



Subject Area: **History**

Year	Autumn		Spring		Summer	
<p>R</p>	<p>Let's Explore <i>This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</i></p> <p>- Significant people: Share stories and talk about significant people who lived in the past. <ul style="list-style-type: none"> ▪ Simple introduction to explorers: Marco Polo, Amelia Earhart, Matthew Henson and Jeanne Baret. Class composes questions of interest to research and answer as a group. - Significant places: Discuss and describe places that are important to them. <ul style="list-style-type: none"> ▪ Use photos to talk about places visited and introduce representations of these on maps. </p>	<p>Marvellous Machines <i>This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.</i></p> <p>- Compare + contrast: Describe some similarities and differences between things in the past and the present. <ul style="list-style-type: none"> ▪ Look at pictures to prompt discussion of how modes of transport have changed over time. Record verbal comments given. - Changes over time: Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. <ul style="list-style-type: none"> ▪ Match images of old machines and modern counterparts. Encourage comparison talk and </p>	<p>Long Ago <i>This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</i></p> <p>- Significant events: Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations. <ul style="list-style-type: none"> ▪ Share and narrate personal photographs from key events for each pupil. Write simple sentences about them. - Changes over time: Begin to spot similarities and differences between pictures of the past and the modern day. <ul style="list-style-type: none"> ▪ Examine photos of local area (past and present), noticing changes and </p>	<p>Ready, Steady, Grow <i>This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</i></p> <p>- Compare + contrast: Describe some similarities and differences between things in the past and the present. <ul style="list-style-type: none"> ▪ Read 'The Little Red Hen' examine farm picture cards and compare farms then to farms today. - Chronology: Put familiar events in chronological order, using pictures and discussion. <ul style="list-style-type: none"> ▪ Display photos from memorable event on a clothesline to encourage pupils to verbally retell and sequence events. </p>	<p>Animal Safari <i>This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</i></p> <p>- Digital searching: Navigate to find digital content, in digital folders and online, with supervision. <ul style="list-style-type: none"> ▪ Using tablets and/or computers, view information about various animals and habitats throughout topic. </p>	<p>On the Beach <i>This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.</i></p> <p>- Changes over time: Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. <ul style="list-style-type: none"> ▪ Use pictures and information to inform about historical beach holidays. Verbally compare with own visit(s) to the beach. - Communication: Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p>



<p>- Communication: Use a variety of digital technology, such as smartphones and tablets.</p> <ul style="list-style-type: none">▪ Use Google Maps and Street View to look for own homes and local landmarks. <p>- Changes over time: Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <ul style="list-style-type: none">▪ Compare photographs, including aerial shots, of present and past buildings and places from locality to stimulate discussion.	<p>describing development. Compare use of 2 items, ie: dustpan and vacuum cleaner messy race.</p>	<p>making connections with own lives.</p> <p>- Communication: Begin to use words relating to the passage of time when retelling a past event.</p> <ul style="list-style-type: none">▪ Recall a visit or experience, verbally ordering events. <p>- Compare + contrast: Describe some similarities and differences between things in the past and the present.</p> <ul style="list-style-type: none">▪ Look at and compare pictures of clothes from the past and present. Design an outfit for both. <p>- Changes over time: Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <ul style="list-style-type: none">▪ Using 'The Tiger who came for tea', compare life today with that shown in the story.▪ Using the book 'Major Glad, Major Dizzy' discuss timelines and compare life at different points in time from the Victorians onwards.			<ul style="list-style-type: none">▪ With prompt photos and a large roll of paper, recall and record trip to the beach, encourage labels to show sequencing.
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			<p>- Local history: Explore and talk about important events in the school or locality's history.</p> <ul style="list-style-type: none">▪ Look around school / locality for clues of changes over time. <p>- Hierarchy + power: Explore and talk about pictures, stories and information books on the theme of royalty.</p> <ul style="list-style-type: none">▪ Use children's stories as a jumping off point to discuss royalty – their appearance and role. <p>- Artefacts + sources: Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p> <ul style="list-style-type: none">▪ Examine and question artefacts from the past (Novium – Toys and Games artefacts).▪ Categorise pictures of objects: modern, old, oldest. Discuss changes.▪ Look at pictures of past objects, guess their use and what they were superseded by.			
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			<p>- Communication: Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <ul style="list-style-type: none">▪ Work together to draw a linear timeline for the story 'Rosie's Hat.' <p>- Chronology: Put familiar events in chronological order, using pictures and discussion.</p> <ul style="list-style-type: none">▪ Sequence photos taken of class through a day using ordinal language. <p>- Report + conclude: Share stories and talk about events in the past.</p> <ul style="list-style-type: none">▪ Recap the Topic and draw out what pupils enjoyed the most. <p>- Everyday life: Talk about past and present events in their own lives and those who are important to them.</p> <ul style="list-style-type: none">▪ Read the story 'Coming to England' to inform discussions about family histories and moving countries.			
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		<ul style="list-style-type: none"> ▪ Talk about favourite meals/food and the events surrounding these. 		
1	<p style="text-align: center;">Childhood (History)</p> <p><i>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</i></p> <ul style="list-style-type: none"> - Report and conclude: Create stories, pictures, independent writing and role play about historical events, people and periods. <ul style="list-style-type: none"> ▪ Learning about and comparing 1950s family life with that of today. Collecting and presenting knowledge. - British History: Describe a significant historical event in British history. <ul style="list-style-type: none"> ▪ 1953 coronation of Queen Elizabeth II (1926-2022). - Everyday Life: Describe an aspect of everyday life within or beyond living memory. <ul style="list-style-type: none"> ▪ Use an object or photograph to relate an important event from pupil's life. - Changes over time: Describe changes within or beyond living memory. <ul style="list-style-type: none"> ▪ Using a map to investigate how an area has changed over the last 70 years. - Artefacts and Sources: Express an opinion about a historical source. <ul style="list-style-type: none"> ▪ Examine and discuss information packs about 1950s life. - Compare and Contrast: Identify similarities and differences between ways of life within or beyond living memory. <ul style="list-style-type: none"> ▪ Examine photos and information to contrast 1950s daily life with that of today. ▪ Discuss whether it would have been better to be a child in the 1950s or today. - Chronology: Order information on a timeline. 	<p style="text-align: center;">Bright Lights Big City (Geography)</p> <p><i>This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</i></p> <ul style="list-style-type: none"> - British History: Describe a significant historical event in British history. <ul style="list-style-type: none"> ▪ Learning about the Great Fire of London. Discuss its causes and the impact it had on London. (Visitor?) - Hierarchy and Power: Describe the role of a monarch. <ul style="list-style-type: none"> ▪ King Charles III of the UK. Watch information presentation and record key points about this role. 	<p style="text-align: center;">School Days- (History)</p> <p><i>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</i></p> <ul style="list-style-type: none"> - Report and conclude: Create stories, pictures, independent writing and role play about historical events, people and periods. <ul style="list-style-type: none"> ▪ Participate in a Victorian-style handwriting lesson / other experiences, in order to spark discussion around emotional response to this style of teaching. - Everyday life: Describe an aspect of everyday life within or beyond living memory. <ul style="list-style-type: none"> ▪ Make a mind-map recording key information about Victorian life. ▪ Learn about Victorian schooling and then sort true / false statement cards to consolidate knowledge. - Changes over Time: Describe changes within or beyond living memory. <ul style="list-style-type: none"> ▪ Watch presentations about Victorian life and reflect on how it varies from life today. ▪ Look at modern and Victorian maps of the local area, observe how these show changes over time. - Local history: Describe important events in the school's history. <ul style="list-style-type: none"> ▪ Make a fact file to reflect on the school's past. - Artefacts and Sources: Express an opinion about a historical source. <ul style="list-style-type: none"> ▪ Examine 2 first-hand account fiction texts to introduce sources and to discuss why they might disagree. 	



	<ul style="list-style-type: none"> ▪ Ordering the stages of human growth through life, Baby-Toddler-Child... ▪ Ordering Key events from 1950 – present on a timeline. - Artefacts and Sources: Use a range of historical artefacts to find out about the past. ▪ Make deductions about artefacts from the 1950s. - Communication: Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). ▪ Create and talk through a family tree. 		<ul style="list-style-type: none"> - Compare and Contrast: Identify similarities and differences between ways of life within or beyond living memory. ▪ Find out about Victorian life, including the British Empire, the industrial revolution, working conditions, transport, housing, and new inventions. - Significant events: Identify some key features of a significant historical event beyond living memory. ▪ An introduction to the industrial revolution. - Chronology: Order information on a timeline. ▪ Create a timeline of key events from the school's past. - Significant People: Understand the term significant and explain why a significant individual is important. ▪ Summarise the views of Samuel Wilderspin, and explain why his views were important for UK education. - Artefacts and Sources: Use a range of historical artefacts to find out about the past. ▪ Look at (and handle) artefacts from a Victorian school. Explain what each artefact reveals about Victorian schools. - Communication: Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). ▪ Recapping and using time words / phrases as a class.
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<p style="text-align: center; font-weight: bold;">Movers and Shakers <i>(History)</i></p> <p style="text-align: center;"><i>This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</i></p> <ul style="list-style-type: none"> - British history: Describe and explain the importance of a significant individual's achievements on British history. 	<p style="text-align: center; font-weight: bold;">Coastline <i>(Geography)</i></p> <p style="text-align: center;"><i>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</i></p> <ul style="list-style-type: none"> - Everyday life: Describe the everyday lives of people in a period within or beyond living memory. 	<p style="text-align: center; font-weight: bold;">Magnificent Monarchs – <i>(History)</i></p> <p style="text-align: center;"><i>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.</i></p>



<ul style="list-style-type: none">▪ Think about Tim Peake's impact on the locality, the UK and the world.- Changes over time: Describe how an aspect of life has changed over time.▪ Research and discuss how exploration has changed over time, recording findings in a table.- Local history: Describe, in simple terms, the importance of local events, people and places.▪ Visit a museum to find out about a local person of significance (Tim Peake the astronaut – The Novium).- Artefacts and sources: Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.▪ Look at examples of memorials, think about their purpose before designing a memorial for their favourite significant person studied during this topic block.- Report and conclude: Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.▪ Through group discussion, sort significant people into categories (activist, artist, explorer, monarch, scientist).▪ Use a 'diamond ranking' to order historical figures in perceived order of significance. Justify choices.- Chronology: Sequence significant information in chronological order.▪ Order significant people relative to each other on a timeline.▪ Working in small groups, chronologically order facts about Neil Armstrong OR Christopher Columbus.▪ Order significant activists relative to each other on a timeline to provide relative context for key figures.- Significant people: Use historical models to make judgements about significance and describe the impact of a significant historical individual.	<ul style="list-style-type: none">▪ Looking at images and information about the seaside town of Whitby, find and record changes between past and present Whitby, and suggest reasons for these.- Compare and contrast: Describe what it was like to live in a different period.▪ Listen to information about historical jobs in Whitby (fishing industry, boat building, jet working, factories...) and record information about working in these jobs.- Significant people: Use historical models to make judgements about significance and describe the impact of a significant historical individual.▪ Discover the significance of Captain James Cook to Whitby and his legacy. Consolidate through hot-seating and then record findings.	<ul style="list-style-type: none">- British history: Describe and explain the importance of a significant individual's achievements on British history.▪ Examine and record reasons why Elizabeth I is considered to be a significant British queen.- Changes over time: Describe how an aspect of life has changed over time.▪ Learn and record how the power of the monarchy has altered through history, encourage discussion around a 'most' or 'least' powerful monarch (with justifications).- Hierarchy and power: Describe the hierarchy of a past society.▪ Learn about and describe the feudal system to show societal organisation under Norman rule.- Artefacts and sources: Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.▪ Examine royal portraits, thinking about the reasons behind their commissioning. Pick one to examine in detail with a partner.- Significant events: Explain why an event from the past is significant.▪ Discuss important things which Queen Victorian achieved during her reign, and suggest why her reign was different to previous monarchs studied so far.- Report and conclude: Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.▪ Use diamond ranking to order Queen Elizabeth II's actions from most to least important. Justify reasoning.▪ Write a letter to a future ruler distilling the wisdom gained from examining past examples of sovereigns.- Chronology: Sequence significant information in chronological order.
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	<ul style="list-style-type: none"> ▪ Use Dawson’s Model (5 key questions) to decide if various historical figures are ‘significant’ or not. ▪ Find out about explorers who were significant, think about why they are considered to be ‘significant’. ▪ Learn about Christopher Colombus and Neil Armstrong. ▪ Think about similarities and effects of activists: Martin Luther King Jr, William Wilberforce, Malala Yousafzai, Mahatma Gandhi, Rosa Parks and Emmeline Pankhurst. ▪ Take a detailed look at Rosa Parks, and write an account of her actions. <p>- Artefacts and sources: Use historical sources to begin to identify viewpoint.</p> <ul style="list-style-type: none"> ▪ Discuss the difference between facts and opinions. Learn about Emmeline Pankhurst before sorting statements about her cause into facts and opinions. 		<ul style="list-style-type: none"> ▪ Introducing the idea of historical ‘periods,’ order English and British monarchs on a timeline. ▪ Sequence six significant sovereigns on a timeline. ▪ Using sections of the Bayeux Tapestry, order events from the life of William the Conqueror. <p>- Significant people: Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <ul style="list-style-type: none"> ▪ Learn about Alfred the Great and choose the five achievements you think he would be most proud of. ▪ Explore and discuss whether Henry VIII had a positive or negative effect on the people of England. ▪ Use Dawson’s Model (5 key questions) to decide which of the six significant sovereigns is most significant. Share assessments and opinions with class. <p>- Communication: Use the historical terms year, decade and century.</p> <ul style="list-style-type: none"> ▪ Recap key historical vocabulary, matching it to the appropriate definitions.
<p>3</p>	<p style="text-align: center;">Through the Ages <i>(History)</i></p> <p><i>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i></p> <p>- British history: Describe how a significant event or person in British history changed or influenced how people live today.</p> <ul style="list-style-type: none"> ▪ Learn and answer questions about how the introduction of Iron changed how people lived in Britain. ▪ Gave a narrative of the development of farming and land management by Celtic peoples. <p>- Civilizations: Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p>	<p style="text-align: center;">Rocks, Relics and Rumbles <i>(Geography)</i></p> <p><i>This project teaches children about the features and characteristics of Earth’s layers, including a detailed exploration of volcanic, tectonic and seismic activity.</i></p> <p>- Significant people: Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <ul style="list-style-type: none"> ▪ Learn and answer questions about Mary Anning and her work surrounding fossils. <p>- Significant events: Explain the cause and effect of a significant historical event.</p> <ul style="list-style-type: none"> ▪ Find out about the causes and effects of each stage of the eruption of Mount Vesuvius at Pompeii, writing a short explanation of the events. 	<p style="text-align: center;">Emperors and Empires <i>(History)</i></p> <p><i>This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</i></p> <p>- Local history: Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <ul style="list-style-type: none"> ▪ In pairs or groups, investigate Romanisation in the local area through a variety of sources. <p>- Communication: Ask well composed historical questions about aspects of everyday life in ancient periods.</p>



- Read about and compare everyday life in the Stone Age to everyday life in the Bronze Age.
- **Everyday life:** Describe the everyday lives of people from past historical periods.
- View examples of historical homes, artefacts and gain knowledge from experts about how early civilisations lived. (Butser Ancient Farm – Chalton.)
- Using a non-fiction text and fact cards, construct and feedback a picture of prehistoric life.
- Examine the 'Beaker Folk' and consider their impact on everyday life in Britain. Write an independent account.
- Question what the Amesbury Archer burial tells us about daily life, and consider how reliable the evidence is.
- Using maps, think about the geographical locations of hillforts, observe images and articulate observations, finally read and answer questions about hillforts.
- Read and answer questions about how the (3rd) Roman invasion of Britain ended the Iron Age, considering what changes it would have brought to the indigenous people.
- **Hierarchy and power:** Describe the roles of tribal communities and explain how this influenced everyday life.
- Consider and articulate how wealth and power began to cause conflict between tribes leading to protected settlements.
- **Civilisations:** Describe ways in which human invention and ingenuity have changed how people live.
- Learn about Stone Age tools and weapons, answer questions on these topics, considering how tools and invention changed how people lived over time.
- Collaboratively collect information about metal working, combine and present research.
- Learn about and record how inventions during the Iron Age changed the everyday life of British people.

- **Artefacts and sources:** Make deductions and draw conclusions about the reliability of a historical source or artefact.
- Think about the techniques of archaeologist Giuseppe Fiorelli. Discuss the reliability of illustrations of recovered artefacts. Using the illustrations as a starting point (along with previous knowledge), research further to write a report about life in Pompeii before the eruption.

- As a class, compose 5 historical research questions about ancient Rome focusing on the aspects of homes, family, school, leisure, clothes, food, jobs and people. Research these questions and share findings.
- **Everyday life:** Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.
- Visit a local historic site (Bignor Roman Villa) and learn about Roman lifestyles from experts.
- **British history:** Describe how a significant event or person in British history changed or influenced how people live today.
- Read and answer questions about how Christianity came to Britain before becoming widely adopted.
- **Everyday life:** Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.
- Read about and contrast life in Rome vs Roman Britain.
- Write about life in Roman towns, label diagrams and argue for how they showcase Roman ingenuity.
- Deduce information about Romano-British artefacts, before being told about them and writing about what they evidence about Roman culture in Britain.
- **Civilisations:** Describe the achievements and influence of the ancient Romans on the wider world.
- Use maps to witness the growth of the Roman Empire, discussing some of the causes and consequences.
- Read and listen to information about the 'Ivory bangle Lady' considering how reliable the information is and what it reveals about multiculturalism in Roman Britain.
- **Hierarchy and power:** Describe the hierarchy and different roles in past civilisations.
- Learn and write about the variations in different forms of Roman government (Kingdom, Republic, Empire).
- Learn about different Roman social groups and their roles before deeper independent research.



<p>- Significant events: Explain the cause and effect of a significant historical event.</p> <ul style="list-style-type: none">▪ Read information and answer questions about the end of the Stone Age. Sharing and comparing responses.▪ Contrast theories about cause(s) for the end of the Bronze Age, discussing the probability of each. <p>- Compare and contrast: Explain the similarities and differences between two periods of history.</p> <ul style="list-style-type: none">▪ Compare elements of life in the Stone Age to the Iron Age such as homes, food, settlements, lifestyle, clothing, conflicts, beliefs, tools and weapons. Consider how inventions and growing wealth changed lifestyles. <p>- Artefacts and sources: Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <ul style="list-style-type: none">▪ Look at a map of UK Stone Age settlements, including Skara Brae, thinking about location and size. Research this settlement site further, thinking of 'historically valid questions' about the site to be investigated.▪ Find out about the Cheddar Man as a significant historical source. Discuss the reliability of this source.▪ Examining the Snettisham Hoard, think about what artefacts can tell us about their owners and makers before being given information on these objects.▪ Discuss the reliability of Roman sources about the Celts, then use them to draw an image of a Celtic warrior.▪ Discuss the merits of written sources, artefacts, human remains and mythological stories. Match evidence with statements about Celtic beliefs.▪ Listen to a podcast about the Boscombe Bowmen and weigh the information which it contains. <p>- Chronology: Sequence dates and information from several historical periods on a timeline.</p> <ul style="list-style-type: none">▪ Placing dates of key events before 1BC on a timeline.▪ Use individual timelines to investigate Bronze Age chronology, encouraging use of historical vocabulary.		<ul style="list-style-type: none">▪ Read about the hierarchy present in the Roman Army, and consider how this aided Roman success. <p>- Hierarchy and power: Describe the significance and impact of power struggles on Britain.</p> <ul style="list-style-type: none">▪ Write an account of Boudicca's rebellion in Britain, considering the significance of her actions.▪ Record reasons for the Roman invasion of Scotland, their lack of success against the Picts and comparisons with the Roman invasion of England and Wales.▪ Discuss the significance and success of Hadrian's Wall. <p>- Civilisations: Describe ways in which human invention and ingenuity have changed how people live.</p> <ul style="list-style-type: none">▪ Learn about Roman inventions and explain how their introduction impacted life in Britain.▪ Explain how Roman road systems helped to Romanise Britain and changed everyday life for the population. <p>- Significant people: Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <ul style="list-style-type: none">▪ Learn about several Roman emperors before using Dawson's model to rank their significance in a diamond ranking, justifying the decisions made. <p>- Significant events: Explain the cause and effect of a significant historical event.</p> <ul style="list-style-type: none">▪ Highlight information to identify some causes and consequences of the first Roman invasions of Britain.▪ Read an adapted letter from Emperor Honorius detailing the withdrawal of Roman troops from Britain in 410 AD. Write a response in role as a Roman soldier detailing worries, fears and other feelings.▪ Explore the impact of Roman withdrawal on the British through role-play. <p>- British history: Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <ul style="list-style-type: none">▪ Highlight information to identify some causes and consequences of the third Roman invasion of Britain,
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	<ul style="list-style-type: none"> ▪ Create timelines to show Iron Age chronology while using historical words and phrases. - Changes over time: Summarise how an aspect of British or world history has changed over time. - Communication: Use historical terms to describe different periods of time. ▪ Chronologically order different time periods /ages, learn and use accurate vocabulary such as: prehistory, era, century, millennia, BC, AD, BCE and CE. 		<p>answering questions about some short-term and long-term impacts on Britain and its population.</p> <ul style="list-style-type: none"> - Artefacts and sources: Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. ▪ Consider the reliability of a modern historian discussing the founding of Rome verses a Roman one. - Report and conclude: Make choices about the best ways to present historical accounts and information. ▪ Write and share reports on the information collected throughout the topic, perhaps as a web article, a podcast, an assembly or a piece of independent writing. - Artefacts and sources: Make deductions and draw conclusions about the reliability of a historical source or artefact. ▪ Consider the reliability of a modern historian discussing the founding of Rome verses a Roman one. ▪ Consider the benefits and drawbacks of using the Vindolanda Tablets as historical evidence (including bias and translation issues). Quoting from the tablets, discuss what they reveal about life in a Roman Fort. - Chronology: Sequence dates and information from several historical periods on a timeline. ▪ Place important dates in Roman history on a timeline.
<p style="text-align: center;">4</p>	<p style="text-align: center;">Invasion (History)</p> <p><i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.</i></p> <ul style="list-style-type: none"> - Compare and contrast: Compare and contrast two civilisations. 	<p style="text-align: center;">Misty Mountain Winding River (Geography)</p> <p><i>This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</i></p>	<p style="text-align: center;">Ancient Civilizations (History)</p> <p><i>This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</i></p>



- Using various secondary sources, use a table to compare everyday life of Anglo-Saxons to that of Vikings.
- **Significant people:** Construct a profile of a significant leader using a range of historical sources.
- Use primary and secondary sources to write a biographical profile of King Athelstan.
- **British history:** Describe a series of significant events, linked by a common theme, that show changes over time in Britain.
- Read and discuss how and why Christianity came back to Britain. Consider the importance of monasteries.
- **Local history:** Describe and explain the impact of a past society on a local settlement or community.
- Investigate whether Vikings or Anglo-Saxons settled in the local area, record answers in an inquiry booklet.
- **Everyday life:** Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.
- Learn about, then categorise statement cards about Roman withdrawal into 'true' or 'false.'
- **Civilisations:** Describe the significance and impact of power struggles on Britain.
- Read a fictional account of a Viking invasion in 789 AD. Empathise with different points of view presented.
- **Artefacts and sources:** Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Examine pictures of artefacts from the Sutton Hoo burial site. Discuss and answer questions about their significance as sources before learning more about them from an expert guest on a podcast.
- Handle Anglo-Saxon coins and artefacts, place them in a context and interpret their practical and wider purpose.
- **Significant events:** Explain in detail the multiple causes and effects of significant events.

- **Changes over time:** Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.
 - Watch information before writing about impact of farming on aspects of life, such as arts, crafts, building and population size in ancient Sumer.
 - Look at images of Sumerian inventions, matching them to information and considering how each invention would have changed the way in which people lived.
- **Compare and contrast:** Compare and contrast two civilisations.
 - Write about similarities and differences between the Sumerian and Egyptian civilisations (cities, inventions, water supply, writing, leaders, infrastructure, hierarchy, art, trade, religion, nutrition) and consider the reasons for these similarities and differences.
 - Consider and write an imagined account of how an ancient visitor through time would react to modern life.
- **Civilizations:** Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.
 - Use a map and timeline in combination to geographically and temporally place ancient Sumer. Read about ancient Sumer and produce a report.
- **Significant people:** Construct a profile of a significant leader using a range of historical sources
 - Listen to information about the pharaohs of Egypt. Discuss information about the role, recording in a table.
- **Civilisations:** Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).
 - Interrogate pictures of artefacts from the tomb of Tutankhamun. Compare pupil conclusions with those of archaeologist Howard Carter.



<ul style="list-style-type: none">▪ Consider and discuss causes and consequences of Roman withdrawal from Britain.▪ Use podcasts and written information sheets to identify causes and effects of the Norman invasion of 1066 AD.- British history: Explain the cause, consequence and impact of invasion and settlement in Britain.▪ Listen to information from audio and video before isolating out the causes and consequences of Anglo-Saxon invasion of Britain.▪ Consider and present the legacy of the Anglo-Saxon invasion, including on language, laws and religion.- Artefacts and sources: Identify bias in primary and secondary sources.▪ After considering bias in Anglo-Saxon account of Lindesfarne raid, use information to write own account as an Anglo-Saxon monk or as a Viking invader.- Artefacts and sources: Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.▪ Listen to 'The Ruin' (Anglo-Saxon poem). Analyse the writing and use it to inspire own poem about period.▪ Consult written evidence for Viking raid on Lindesfarne and question accuracy.- Report and conclude: Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.▪ Gather and interpret evidence from sources to paint a picture of everyday life in Anglo-Saxon England.▪ Read, discuss and answer questions about to what extent Anglo-Saxons surrendered or fought back.▪ Reflect on the primary sources seen throughout the topic including the writings from monks, the <i>Anglo-Saxon Chronicle</i>, and artefacts from Sutton Hoo and Jorvik. Create own 'source' of evidence. Display and discuss.		<ul style="list-style-type: none">- Hierarchy and power: Describe the hierarchy and different roles in ancient civilisations.▪ Through podcasts and diagrams, learn about Sumerian hierarchy and discuss/record reasons for each role.▪ Explore similarities and differences between the hierarchy of ancient Sumer with that of ancient Egypt.- Everyday life: Explain how artefacts provide evidence of everyday life in the past.▪ Examine picture cards of artefacts from Sumer or Egypt. Share ideas and then hear about artefacts.- Artefacts and sources: Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.▪ Interrogate pictures of artefacts from the tomb of Tutankhamun. Compare pupil conclusions with those of archaeologist Howard Carter.- Significant events: Explain in detail the multiple causes and effects of significant events.▪ Learn and answer questions about the ruler 'Sargon the Great'. Decide whether he was a successful ruler with justifications given.▪ Discuss reasons for decline and decay of civilizations. Research and present the decline of Egypt.- Report and conclude: Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.▪ Collect information to write a detailed account of what you could see, hear, taste, touch and smell in a Sumerian city.▪ Absorb information packs about Ancient Egypt, answering questions and comparing ancient Egypt with ancient Sumer.▪ Examine images taken from Egyptian scrolls, wall paintings, drawings and tombs. Through this and
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	<p>- Chronology: Sequence significant dates about events within a historical time period on historical timelines.</p> <ul style="list-style-type: none"> ▪ Complete a timeline showing 4 invaders with overlap between periods of control. Answer questions. ▪ Sequence key events between 400 AD and 1100 AD on a timeline of the early Middle Ages. ▪ Order key events from after King Athelstan on a timeline and consider whether England was 'peaceful'. 		<p>further reading, discuss and record information extracted about city life in ancient Egypt.</p> <p>- Chronology: Sequence significant dates about events within a historical time period on historical timelines.</p> <ul style="list-style-type: none"> ▪ Use a map and timeline in combination to geographically and temporally place ancient Sumer in relation to other civilisations. <p>- Communication: Use more complex historical terms to explain and present historical information.</p> <ul style="list-style-type: none"> ▪ Consider, learn more about and record understanding around the term 'civilisation.'
<p>5</p>	<p>Dynamic Dynasties (History)</p> <p><i>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</i></p> <p>- Communication: Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <ul style="list-style-type: none"> ▪ Read about and independently investigate further the oracle bones found at the Yinxu dig, presenting answers. ▪ Listening to evidence and considering artefacts, structure an argument to explain why the Shang dynasty 	<p>Sow, Grow and Farm (Geography)</p> <p><i>This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</i></p> <p>- Communication: Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <ul style="list-style-type: none"> ▪ Find out more about the 'Dig for Victory' campaign from WWII. Investigate a resources pack, make notes and then answer questions. 	<p>Ground breaking Greeks (History)</p> <p><i>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</i></p> <p>- Communication: Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <ul style="list-style-type: none"> ▪ Take notes from a podcast about male/female roles in Athens. Discuss, analyse picture cards, refer to learning from lesson as evidence to write about gender roles. ▪ View the Acropolis and speculate about it. Read and answer questions about it. Verbally answer: 'what does the Acropolis tell us about the ancient Athenians?'



were successful warriors covering: social structure, weapons, bronze, chariots, wealth and leadership.

- Decide on most fascinating parts of topic covered and pass this information on through short presentations.

- **Compare and contrast:** Compare and contrast an aspect of history across two or more periods studied.

- Complete a table to compare the Chinese Bronze Age with other Bronze Ages studied previously (such as Britain and Egypt). Consider timings, hierarchy, conflicts, beliefs, settlements, everyday life, craftsmanship and how each Bronze Age came to an end.

- **Civilisation:** Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

- Read about religion in the Shang dynasty. Using knowledge, imagination and empathy, answer questions from the perspective of a Shang dynasty member.
- Read about the history, significance and process of making bronze in China. Record and organise knowledge with a template.
- Look at power in Shang dynasty hierarchy, answers questions and discuss how power affected the position and life of people living under the Shang dynasty.
- Find out about and answer questions to consolidate knowledge on everyday life, with an awareness of power.

- **Hierarchy and power:** Describe the significance, impact and legacy of power in ancient civilisations.

- Generate questions by looking at the current statue of Fu Hao, before uncovering the answers.

- **Significant events:** Explain why an aspect of world history is significant.

- Create historically valid questions to explore how the legacy of China can be seen today. Use provided reading as well as further independent research to solve.

- Review knowledge from topic, write thank you letter to the Greeks, mentioning areas such as mathematics, medicine, art and sculpture, theatre, philosophy and democracy. Theorise how the world might have been different without their influence.

- **Compare and contrast:** Compare and contrast an aspect of history across two or more periods studied.

- Period 2/4 – Mycenaeans. Read about this period and compare with Minoans, answer questions around this topic following the model answer format demonstrated.
- Sort information cards into an outline, adding own information to compare Dark Age and Archaic Period.

- **Civilisations:** Describe the achievements and influence of the ancient Greeks on the wider world.

- Learn about famous Athenians, pick the 'most significant' read further and write a profile about them.
- Consider 4 philosophical questions. Recall information about Plato, read about other Greek philosophers. Answer questions and share ideas.
- Introduce Greek Mathematics, discussing together.

Extension: practically investigate Thale's Theorem.

- Collect existing knowledge about Olympic Games, learn more – considering how ancient Olympics informed Modern version. Independent deeper research before answering final questions.
- Consider experiences of art and culture. Read about Greek art and culture, developing a knowledge organiser around an aspect of particular interest.

- **Everyday life:** Explain how everyday life in an ancient civilisation changed or continued during different periods.

- Period 2/4 – Mycenaeans. Read about this period and compare with Minoans, answer questions around this topic following the model answer format demonstrated.

- **Significant events:** Explain why an aspect of world history is significant.



<ul style="list-style-type: none">- Significant people: Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.<ul style="list-style-type: none">▪ Find out how the actions of the last king (Di Xin) lead to the downfall of the Shang dynasty. Talk about text written by Sima Qian in 94 BC in regards to its reliability.- Report and conclude: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.<ul style="list-style-type: none">▪ Act out a fictional playscript of the Xia dynasty, discussing hereditary rule and whether the story might hold elements of truth.- Chronology: Sequence and make connections between periods of world history on a timeline.<ul style="list-style-type: none">▪ Sort Ancient China event cards on a timeline using knowledge of AD and BC before answering questions.- Civilisations: Study a feature of a past civilisation or society.<ul style="list-style-type: none">▪ Class splits and studies jade / silk. After answering questions, feedback to counterparts and consider how the information gathered shows how advanced the Shang dynasty was.- Artefacts and sources: Use a range of historical sources or artefacts to build a picture of a historical event or person.<ul style="list-style-type: none">▪ Listen to information about the archaeological dig at Yinxu before interrogating images of artefacts found there, recording information revealed about the Shang dynasty.		<ul style="list-style-type: none">▪ Find out about the causes and consequences of the end of the Greek Empire, and compare what was happening concurrently in Britain. Reflect on the Roman response to Greek ideas, education, architecture, arts and culture. Answer questions and consider what the world both lost and gained from this change.- Significant people: Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.<ul style="list-style-type: none">▪ Watch information about Hippocrates, pupils summarise how his beliefs and scientific work influenced ancient Greece and modern medicine. Answer questions and then consider his significance.- Report and conclude: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.<ul style="list-style-type: none">▪ Recap: 'republic, power, rule, monarchy and democracy.' Read about Greek democracy, identify and correct mistakes in a fictitious historian's report.- Artefacts and sources: Find evidence from different sources, identify bias and form balanced arguments.<ul style="list-style-type: none">▪ Recall and identify examples of primary and secondary sources and consider pros and cons of each. Look at several of each type of source, answering questions.- Changes over time: Frame historically valid questions about continuity and change and construct informed responses.<ul style="list-style-type: none">▪ Period 1/4 – Minoans. Formulate 3 inquiry questions with a partner and find answers to these. Feedback.▪ Period 3/4 – Dark Age + 4/4 Archaic Period. Place on timeline, listen to and discuss podcast, compose 2 inquiry questions as a pair, researching 1 in detail.
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			<ul style="list-style-type: none"> - Local history: Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. <ul style="list-style-type: none"> ▪ Examine a neoclassical building of significance in the local area, learning about its development, purpose and design features. - Chronology: Sequence and make connections between periods of world history on a timeline. <ul style="list-style-type: none"> ▪ Use comparative timeline to sequence eras of Greek history and compare them to other civilisations. - Civilisations: Study a feature of a past civilisation or society. <ul style="list-style-type: none"> ▪ Watch a video about Greek cities, read about Athens, write a paragraph describing the significance of Athens. ▪ Study a hierarchy diagram for Athens, discuss, compare to other known hierarchies, answer questions. - Artefacts and sources: Use a range of historical sources or artefacts to build a picture of a historical event or person. <ul style="list-style-type: none"> ▪ Work with others to sequence Greek artefacts chronologically, filling the gaps left in the information about them through research. ▪ Using historical sources, webpages and books – find out about Alexander the Great, using a historical inquiry template to structure and present findings.
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6	<p style="text-align: center;">Maafa (History)</p> <p><i>This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa</i></p>	<p style="text-align: center;">Frozen Kingdoms (Geography)</p> <p><i>This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</i></p>	<p style="text-align: center;">Britain at War (History)</p> <p><i>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</i></p>
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and the worldwide communities that make up the African diaspora.

- **Chronology:** Articulate and present a clear, chronological world history narrative within and across historical periods studied.
 - Hypothesise about what happened after abolition in 1833. Listen to information from podcast and fill in recording sheet. Discuss events considered surprising or unfair. Consolidate understanding of effect on different people with dramatized audio.
- **British history:** Articulate the significance of a historical person, event, discovery or invention in British history.
 - Discuss term 'maafa' read about Britain's role, focusing on the varied causes of the growth of the slave trade, the hierarchy of involvement and the devastating human consequences. Working in pairs, answer questions.
 - Listen to and make notes about an explanation of the Race Relations Act (1965). Write a short account to explain its importance, impact and legacy on Britain.
- **Civilisations:** Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
 - Gather preliminary knowledge of Africa, read about African kingdoms and empires, in groups research further the structure, politics, everyday life and significance of the Kingdom of Benin, the Kingdom of Aksum or the Mali Empire. Present ideas verbally, digitally or as a mind map. Compare and contrast to life in Britain at the same time.
- **Civilisations:** Describe and explain the common traits and motives of leaders and monarchs from different historical periods.

- **Civilisations:** Describe some of the significant achievements of mankind and explain why they are important.
 - Explore a timeline of Antarctic exploration events. In pairs choose an event to research through non-fiction books, the internet and encyclopaedias. Feedback findings with an emphasis on significance of event – record using a writing frame to order and present facts.
- **Significant people:** Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
 - Read about Robert Falcon Scott and recount information chronologically. Identify factors which affected the *Terra Nova* expedition, recording them in a table, considering how Scott's decision affected his life, the expedition and the lives of others. Use this table as a basis for class-wide discussion.
- **Significant events:** Present a detailed historical narrative about a significant global event.
 - Articulate knowledge of the Titanic, consider ways to investigate further and find source material. Think about ways of producing a clear and accurate narrative. Consider whether there were positive outcomes. Investigate and present an account of the Titanic.
- **Report and conclude:** Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
 - Read about Ernest Shackleton and summarise main points. In pairs, critically consider the *Endurance* expedition and Shackleton's part in it. Class discussion on perspectives of this expedition with justifications.

- **Chronology:** Articulate and present a clear, chronological world history narrative within and across historical periods studied.
 - In pairs, create a timeline of key WWI events adding own information from independent research for blank dates. Use timelines to answer posed questions.
 - Read about key events at the start of WWII. Answer questions. Class discussion about anything raised.
- **British History:** Articulate the significance of a historical person, event, discovery or invention in British history.
 - Compose and research answers to questions about 'The Battle of Britain'. Use this information to write an answer for why 'The Battle of Britain' was a turning point in WWII. Debate points made and listen to an extract of Winston Churchill to spark further debate.
- **Artefacts and sources:** Ask perceptive questions to evaluate an artefact or historical source.
 - Watch footage, analyse letters and study photographs to gather evidence to write about life in the trenches.
- **Hierarchy and power:** Describe and explain the significance of a leader or monarch.
 - Read about how decisions from different nations affected the course of WWII. Answer questions and discuss the significance of different leaders' beliefs and actions on the war, thinking again about turning points.
- **Hierarchy and power:** Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
 - Learn about how sacrifices of millions of people are remembered around the world. Independently discover the symbolism of the poppy. Explore the poem 'In Flanders Fields' and consider feelings and thoughts.



- Read how interest in Africa from Portugal and Spain led to the slave trade. Consolidate learning through discussion as well as in answering questions.
- **Hierarchy and power:** Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
 - Read about instances of resistance, revolt and refusal. Discuss and consider the impact of these actions. Pupils to read more and answer questions about the difference these acts made in the short-term and long-term.
- **Changes over time:** Describe the causes and consequences of a significant event in history.
 - Physically sort key events for the abolition of slavery into chronological order. Explore how religious groups, revolts, abolitionists and economic considerations affected the campaign. Pupils write a paragraph to summarise actions and events leading to abolition in 1833.
 - Listening to accounts and making notes, find out about reasons behind black immigration, contributions to society and difficulties faced as an ethnic minority. Discuss what has been learnt and write a short paragraph.
 - Discuss the learning for the entirety of the module as a group. Raise questions and write a short account of their learning including their personal response to the topic.
- **British history:** Describe the growth of the British economy and the ways in which its growth impacted on British life.
 - Learn about Britain's role in the slave trade, including the breadth of goods traded and the widespread involvement and active participation of people from all factions of British life. Using evidence, answer questions. Write a summary paragraph about how Britain profited.
- **Everyday life:** Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.

- **Civilisations:** Describe some of the significant achievements of mankind and explain why they are important.
 - Read about weaponry used, discuss consequences of new weapons and record 5 which were personally felt to have the greatest impact on tactics and human life.
 - Recap WWI weaponry and read about WWII technology and weaponry and the affect this had on tactics. Answer questions about this.
- **Changes over time:** Describe the causes and consequences of a significant event in history.
 - Visit a museum to learn about the history of British conflict. Collect information, study a range of artefacts and make a 'Britain at War' fact file to present findings.
 - Learn about causes of WWI making notes, research further and answer questions. Discuss conclusions.
 - Read about the start of WWI, answering questions. Discuss information gained as a class to consolidate.
 - Learn about the end of WWI. Pupils highlight causes, long-term and short-term effects of the war ending. Write own historical account. Consider if 'the war to end all wars' was an accurate description for WWI.
 - Learn about causes of WWII, discussing which were more significant and ordering in a diamond ranking.
 - Find out how WWII ended through independent research (using signposted resources). Discuss findings.
- **Everyday life:** Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
 - Discuss how war could have emotionally and practically affected lives of civilians. Listen to, and make notes on, information around this specific topic. Use notes to summarise ideas, use 'home front picture cards' to inspire and illustrate the writing.
 - List ideas of how experiencing WWI might have impacted on preparations for WWII. Study sources and



<ul style="list-style-type: none">▪ Recall triangular slave trade information. Read sources about capturing and transporting slaves to plantations. Thinking empathetically about human impact, answer questions. Share thoughts and reflections.▪ After listening to a podcast, discuss and reflect upon important facts around the plantation system, the roles of enslavers, the ways in which enslaved people were controlled, the loss of freedom, family and culture, the range of jobs undertaken and working and living conditions. Make notes and write about what life was like for enslaved Africans on a Caribbean plantation.- Artefacts and sources: Identify different types of bias in historical sources and explain the impact of that bias.▪ Critically question a variety of primary sources surrounding the African slave trade. Answer questions.- Significant events: Present a detailed historical narrative about a significant global event.▪ Read about triangular slave trade, discussing and answering questions. Plan and present a detailed narrative about the slave trade. Share and amend it.▪ Read about the colonisation of Africa, discussing the causes and consequences. Use information gleaned to write an explanatory text about what colonisation was and how it affected African people.- Report and conclude: Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.▪ Critically question a variety of primary sources surrounding the African slave trade. Answer questions.- Communication: Use abstract terms to express historical ideas and information.▪ Look up and match definitions to key vocabulary cards.		<p>answer questions. Revisit list to see if the inferences had been accurate.</p> <ul style="list-style-type: none">▪ Using computer or tablets make notes about an account of a British civilian on a prompt sheet. Share with class to identify similarities and differences in various accounts. Reflect on learning by writing about impact of WWII on British civilians.▪ Listen to podcast about Anne Frank to inform discussion about how her life changed over time. Read about hiding in the annex and answer questions. <p>- Artefacts and sources: Identify different types of bias in historical sources and explain the impact of that bias.</p> <ul style="list-style-type: none">▪ Discuss pros and cons of using memories as a historical source of information. (Bias and verification.) <p>- Local history: Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <ul style="list-style-type: none">▪ Discover and learn about a local war memorial, considering its design and continued significance. <p>- Report and conclude: Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <ul style="list-style-type: none">▪ Investigate why so many men volunteered for WWI including through first-hand accounts. Record reasons, grouping them under: 'patriotism', 'propaganda', 'peer pressure', 'shame' or 'adventure'. Write a detailed conclusion, using supporting quotes and examples from the information given and the clips shown.▪ Watch footage, analyse letters and study photographs to gather evidence to write about life in the trenches. <p>- Communication: Use abstract terms to express historical ideas and information.</p> <ul style="list-style-type: none">▪ Think about the definition of war, examples of war and appropriate vocabulary including: <i>allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate,</i>
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North Mundham Primary School

Curriculum Map

History

			<i>persecution, rebellion, resistance, retaliation, surrender, tactic and victory.</i>
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