day- link with Crime & Punishment Year 4