



History Long Term Plan

Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Tiaras and Turrets	Famous People	Roald Dahl	How to Train Your Dragon	Natural Disasters - What Rocks our Earth?	The Victorious Victorians
Key Question	What was life like in a Medieval Castle?	Why do we remember them?	Why is he a significant person to remember?	How did England change during the settlement of the Anglo-Saxons and Vikings?		Was the Victorians era important?
Key Content	Identify the features of a castle including Dudley Castle. Understand what life was like in the past. Paint, sketch and build castles. Investigate the properties of materials. Share stories with castles.	Looking at the lives and work of these famous people from history of Great Britain and the rest of the World Queen Elizabeth II Neil Armstrong Vincent Van Gogh Mary Seacole Florence Nightingale	Understand why he is important and influential. How he brought about changes. Investigate how he influenced popular culture in a way that still affects us today.	The achievements of the Anglo-Saxons and Vikings from 410 CE to 1066 CE. What life in England was like after the fall of the Roman Empire The reasons why the Anglo-Saxons travelled to England's shores and decided to settle. How England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land. Who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.		Who Queen Victoria was. Understand where people lived at the start of the Victorian times. Investigate what society and life in a workhouse was like. Understand the effect the coming of the railways had. Compare the life of rich and poor Victorian people How the coming of the Industrial Revolution changed people's lives. Understand the British Empire.
Skills	<ul style="list-style-type: none"> •Chronology I can place events and some artefacts on a timeline. •Evidence and Interpretation With support, I can observe or handle some evidence to ask questions about the past. •Cause and Consequence I can begin to explain why monarchs built castles and what the consequences of these actions were. •Change and Continuity I can describe changes and historical events. •Similarity and Difference I can compare the similarities and differences between different castles. •Historical Significance I can begin to talk about key events of a significant king/queen or castle. 	<ul style="list-style-type: none"> • Chronology I can place famous people and events on a timeline. • Evidence and Interpretation With support, I can use evidence of famous people's lives to ask questions about the past. • Cause and Consequence I can discuss the causes of famous people's actions and what we found out from their actions. • Change and Continuity I can begin to identify changes over a period of time. • Similarity and Difference I can use pictures and stories to find out about the past and compare different people. • Historical Significance I can name significant people from the past. 	<ul style="list-style-type: none"> • Chronology I can place famous people and events on a timeline. • Evidence and Interpretation With support, I can use evidence of famous people's lives to ask questions about the past. • Cause and Consequence I can discuss the causes of famous people's actions and what we found out from their actions. • Change and Continuity I can begin to identify changes over a period of time and describe these changes. • Similarity and Difference I can use pictures and stories to find out about the past and compare different people. • Historical Significance I can name significant people from the past. 	<ul style="list-style-type: none"> • Chronology Use dates accurately in describing events and people. • Evidence and Interpretation <ul style="list-style-type: none"> - Use sources of evidence to deduce information about the Saxons and Vikings. - Discuss whether the evidence is reliable and explain why. • Cause and Consequence <ul style="list-style-type: none"> - Describe causes of invasion in Britain and what the consequences were. • Change and Continuity <ul style="list-style-type: none"> - Identify periods of rapid change in history. - Explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. • Similarity and Difference Compare similarities and differences between Anglo-Saxon and Viking culture. • Historical Significance Describe the social and cultural significance of a past society. 		<ul style="list-style-type: none"> • Chronology <ul style="list-style-type: none"> - I can use dates and terms accurately in describing events. - I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Evidence and Interpretation <ul style="list-style-type: none"> - I can analyse a wide range of evidence in order to justify claims about the past. - I can explain that no single source of evidence gives the full answer to questions about the past. - With support, I can refine lines of enquiry as appropriate. • Cause and Consequence I can describe causes of events and their consequences in The Victorian Era. • Change and Continuity <ul style="list-style-type: none"> - I can identify changes in the Victorian Era. - I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. - I can use appropriate historical vocabulary to communicate change and continuity. • Similarity and Difference <ul style="list-style-type: none"> - I can compare similarities and differences in eras over time. - I can compare the main changes in a period of history with the present day. • Historical Significance

						<ul style="list-style-type: none"> - I can describe the social, ethnic, cultural or religious diversity of past society. - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Suggested Outcome	<ul style="list-style-type: none"> Identify features of a castle and their functions Identify features of Dudley Castle Identify that different buildings are built for different purposes Understand where and why castles were built Paint, sketch and build castles. Investigate the properties of materials. Share stories with castles. 	<ul style="list-style-type: none"> Make a simple timeline about a key figure's life. Read books about significant figures. Gallery of significant individuals. Role play events (potentially using recreations of primary sources) Hot seat the teacher and create questions. Poster or double page spread about what they have learnt. 	<ul style="list-style-type: none"> Name and locate countries and cities of the United Kingdom Locate world's countries and specific places within those countries 	<ul style="list-style-type: none"> Now Press Play Vikings Plotting Viking invasion on maps and planning own invasion Viking gods - debate which is the most influential and design own Viking God Analysis of Viking armour and weapons. Build own weapons and stage own invasion in playground Viking food- design menu and prepare Viking feast Build Viking long ships Lindisfarne source 		Diary Information text – similarities/differences/introduction/conclusion Timetable for Victorian School day Timeline of Queen Victoria's life Contrasting maps identifying countries in the British Empire – then and now comparing and contrasting industrial changes Timeline of inventions Fact file on key Victorian individual Instructions – How to build an Isambard Brunel inspired bridge List/table of jobs for Victorian children including responsibilities/pay/dangers
Subject Specific Vocabulary	King Queen Castle Motte and Bailey Turret Bailey Ramparts Dungeon Shield Tower Suits of Armour Lance Moat Knight Drawbridge Flags Portcullis	Monarch Parliament Succession Famous The present The past The future Day Week Month long ago old clue memory year decade timeline similar different	Significant Past Old Clue Memory Year Decade Timeline Similar Different Houses Photograph Opinion artefact	Empire Emperor Rebellion Raid Pillage Barbarian Invasion Legion Rebel Status Aristocracy Settlement Native Migration Tribe Kingdom Capital Pagan Hostile Idol Scandinavia Priory monk		Industry Industrial revolution Invention Migrate Reign Revolution Typhoid Workhouses Sovereign
Theme Specific Vocabulary	Bailey Turret Ramparts Dungeon Shield Tower Suits of Armour Lance Moat Knight Drawbridge Flags Portcullis	Parliament Succession Famous Monarch	Writer Author Success Story Characters Settings Poet	Anglo Saxon Archer Axe Dane Danegeld Valhalla Viking Exile Freyja Helmet Saga Spear Sword Thor Odin Outlaw Pagan Pillage Raid Runes Horncup Jarl Monastery Norse Longship Longhouse Kingdom King		Chimney Sweep Steam Engine Abacus Cobbles Slum Workhouse Bantling Blagger Industrial Revolution Landlord Mangle Matron Privy Sovereign
Challenge	Why was Dudley the chosen location for a castle? What features make the most effective castle?	What makes a person significant? Who else is a significant person?	Are any of the places Roald Dahl visited represented in his stories?	- Consider how the future might be impacted by the events of the past. - Make statements which are justified by historical evidence. - Create a project about the Staffordshire Hoard and Sutton Hoo. - Find out how early Anglo-Saxons wrote and how this changed over time and why.		What would our local area look like if the industrial revolution occurred elsewhere? What about the Victorian era inspired the industrial revolution?

Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Them	It's Christmas!	Poppies and Fireworks	Marvellous Mythology	How to Train Your Dragon	Natural Disasters - What Rocks our Earth?	Tragic Titanic
Key Question	How far can one-man travel?	Why do we remember?	Where can I find a dragon?	Were the Vikings really viscious?		Was it the iceberg?
Key Content	<p>Learn the story of the first Christmas and take part in The Nativity.</p> <p>Find out how Christmas is celebrated around the world and compare with how we celebrate ourselves.</p> <p>How the way we celebrate Christmas has changed over time</p>	<p>Have an awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy.</p> <p>Deepen their understanding of the events of the Gunpowder Plot</p> <p>How bonfire night has been celebrated in Britain since the 1930s is also designed to consolidate their knowledge of changes within living memory.</p>	<p>Understand myths and legends around the world.</p> <p>Understand dragons in Chinese culture.</p> <p>Understand why St Georges' day is celebrated.</p> <p>Know the myth of the Welsh dragon</p> <p>Describe Mythical beasts</p>	<p>Vikings began raiding Britain. In 793CE the Holy Island of Lindisfarne (tidal island off the northeast coast of England) is raided and destroyed. This is the start of the Viking invasion. By 870CE the Vikings had overthrown the kingdoms of Northumbria, East- Anglia and Mercia and were preparing to do the same to Wessex</p> <p>Alfred the great King of Wessex defeats the Vikings in a battle (Battle of Edington) but can't get them out of Britain</p> <p>Alfred the great arranges a peace treaty with the Vikings and Britain is split in two- Danelaw is introduced</p> <p>Athelstan, Alfred the Great's grandson, pushes out the Vikings and takes over the Kingdoms of England and becomes the first King of all of England</p> <p>The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'</p>		<p>Who designed and built Titanic?</p> <p>Why is the boat infamous?</p> <p>What route did Titanic take and why?</p> <p>What were the sections of the ship?</p> <p>Who were the passengers on board?</p> <p>How was the class system reflected on board?</p> <p>What was it like on board for the different classes?</p> <p>Why are icebergs a key part of Titanic</p>
Skills	<ul style="list-style-type: none"> Chronology <ul style="list-style-type: none"> I can label timelines with words such as: past, present, older and newer. I can recount different traditions throughout the years. Evidence and Interpretation <ul style="list-style-type: none"> I can look at sources and ask "What was it like for people?" "What happened?" "What was it celebrated in that way?" "How long ago?" Cause and Consequence <ul style="list-style-type: none"> I can discuss causes that lead to traditions changing. Change and Continuity <ul style="list-style-type: none"> I can say which traditions have stayed the same and 	<ul style="list-style-type: none"> Chronology <ul style="list-style-type: none"> I can place famous people and events on a timeline. Evidence and Interpretation <ul style="list-style-type: none"> ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Cause and Consequence <ul style="list-style-type: none"> I can discuss the causes of famous peoples actions and what we found out from their actions. Change and Continuity <ul style="list-style-type: none"> changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living 	<ul style="list-style-type: none"> Chronology <ul style="list-style-type: none"> I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE. Evidence and Interpretation <ul style="list-style-type: none"> I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Cause and Consequence <ul style="list-style-type: none"> I can suggest causes and consequences of some of the main myths. Change and Continuity 	<ul style="list-style-type: none"> Chronology <ul style="list-style-type: none"> use dates accurately in describing events and people. Evidence and Interpretation <ul style="list-style-type: none"> use sources of evidence to deduce information about the Saxons and Vikings. discuss whether the evidence is reliable and explain why. Cause and Consequence <ul style="list-style-type: none"> describe causes of invasion in Britain and what the consequences were. Change and Continuity <ul style="list-style-type: none"> identify periods of rapid change in history. explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. Similarity and Difference 		<ul style="list-style-type: none"> Chronology <ul style="list-style-type: none"> I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Evidence and Interpretation <ul style="list-style-type: none"> I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate. Cause and Consequence <ul style="list-style-type: none"> I can describe the causes of the sinking. I can describe the consequences of the sinking. Change and Continuity

	which traditions have changed overtime. <ul style="list-style-type: none"> • Similarity and Difference <ul style="list-style-type: none"> - I can compare different ways Christmas is celebrated from the past and present. • Historical Significance <ul style="list-style-type: none"> - I can name a significant ways Christmas was celebrated in the past. 	memory that are significant nationally <ul style="list-style-type: none"> • Similarity and Difference <ul style="list-style-type: none"> - develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past • Historical Significance <ul style="list-style-type: none"> - find out about events beyond living memory that are significant nationally 	<ul style="list-style-type: none"> - I can begin to explain the concept of change over a long period of history. • Similarity and Difference <ul style="list-style-type: none"> • the similarities and differences between different myths and legends • Historical Significance <ul style="list-style-type: none"> - I can suggest suitable sources of evidence for historical enquiries. - I can discuss the importance of people and events in time and the significant impact they had. 	<ul style="list-style-type: none"> - compare similarities and differences between Anglo-Saxon and Viking culture. • Historical Significance <ul style="list-style-type: none"> - describe the social and cultural significance of a past society. 		<ul style="list-style-type: none"> - I can identify changes in how ships are made. - I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. - I can use appropriate historical vocabulary to communicate change and continuity. • Similarity and Difference <ul style="list-style-type: none"> - I can compare similarities and differences in ships over time. - I can compare the main changes in a period of history with the present day. • Historical Significance <ul style="list-style-type: none"> - I can describe the social, ethnic, cultural or religious diversity of past society. - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Suggested Outcome	<ul style="list-style-type: none"> • Understand and describe seasonal changes in weather and know what season Christmas takes place in • Describe cold areas of the world and what it would be like to live in the North Pole 	<ul style="list-style-type: none"> • find out about Guy Fawkes. • understand some of the differences in how people such as Guy Fawkes lived, compared with today • find out about how the Gunpowder Plot started and some of the problems the plotters encountered. • find out about the main events of the Gunpowder Plot. • find out about what happened to the plotters after the Gunpowder Plot was discovered. • find out about how the Gunpowder Plot is remembered. 	<ul style="list-style-type: none"> • Match stories to the part of the world they come from. • Use place value to order dates. • Use BC and AD to order dates. • suggest/label when and where myths originated from. • Create a factfile on Chinese dragons • Create mind-maps • Design a new Welsh flag and create a story for its origin. 	<ul style="list-style-type: none"> • plot the key events of the Vikings on a timeline with a focus on the invasion of Britain • compare the similarities and differences of the Viking invasion Britain with our invasions of Britain • understand what life was like as Viking Warrior • investigate how the design of Viking longships made them successful • investigate famous battles between the Vikings and the Saxons. • understand how Viking Britain has impacted our lives today. 		<ul style="list-style-type: none"> • Timeline of events at the time. • Timeline of Titanic. • Children to design their own tickets and poster for the maiden voyage of the Titanic. • Cross section of the ship – colour and use a key . • Draw table in book part of ship, 1st class etc and any special information about this section of the ship. • research information to create a fact sheet.
Subject Specific Vocabulary	Atlantic Antarctic North Pole South Pole Winter Autumn Summer Spring	The present The past The future Day Week Month long ago old clue memory year decade timeline similar different London Plot Gunpowder Catholic Protestant Guy Fawkes King James I Plotters Parliament	Atlas Globe Map Key Symbols Countries Computer mapping	Anglo-Saxons Vikings Warriors Lindisfarne Alfred the Great Athelstan Northumbria Mercia Wessex Kent Anglia Explorers		Iceberg New York Atlantic North South East West Time Zones Prime Meridian Greenwich Meridian Compass Points
Theme Specific Vocabulary	Christmas Fireplace Ornaments Angel Candle Bells	London Plot Gunpowder	Scaly Fire-breathing Ferocious Deity Demon Heaven	Anglo Saxon Archer Axe Runes Horncup Jarl		Titanic Disaster Captain

	Candles Turkey Santa Clause Lights Chimney Wreath Nativity Tree Holly	Jesus Mistletoe Church Star Yule Log Carols Joseph Mary	Catholic Protestant Guy Fawkes King James I Plotters Parliament	Beast Believe Appear Disappear Heroine Hero Monster Underworld	Earth Immortal Kingdom Creatures Dragon Gods Mortal	Dane Danegeld Valhalla Viking Exile Freyja Helmet Saga Spear Sword Thor Odin Outlaw Pagan Pillage Raid	Monastery Norse Longship Longhouse Kingdom King Invade Trade Settlement Civilisations Economy Europe Grid Reference Key Symbols Atlas		Lifebelt Lifeboat First Class Second Class Third Class Collision Sink White Star Line Passengers Survivors Unsinkable
Challenge	- Why is North Pole different to our country - Identify in what season other holidays take place		Recount the plot from Guy Fawkes perspective	Do countries where myths originated have anything in common?	Identify the successes and downfalls of the Viking invasion. If the Vikings had settled elsewhere would they have been as successful?		What advances were made to ensure other ships were safe from icebergs?		

Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Trains, Planes and Automobiles	Back to London	Iron Man, Robots	It's a problem free Philosophy	Space – Is there anybody out there?	You're a Wizard, Harry!
Key Question	How do you move?	How does our Capital City tell stories?		What were the greatest achievements of Ancient Egypt?	Is there anybody out there?	
Key Content	Modes of transport and how it has changed over time.	Events beyond living memory Significant historical events How the fire started The spread of the fire What was the impact of the fire on London and its citizens? Use primary and secondary sources Did the fire impact everyone the same?		How early civilisation started within Egypt. Discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. Compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. Discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.	Origins of the space race and early achievements (Sputnik 1). First spacewalk and some early disasters that occurred Sputnik 2, Laika, Yuri Gagarin, first The Moon landing. Apollo 13, space stations Mars, deep space, space tourism Examine methods of space exploration used today. Compare creation stories with the Big Bang theory and why there are different explanations of how the universe began.	
Skills	<u>Chronology</u> Use common words and phrases relating to the passing of time. Place known events and objects in chronological order.	<u>Chronology</u> I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.		<u>Chronology</u> I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). <u>Evidence and Interpretation</u> I can suggest more than one	<u>Chronology</u> I can use dates and terms accurately in describing events and people.	

	<p>Sort artefacts from 'then' and 'now'</p> <p><u>Evidence and Interpretation</u> Find answers to some simple questions about the past from simple sources of information. Relate his/her own account of an event and understand that others may give a different version. Understand key features of events. Ask and answer relevant basic questions about the past.</p> <p><u>Cause and Consequence</u></p> <p><u>Change and Continuity</u> Sequence events and recount changes within living memory.</p> <p><u>Similarity and Difference</u> Identify some similarities and differences between ways of life in different periods. Describe some simple similarities and differences between artefacts.</p> <p><u>Historical Significance</u> Talk, draw or write about aspects of the past.</p>	<p><u>Evidence and Interpretation</u> I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p><u>Cause and Consequence</u> I can explain the causes of the Great Fire of London and what the consequences were.</p> <p><u>Change and Continuity</u> I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p> <p><u>Similarity and Difference</u> I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p> <p><u>Historical Significance</u> I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>		<p>suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p><u>Cause and Consequence</u> I can suggest causes and consequences of some of the main events within Ancient Egypt.</p> <p><u>Change and Continuity</u> I can explain the concept of change over time and represent this with evidence.</p> <p><u>Similarity and Difference</u> I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p> <p><u>Historical Significance</u> I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>	<p><u>Evidence and Interpretation</u> I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p><u>Cause and Consequence</u> I can describe causes of events and their consequences in the Space Race</p> <p><u>Change and Continuity</u> I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p> <p><u>Similarity and Difference</u> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p><u>Historical Significance</u> I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>	
Suggested Outcome	<p>Now Press Play (Transport – EYFS) Compare old transport to new e.g. old photos of London underground Design what trains will look like in 2100 Create a journey through old Dudley on the bus/ train Picture timeline of different Dudley transport</p>	<p>Now Press Play (Great Fire of London) Build Tudor/Stuart houses and then burn them Make a simple timeline to show how far in the past it was Make a simple timeline showing the events of the fire Create suggestions of what Londoners should do to prevent a fire.</p>		<p>Now Press Play (Ancient Egypt) Chronology of Ancient Egypt Research what life was like in early Egypt Learn to write like an Egyptian Egyptian gods What did the Ancient Egyptians believe about the afterlife? Find out how the pyramids were built and build one.</p>	<p>Now Press Play (Mission to Mars) Research the invention of the telescope Timeline of the space race Apply to be an astronaut – speech's</p>	

	Design interview questions for train driver/ taxi driver/ bus driver Build a boat- what different materials would you use?	Whose role was most important in stopping the fire Role play events (potentially using recreations of primary sources) Hot seat the teacher and create questions. Talk to a firefighter about if the fire could happen now Poster or double page spread about what they have learnt Create a class storybook		Role play the consequences of invasion on the Old Kingdom of Ancient Egypt Hot seat the teacher and create questions. What were the success of the New Kingdom? Who was Ramses II? Investigate how the Egyptian Empire ended	Write dialogues between two astronauts Animals in space Write questions they would like answering about space exploration Moon Landing recount Hot seat the teacher and create questions. Understand what life is like on board a space ship	
Subject Specific Vocabulary	Today Yesterday the past old new memory lifetime significant achievement	bakery London River Thames diary eye-witness embers fire-hooks fire-break flammable St Paul's Cathedral		Era Chronology Trade Monarchy empire	Exploration Communism Democracy Technological advancement war	
Theme Specific Vocabulary	Bus Train Tram Plane Boat Steamship wooden boat Titanic Taxi Car Vehicle Transport mode of transport movement travel journey docks ports industrial	The present the past the future day week month, long ago old, clue memory year decade timeline similar different houses photograph opinion artefact.		Artefact Scrib Hieroglyphs Polytheistic Obelisk Temple Preserve Prepare Pyramid Chamber Egyptologist Chariot Invade Bronze Navy archer expand	Soviet Satellite Apollo 11 Nasa Sputnik Rivalry	
Challenge	Can I understand why some decisions were made in the past?	How different would the Great Fire of London be now with today's technology? Select an appropriate way to investigate an enquiry Create a comic strip to show the events of the Great Fire of London Create a historical dictionary of a period in the past.		Reason about the reliability of sources presented to them. Compare sources and evaluate them, coming up with their own historical interpretation. Compare an Ancient Egyptian timeline to other ancient civilisations.	What was the role of black women in the space race?	

				<p>Handle archaeological evidence and create historical interpretations, based upon the knowledge they have learned.</p> <p>Do a case study on Tutankhamun and find out about why he was a significant find.</p> <p>Find out about Akhenaten's move to monotheism and how this impacted on Egyptian spirituality.</p>		
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Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	When a zebra's in the zone, leave him alone!	Back to London	Isle of Coll	It's a problem free Philosophy	Space – Is there anybody out there?	You're a Wizard, Harry!
Key Question		How does our Capital City tell stories?		What were the greatest achievements of Ancient Egypt?	Is there anybody out there?	
Key Content		<p>Events beyond living memory</p> <p>Significant historical events</p> <p>How the fire started</p> <p>The spread of the fire</p> <p>What was the impact of the fire on London and its citizens?</p> <p>Use primary and secondary sources</p> <p>Did the fire impact everyone the same?</p>		<p>How early civilisation started within Egypt.</p> <p>Discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom.</p> <p>Compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared.</p> <p>Discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.</p>	<p>Origins of the space race and early achievements (Sputnik 1).</p> <p>First spacewalk and some early disasters that occurred</p> <p>Sputnik 2, Laika, Yuri Gagarin, first</p> <p>The Moon landing.</p> <p>Apollo 13, space stations</p> <p>Mars, deep space, space tourism</p> <p>Examine methods of space exploration used today.</p> <p>Compare creation stories with the Big Bang theory and why there are different explanations of how the universe began.</p>	
Skills		<p><u>Chronology</u></p> <p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p> <p><u>Evidence and Interpretation</u></p> <p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>		<p><u>Chronology</u></p> <p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p> <p><u>Evidence and Interpretation</u></p> <p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p><u>Cause and Consequence</u></p>	<p><u>Chronology</u></p> <p>I can use dates and terms accurately in describing events and people.</p> <p><u>Evidence and Interpretation</u></p> <p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form</p>	

		<p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p><u>Cause and Consequence</u></p> <p>I can explain the causes of the Great Fire of London and what the consequences were.</p> <p><u>Change and Continuity</u></p> <p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p> <p><u>Similarity and Difference</u></p> <p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p> <p><u>Historical Significance</u></p> <p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>		<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p> <p><u>Change and Continuity</u></p> <p>I can explain the concept of change over time and represent this with evidence.</p> <p><u>Similarity and Difference</u></p> <p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p> <p><u>Historical Significance</u></p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>	<p>testable hypotheses about the past.</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p><u>Cause and Consequence</u></p> <p>I can describe causes of events and their consequences in the Space Race</p> <p><u>Change and Continuity</u></p> <p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p> <p><u>Similarity and Difference</u></p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p><u>Historical Significance</u></p> <p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>	
Suggested Outcome		<p>Now Press Play (Great Fire of London)</p> <p>Build Tudor/Stuart houses and then burn them</p> <p>Make a simple timeline to show how far in the past it was</p> <p>Make a simple timeline showing the events of the fire</p> <p>Create suggestions of what Londoners should do to prevent a fire.</p> <p>Whose role was most important in stopping the fire</p> <p>Role play events (potentially using recreations of primary sources)</p> <p>Hot seat the teacher and create questions.</p> <p>Talk to a firefighter about if the fire could happen now</p>		<p>Now Press Play (Ancient Chronology of Ancient Egypt</p> <p>Research what life was like in early Egypt</p> <p>Learn to write like an Egyptian</p> <p>Egyptian gods</p> <p>What did the Ancient Egyptians believe about the afterlife?</p> <p>Find out how the pyramids were built and build one.</p> <p>Role play the consequences of invasion on the Old Kingdom of Ancient Egypt</p> <p>Hot seat the teacher and create questions.</p> <p>What were the success of the New Kingdom?</p> <p>Who was Ramses II?</p> <p>Investigate how the Egyptian Empire ended</p>	<p>Now Press Play (Mission to Mars)</p> <p>Research the invention of the telescope</p> <p>Timeline of the space race</p> <p>Apply to be an astronaut – speech's</p> <p>Write dialogues between two astronauts</p> <p>Animals in space</p> <p>Write questions they would like answering about space exploration</p>	

		Poster or double page spread about what they have learnt Create a class storybook			Moon Landing recount Hot seat the teacher and create questions. Understand what life is like on board a space ship	
Subject Specific Vocabulary		bakery London River Thames diary eye-witness embers fire-hooks fire-break flammable St Paul's Cathedral		Era Chronology Trade Monarchy empire	Exploration Communism Democracy Technological advancement war	
Theme Specific Vocabulary		The present the past the future day week month, long ago old, clue memory year decade timeline similar different houses photograph opinion artefact.		Artefact Scrib Hieroglyphs Polytheistic Obelisk Temple Preserve Prepare Pyramid Chamber Egyptologist Chariot Invade Bronze Navy archer expand	Soviet Satellite Apollo 11 Nasa Sputnik Rivalry	
Challenge		How different would the Great Fire of London be now with today's technology? Select an appropriate way to investigate an enquiry Create a comic strip to show the events of the Great Fire of London Create a historical dictionary of a period in the past.		Reason about the reliability of sources presented to them. Compare sources and evaluate them, coming up with their own historical interpretation. Compare an Ancient Egyptian timeline to other ancient civilisations. Handle archaeological evidence and create historical interpretations, based upon the knowledge they have learned. Do a case study on Tutankhamun and find out about why he was a significant find.	What was the role of black women in the space race?	

				Find out about Akhenaten's move to monotheism and how this impacted on Egyptian spirituality.		
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Summer 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Hurray, we're going on holiday!	Holy Guacamole	Stone Age to Iron Age	The Attenborough Effect	World War II	The Astonishing Amazon
Key Question	What were seaside holidays like in the past?	What can we learn from the Aztecs?	Has childhood always been the same?		Does War ever stop?	
Key Content	<p>identify features of a seaside holiday.</p> <p>find out what seaside holidays were like 100 years ago.</p> <p>investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays</p> <p>why they became popular and how they have changed since.</p> <p>compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes.</p>	<p>Mexico Today Looking at how Mexico is different from the UK</p> <p>looking in detail at Tocuaro (a small Mexican village) compared with Coseley.</p> <p>Mexico in the Past</p> <p>Look at aspects of Mexican history, including the Aztecs</p> <p>the life and work of the famous Mexican artist Frida Kahlo</p>	<p>Stone Age Ice Age Bronze Age Need to understand it is prehistory (no written records) Object primary sources How we can learn from primary sources to create secondary sources Archaeology What was life like in the ages? Did London exist? What settlements existed? Tools and resources</p>		<p>WWII</p> <p>The causes of the war</p> <p>Key figures</p> <p>Holocaust (Anne Frank) Kinder transport</p> <p>Evacuees</p> <p>Kristal Nacht</p> <p>The roles of children during the war (Girl Guides being trained as spies) Windrush</p> <p>The splitting up of Germany by allied forces. The Blitz</p> <p>WWII music</p>	
Skills	<p><u>Chronology</u> I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p> <p><u>Evidence and Interpretation</u> I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p> <p><u>Cause and Consequence</u> I can discuss causes that lead to seashores changing.</p>	<p><u>Chronology</u> I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p> <p><u>Evidence and Interpretation</u> I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><u>Cause and Consequence</u> I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p><u>Change and Continuity</u> I can describe changes and the</p>	<p><u>Chronology</u> I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age. With support, I can use BCE.</p> <p><u>Evidence and Interpretation</u> I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p><u>Cause and Consequence</u></p>		<p><u>Chronology</u> Use relevant dates and historical terms</p> <p>Order up to 10 significant events, movements and dates on a timeline</p> <p><u>Evidence and Interpretation</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	

	<p><u>Change and Continuity</u> I can say how seaside towns have stayed the same and how seaside towns have changed overtime.</p> <p><u>Similarity and Difference</u> I can compare seaside towns using pictures from the past and present.</p> <p><u>Historical Significance</u> I can name a significant seaside town from the past.</p>	<p>historical events they led to.</p> <p><u>Similarity and Difference</u> I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p> <p><u>Historical Significance</u> I can describe significant people and events from the past and explain why they are important.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p><u>Change and Continuity</u> With support, I can begin to explain the concept of change over a long period of history.</p> <p><u>Similarity and Difference</u> I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p><u>Historical Significance</u> I can suggest suitable sources of evidence to find out about significant people/events.</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>Make confident use of a variety of sources for independent research.</p> <p><u>Cause and Consequence</u> Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><u>Change and Continuity</u> Identify and compare changes within and across different periods</p> <p>Begin to identify significant events, connections, contrasts and trends over time.</p> <p><u>Similarity and Difference</u> Note connections/contrasts and trends over time.</p> <p><u>Historical Significance</u> Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world Describe a local history study</p>	
Suggested Outcome	<p>Now Press Play (Seaside)</p> <p>think about different holidays they have during the year</p> <p>explore the features of seaside holidays using photographs as a prompt</p>	<p>Food tasting</p> <p>Create an Aztec menu</p> <p>Investigate Aztec headdresses and design their own feathered headdress</p> <p>Research Aztec Codices</p>	<p>Now Press Play (stone age)</p> <p>Stewed fruit (look at diet)</p> <p>Clay pots</p> <p>Recreated primary sources</p> <p>Stone age clothing</p> <p>Stone age boy/Ug</p> <p>Cave paintings</p> <p>Lascaux caves</p> <p>Build a Mini-Stonehenge</p>		<p>Now Press Play (WWII)</p> <p>Evacuee day (being evacuated to different classrooms)</p> <p>Create a blackout classroom.</p>	

	<p>identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday</p> <p>use photographs and paintings to look for clues about what seaside holidays were like in the past</p> <p>order photographs chronologically</p> <p>find out why seaside holidays were initially only enjoyed by the rich</p> <p>look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach</p> <p>discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today</p>	<p>Research the life of Frieda Khalo</p> <p>Aztec society with a focus on Aztec warriors</p> <p>Story of the Mexican flag</p> <p>Hieroglyphics</p> <p>Role play the day of the dead</p> <p>Hot seating</p> <p>Watch Coco</p>	<p>Using secondary sources to research</p> <p>Hot seating teachers</p> <p>'interview a cave person'</p> <p>Running away from prehistoric creatures (role play)</p> <p>Skara Brae</p> <p>Poster or double page spread about what they have learnt.</p>		<p>Using Primary and secondary sources</p> <p>Anderson shelter modelling</p> <p>Look at propaganda and create a poster</p> <p>Investigate what happened to Dudley during the Blitz?</p> <p>Anne Frank</p> <p>Investigate how people were treated when arriving (links to civil rights)</p> <p>Drama and role-play</p> <p>How has warfare changed?</p> <p>Creating meals using ration books</p> <p>Code cracking (Alan Turing's life - link to Apple logo)</p> <p>Timelines</p> <p>Maps showing movements of forces.</p> <p>Mini museum</p>	
Subject Specific Vocabulary	<p>Today</p> <p>Yesterday</p> <p>the past</p> <p>old</p> <p>new</p> <p>memory</p> <p>lifetime</p> <p>significant</p> <p>achievement</p>	<p>The present</p> <p>the past</p> <p>the future</p> <p>day</p> <p>week</p> <p>month,</p> <p>long ago</p> <p>old,</p> <p>clue</p> <p>memory</p> <p>year</p> <p>decade</p> <p>timeline</p> <p>similar</p> <p>different</p> <p>houses</p> <p>photograph</p> <p>opinion</p> <p>artefact.</p>	<p>Anachronism</p> <p>chronological order</p> <p>era/period</p> <p>B.C.E (before the common Era)</p> <p>millennium, importance</p> <p>significance</p> <p>legacy</p> <p>impact</p> <p>my conclusion is that...</p> <p>consequences</p> <p>primary source</p> <p>secondary source</p> <p>this source suggests that...</p> <p>this source doesn't show that...</p>		<p>Anachronism</p> <p>chronological order</p> <p>era/period</p> <p>C.E (the Common Era)</p> <p>BCE (before the Common era)</p> <p>importance significance</p> <p>Legacy</p> <p>Impact</p> <p>Effects</p> <p>Reason</p> <p>Change</p> <p>Continuity</p> <p>primary source</p> <p>secondary source</p> <p>this source suggests that...</p> <p>this source doesn't show that...</p> <p>eyewitness</p> <p>Reliable</p> <p>unreliable</p>	

Theme Specific Vocabulary	Amusements Bathing machine Clothing Entertainment Fair Historical source Living memory Modern Occupation Past Pier Present Promenade Seaside resort Swimwear Time Transport Victorian	Alliance Empire Hieroglyphics Mexico Nomads Sacrifice Trade tribe	Neolithic Palaeolithic hunter gathers nomadic tribe ice age sabretooth tiger woolly mammoth borne alloy bone marrow earthwork Celt Sacrifice Tribe Iron Paganism Druids Roundhouse Hillforts Stonehenge Skara Brae historian		Allies Axis Nazi party atomic bomb Annex Czechoslovakia Propaganda active service Air-raid Anderson shelter blackout Blitz Concentration camps Evacuation Fascism	
Challenge	Write a postcard home from a 'holiday at the seaside' as a Victorian child What makes people want to visit one particular seaside over another?	What happened to the Aztecs?	Formulate an open ended question relevant to a topic and select an appropriate source Critique the value of a source? Which holds more weight? Judge what is the appropriate method to communicate ideas about the past Argue which event had the most impact in the lead up to a historical indecent		Use a variety of sources to debate a certain historical point of view Investigate reasons for why primary sources/ historical accounts may have differing accounts of events (e.g. bias) Argue how WWII or Windrush has impacted modern day society. How might this differ depending on where in the UK you are or where in the world?	

Summer 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Hurray, we're going on holiday!	Holy Guacamole	The Romans and Celts	The Attenborough Effect	World War II	The Marvellous Maya
Key Question	What were seaside holidays like in the past?	What can we learn from the Aztecs?	What did the Romans ever do for us?		Does War ever stop?	Why do civilizations rise and fall?
Key Content	identify features of a seaside holiday. find out what seaside holidays were like 100 years ago. investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays	Mexico Today Looking at how Mexico is different from the UK looking in detail at Tocuaro (a small Mexican village) compared with Coseley. Mexico in the Past	the Romans and their achievements from 43 CE to 410 CE. what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. the Roman invasion of Britain		WWII The causes of the war Key figures Holocaust (Anne Frank) Kinder transport Evacuees	who the Maya people were, when and where in the world they lived reasons why they were so successful. discovering how we know about the Maya people, their beliefs and the hierarchy system the important inventions that they made, especially in farming.

	<p>why they became popular and how they have changed since.</p> <p>compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes.</p>	<p>Look at aspects of Mexican history, including the Aztecs</p> <p>the life and work of the famous Mexican artist Frida Kahlo</p>	<p>a comparison between the existing Celtic villages and the new Roman settlements</p> <p>finding out how the Romans protected their new lands</p> <p>an introduction to significant historical figures of the time such as Boudicca.</p> <p>T the final years of the Roman Empire and the events led to its downfall.</p>		<p>Kristal Nacht</p> <p>The roles of children during the war (Girl Guides being trained as spies)</p> <p>Windrush</p> <p>The splitting up of Germany by allied forces.</p> <p>The Blitz</p> <p>WWII music</p>	<p>a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain</p> <p>similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.</p>
Skills	<p><u>Chronology</u> I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p> <p><u>Evidence and Interpretation</u> I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”</p> <p><u>Cause and Consequence</u> I can discuss causes that lead to seashores changing.</p> <p><u>Change and Continuity</u> I can say how seashores have stayed the same and how seashores have changed overtime.</p> <p><u>Similarity and Difference</u> I can compare seaside towns using pictures from the past and present.</p> <p><u>Historical Significance</u> I can name a significant seaside town from the past.</p>	<p><u>Chronology</u> I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p> <p><u>Evidence and Interpretation</u> I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><u>Cause and Consequence</u> I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p><u>Change and Continuity</u> I can describe changes and the historical events they led to.</p> <p><u>Similarity and Difference</u> I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p> <p><u>Historical Significance</u> I can describe significant people and events from the past and explain why they are important.</p>	<p><u>Chronology</u> I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p> <p><u>Evidence and Interpretation</u> I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><u>Cause and Consequence</u> I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p> <p><u>Change and Continuity</u> I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p> <p><u>Similarity and Difference</u> I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>		<p><u>Chronology</u> Use relevant dates and historical terms</p> <p>Order up to 10 significant events, movements and dates on a timeline</p> <p><u>Evidence and Interpretation</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and 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>Make confident use of a variety of sources for independent research.</p> <p><u>Cause and Consequence</u> Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><u>Change and Continuity</u></p>	<p><u>Chronology</u> I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p> <p><u>Evidence and Interpretation</u> I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p><u>Cause and Consequence</u> I can describe causes of events and their consequences in Ancient Maya.</p> <p><u>Change and Continuity</u> I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p><u>Similarity and Difference</u> I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p> <p><u>Historical Significance</u> I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

			<u>Historical Significance</u> importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).		Identify and compare changes within and across different periods Begin to identify significant events, connections, contrasts and trends over time. <u>Similarity and Difference</u> Note connections/contrasts and trends over time. <u>Historical Significance</u> Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world Describe a local history study	
Suggested Outcome	Now Press Play (Seaside) think about different holidays they have during the year explore the features of seaside holidays using photographs as a prompt identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday use photographs and paintings to look for clues about what seaside holidays were like in the past order photographs chronologically find out why seaside holidays were initially only enjoyed by the rich look at how and why this changed during the Victorian era, looking particularly at the	Food tasting Create an Aztec menu Investigate Aztec headdresses and design their own feathered headdress Research Aztec Codices Research the life of Frieda Khalo Aztec society with a focus on Aztec warriors Story of the Mexican flag Hieroglyphics Role play the day of the dead Hot seating Watch Coco	Now press play (Roman Britain) Recreate primary sources Museum of London and other visits Build Hadrian's war. Use "primary sources" Compare London to Londinium. Mosaics/Printing Make Roman shields. Archaeology Using secondary sources to research Hot seating teachers Poster or double page spread about what they have learnt Roman food. Role Play out Romans vs Celts Using Lego to recreate key monuments Map of movement across the Empire.		Now Press Play (WWII) Evacuee day (being evacuated to different classrooms) Create a blackout classroom. Using Primary and secondary sources Anderson shelter modelling Look at propaganda and create a poster Investigate what happened to Leyton during the Blitz? Anne Frank Investigate how people were treated when arriving (links to civil rights) Drama and role-play How has warfare changed? Creating meals using ration books Code cracking (Alan Turing's life - link to Apple logo) Timelines Maps showing movements of forces.	Now Press Play (The Maya) Reason about the reliability of sources presented to them. Compare sources and evaluate them, coming up with their own historical interpretation. Compare different periods in time and say what is the same and what is different. Study archaeological evidence and create historical interpretations, based upon the knowledge they have learned. Consider how the future might be impacted by the events of the past. Make statements which are justified by historical evidence.

	<p>role of the steam train in allowing people to visit the beach</p> <p>discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today</p>				Mini museum	
Subject Specific Vocabulary	<p>Today</p> <p>Yesterday</p> <p>the past</p> <p>old</p> <p>new</p> <p>memory</p> <p>lifetime</p> <p>significant</p> <p>achievement</p>	<p>The present</p> <p>the past</p> <p>the future</p> <p>day</p> <p>week</p> <p>month,</p> <p>long ago</p> <p>old,</p> <p>clue</p> <p>memory</p> <p>year</p> <p>decade</p> <p>timeline</p> <p>similar</p> <p>different</p> <p>houses</p> <p>photograph</p> <p>opinion</p> <p>artefact.</p>	<p>Anachronism</p> <p>chronological order</p> <p>era/period</p> <p>B.C.E (before the common Era)</p> <p>Millennium</p> <p>Importance</p> <p>Significance</p> <p>Legacy</p> <p>Impact</p> <p>my conclusion is that...</p> <p>consequences</p> <p>primary source</p> <p>secondary source</p> <p>this source suggests that...</p> <p>this source doesn't show that...</p>		<p>Anachronism</p> <p>chronological order</p> <p>era/period</p> <p>C.E (the Common Era)</p> <p>BCE (before the Common era)</p> <p>importance significance</p> <p>Legacy</p> <p>Impact</p> <p>Effects</p> <p>Reason</p> <p>Change</p> <p>Continuity</p> <p>primary source</p> <p>secondary source</p> <p>this source suggests that...</p> <p>this source doesn't show that...</p> <p>eyewitness</p> <p>Reliable</p> <p>unreliable</p>	<p>Region</p> <p>Settlement</p> <p>Hostile</p> <p>Invade</p> <p>Trade</p> <p>port</p>
Theme Specific Vocabulary	<p>Amusements</p> <p>Bathing machine</p> <p>Clothing</p> <p>Entertainment</p> <p>Fair</p> <p>Historical source</p> <p>Living memory</p> <p>Modern</p> <p>Occupation</p> <p>Past</p> <p>Pier</p> <p>Present</p> <p>Promenade</p> <p>Seaside resort</p> <p>Swimwear</p> <p>Time</p> <p>Transport</p> <p>Victorian</p>	<p>Alliance</p> <p>Empire</p> <p>Hieroglyphics</p> <p>Mexico</p> <p>Nomads</p> <p>Sacrifice</p> <p>Trade</p> <p>tribe</p>	<p>Pompeii</p> <p>Boudicca</p> <p>Rebellion</p> <p>Hadrian's Wall</p> <p>Empire</p> <p>Londinium</p> <p>Population</p> <p>Excavation</p> <p>Archaeologist</p> <p>Mosaic</p> <p>Roman roads e.g. Fosse Way</p>		<p>Allies Axis</p> <p>Nazi party</p> <p>atomic bomb</p> <p>Annex</p> <p>Czechoslovakia</p> <p>Propaganda</p> <p>active service</p> <p>Air-raid</p> <p>Anderson shelter</p> <p>blackout</p> <p>Blitz</p> <p>Concentration camps</p> <p>Evacuation</p> <p>Fascism</p>	<p>Historian</p> <p>Archaeologist</p> <p>Artefacts</p> <p>Region</p> <p>drought</p> <p>Irrigate</p> <p>Crops</p> <p>Porous</p> <p>Limestone</p> <p>Jadeite</p> <p>Settlement</p> <p>Ravine</p> <p>Ajaw</p> <p>Comparing</p> <p>Kingdom</p> <p>Abandoned</p> <p>Obsidian</p> <p>Annex</p> <p>Hostile</p> <p>Invade</p> <p>Trade</p> <p>port</p>

Challenge	<p>Write a postcard home from a 'holiday at the seaside' as a Victorian child</p> <p>What makes people want to visit one particular seaside over another?</p>	<p>What happened to the Aztecs?</p>	<p>Can I describe what might have happened if events in history might have been changed?</p> <p>Can I use some resources such as the internet and books to find out about aspects of the past and ask and answer appropriate questions?</p> <p>Notice similarities in different sources to strengthen an idea.</p> <p>Can I understand why some decisions were made in the past and why?</p>		<p>Use a variety of sources to debate a certain historical point of view</p> <p>Investigate reasons for why primary sources/ historical accounts may have differing accounts of events (e.g. bias)</p> <p>Argue how WWII or Windrush has impacted modern day society.</p> <p>How might this differ depending on where in the UK you are or where in the world?</p>	<p>Find out about the significance of Chichen Itza and what happens and the spring and autumn equinox.</p>
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