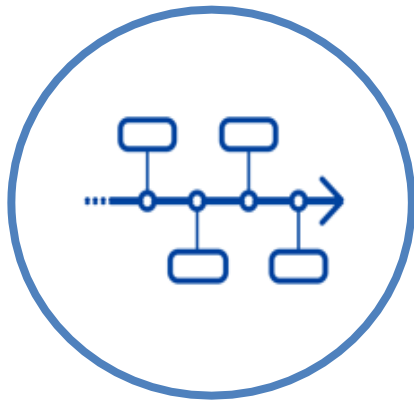




History overview

Key concepts

Understand chronology
and concepts



Investigate and interpret
the past



Communicate
Historically



Blacko Primary School

Be Respectful. Be Collaborative. Be Ambitious.

Blacko Primary School: History Knowledge Curriculum

Our Year 1 History curriculum builds directly on the learning undertaken in the EYFS Understanding the World early learning goal. In their time in Early Years, children will have talked about the lives and roles of people around them. They will have compared things in the past to how they are now, drawing on their own experiences and on texts they have shared, and they will have used the settings, characters, and events they encounter in these stories to develop their understanding of the past.

	My Family...	Homes-Past and Present.	Schools-Past and Present.	Toys-Past and Present.	Transport-Past and Present.	Holidays-Past and Present.
Understanding the World. Past and Present. History.	Using our all about me scrapbook we will spend time getting to know each other. We will share information about our families and those who are important to us. We will use our photos and drawings to create our family trees! Story-Peepo.	We will use our knowledge of the homes in our local environment and compare them to books and photographs of homes in the past. We will discuss the similarities and differences. Story-The Baddies, Each, Peach, Pear, Plum.	We will explore old photographs of Blacko School, discussing what has changed and what has stayed the same. We will then create a map of our present school to help children from the past find their way.	We will enjoy bringing our favourite toy to school. We will take turns to talk about and show our friends our favourite toys! We will then compare our toys-to-toys children played with in the past. We will discuss the similarities and differences. Story: Mr Glad and Mr Dizzy.	We will explore how children and adults got to different places around the world in the past. We will link this to current transport. We will discuss the similarities and differences. Story-What did the tree see?	When exploring the Seaside, we will discuss the Summer holidays which we will be going on this year. We will then discuss and observe photographs of what holidays were like in the past.
Linked Vocabulary	Today, yesterday, tomorrow, day, week, month, old, new (recent), remember, past, present, similar, different, change					
	Parent, grandparent, great-grandparent, lifetime, family,	Kitchen, living room, environment, terrace, semi-detached, detached, cottage, thatched, slate roof	School, classroom, playground, lessons, learning, teacher, change, past, present	Toy, play, similarity, differences, toy soldier, rocking horse, dolls house, jack-in-a-box	Transport, vehicle, car, truck, airplane, hot air balloon, then, now, past, present	Holiday, seaside, sand castle, ice cream, Punch and Judy, bucket and spade, donkey ride, deck chair
Possible artefacts	Children to bring in photos from past and present	Photos and artefacts of homes from past and present	Photos and artefacts from the school past and present	Toys from past and present	Photos and models of transport from past and present	Photos and artefacts of seaside from past and present

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
CLASS 2 YEAR A	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Changes within living memory:</i> Enquiry: How has technology changed in the lifetimes of my family? Compare the lives and works of two British inventors: Ada Lovelace (1815-1852) & Alan Turing (1912-1954)	<i>Events beyond living memory that are significant nationally or globally:</i> Enquiry: What was the impact of the events of the Great Fire of London on housing development in London?	<i>Events beyond living memory that are significant nationally or globally:</i> Enquiry: How did the technology of flight change people's lives? Look at 1903-present. May go back to 1783 onward with Montgolfier Brothers hot air balloon
Key knowledge and concepts	• Past and present sorting pictures (chronology, change over time) • Life of Ada Lovelace through pictures and objects (chronology, historical evidence) • Life of Alan Turing through pictures and objects (chronology, historical evidence) • Comparing lives of inventors (historical similarity and difference) – double bubble • Ordering objects /pictures of technology (change over time, historical evidence - using primary sources) • Vocabulary session. • Interviews with members of school community about technology they use now and in the past (interpretations, historical evidence - using primary sources) • Create simple pictorial timelines to show findings from interviews (chronology, change over time) • Answering the enquiry question – how has technology changed and has it made life better or worse for people? (Change over time, interpretations)	• London past and present comparison. (Chronology, change over time) • Life in the 17th century through pictures and objects. Focus on 1666. (Historical similarities and differences) • The Great Fire of London, when did it happen and what happened? (Significance, chronology, historical evidence) • How did the fire start and how/why did London burn? (Significance, historical evidence, primary and secondary sources) • How did they try to stop the fire? (Significance, historical evidence, primary and secondary sources) • How do we know about the Great Fire of London? (Interpretations, historical evidence - using primary sources) • Vocabulary session • What happened after the Great fire of London? (Interpretations, historical evidence, significance) • What was the significance of the Great Fire of London, what was learned and changed that we can still see today? (Significance, change over time, interpretations)	• Link to prior learning – recap technology learning from the year. • Vocabulary session • Flight travel past and present comparison. (Chronology, change over time) • Zoom out to flight timeline in the 20th Century (chronology) • Zoom into first flight – Wright Brothers (historical evidence - primary and secondary sources) • Create and run a survey across the school/parents on where people go on holiday and how do they travel. (Interpretations, primary sources) • Zoom into holidays – then and now (change over time, reasons and results) • Compared to survey data, how has the changes in flight travel impacted on how people holiday today compared to the past? (Significance, changes over time) • Zoom into space exploration – Moon landings (looking at primary and secondary sources) • Answering the enquiry question (reasons and results, interpretations)

Vocabulary	Past, present, interviews, interpretations, chronology, year, decade, century, date order, timeline, living memory, long ago, change, primary sources, Community, technology, Alan Turing, Ada Lovelace, computer, 1960's, jobs, Inventor	Past, present, interviews, interpretations, chronology, year, decade, century, date order, timeline, living memory, long ago, change, primary sources, Samuel Pepys, diary, recount, leather, bucket, thatched roof, fire, hooks, ignite, flammable, Thames, monument, contain.	Past, present, interviews, interpretations, chronology, year, decade, century, date order, timeline, living memory, long ago, change, primary sources, Flight, Wright Brothers, exploration, holiday, moon landing
Possible artefacts	Historical photos, examples of past and present technology,	Historical photos, sources of information, recounts and diaries, photos for comparison, artefacts such as; leather fire helmet, reproduction leather fire bucket, Cross-section of wooden water hosepipe, A1 Wenceslas Hollars Map of the Great Fire of London.	Historical photos, memorabilia from the wright brothers, primary and secondary sources and accounts.

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
CLASS 2 YEAR B	Significant historical events, people and places in their own locality: Enquiry: Why was cotton important for Lancashire and specifically our local area? (1700-1960)	The lives of significant individuals in the past who have contributed to national and international achievements: Enquiry: Compare the lives and works of two British inventors: James Hargreaves (1720-1778) and Richard Arkwright (1732-1792)	Events beyond living memory that are significant nationally or globally: Enquiry: Why was Queen Victoria's reign important in world history? (r. 1837-1901) (Life: 1819-1901)
Key knowledge and concepts	- What is cotton and how was it made? Look at artefacts and photos (historical evidence) - Vocabulary session - Timeline of cotton manufacture in Lancashire and specifically our local area, bridging back to chronological events from Year 1 history (chronology) - Ask questions about the life of a mill worker and answer them using evidence from trip (historical evidence, interpretations) - Compare photos and maps to show how Lancashire and our local area changed over time due to cotton industry (change over time, historical evidence) Trip to Helmshore Mill - Zoom in and bridge back to Helmshore Mill. Discuss and recap key vocabulary (roving) and the journey of the cotton through the milling process. - Zoom in to look at carding and the cotton machines. - Discuss signs of cotton industry in Lancashire and specifically our local area today and discuss importance now and in the past (historical evidence, interpretations, significance)	Retrieval: Link to prior learning looking at industry in Lancashire – cotton mills - Vocabulary session - Zoom out - Comparing scenes from Lancashire now with those from the past (change over time, historical evidence) - Zoom in - Ordering events within James Hargreaves' lifetime (chronology) - Explore the events within James Hargreaves' lifetime in more detail focusing on the invention of the Spinning Jenny and its impact on industry at the time. - Zoom in - Ordering events within Richard Arkwright's lifetime (chronology) - Explore the events within Richard Arkwright's lifetime in more detail focusing on the invention of the water-powered water frame and modern industrial factory system in Britain and their impact on industry at the time. - Zoom out to place lifetimes of Hargreaves and Arkwright on timeline (chronology) - Compare lives and inventions of Hargreaves and Arkwright and discuss reasons for similarities and differences link to their impact on industry at the time. (Historical similarity and difference, interpretations, reasons and results)	- Asking questions based on a photo of Queen Victoria (historical evidence, interpretations) - Zoom out to place Queen Victoria's reign on overview of Monarch timeline including Industrial Revolution and Queen Elizabeth II up to present day (chronology) - Zoom into timeline of Queen Victoria's reign (chronology) - Zoom into industry looking at changes between start and end of Queen Victoria's reign through secondary sources (historical evidence, change overtime, interpretations) - What was the British Empire? How was it formed? (Historical evidence, change overtime, interpretations) - Marking world map with British Empire including India (link to geography curriculum summer term) - Zoom into Empress of India medal primary source (historical evidence, interpretations) - What influences from Queen Victoria's reign can we still see today? (Significance, change over time, interpretations)

Vocabulary	Past, present, change, significance, chronology, year, decade, century, date order, timeline, living memory, long ago, change, industry, primary sources, importance, artefact. Roving, cotton, cotton mills, local area, mill, factory, mill worker, life, Lancashire, carding, weaving	Past, present, change, significance, chronology, year, decade, century, date order, timeline, living memory, long ago, change, industry, primary sources, importance, compare, artefact. Cotton mills, Richard Arkwright, James Hargreaves, spinning jenny, water wheel, water-powered water frame, modern industry factory system, invention.	Past, present, change, significance, chronology, year, decade, century, date order, timeline, living memory, long ago, change, industry, primary sources, importance, compare, artefact. Queen Victoria, reign, India, Empress, monarch, impact, medal, Queen Elizabeth II, empire, trade, exploration
Possible artefacts	Cotton, historical photos, fancy dress (mill workers, owners), weaving, raw cotton, cotton plant.	Spinning jenny model, historical photos, water wheel model.	Medals, historical photos, sources of information.

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
CLASS 3 YEAR A	<i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i> Enquiry: How did life change for children in North-West England during the Industrial Revolution? (1760-1840)	<i>The Roman Empire and its impact on North-West England:</i> Enquiry: What was the impact of the Roman Empire (625BC-476AD) on North-West England?	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</i> Enquiry: Can we thank the Ancient Greeks (700-480BC) for anything in our lives today?
Key knowledge and concepts	- Bridge back to Year 2 knowledge on cotton industry in Lancashire and specifically our local area (retrieval) and Year 2 geography - Compare images of NW England pre-and post-Industrial Revolution (change over time, chronology, reasons and results) - Timeline of Industrial Revolution linking to Year 1 and 2 history topics (chronology) - Vocabulary session Trip to Quarry Bank Mill - Quarry Bank Mill introduction - links to cotton trade from Year 2 and slave trade Year 4 (historical evidence) – place on map to link with geography autumn and spring term - Learn about children's lives at Quarry Bank Mill within work, education, health and play (historical evidence) - Factory Acts 1833 - 1850 – how did these change life for children? (Reasons and results) - Discuss whether lives changed for better or worse. - Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results). Link to children's rights - Answer the enquiry question	- When and where – map and timeline of Romans Empire to link back to Iron Age Y3 (link to geography, chronology) - Who were the Romans, life as a Roman? Zoom in to look at Julius Caesar and the Roman leaders. (Chronology, significance, empire) - Zoom in - What was Britain like before the Romans invaded? Compare to Roman life from previous lesson. A Street Through Time. (Changes over time, interpretations, historical evidence) - Zoom in - What was the significance of the Roman Army how did it expand the Roman Empire? (Significance, historical evidence) - Zoom into Roman Invasion - how and why did the Romans invade Britain? Emperor Claudius (reasons and results) - Zoom in to look at what the Romans brought to Britain and the changes they made. (Significance, historical evidence) - Zoom in to look at who was Boudica and how/why did she lead a rebellion against the Romans (reasons and results) - Vocabulary session Trip to Ribchester Roman Museum - Link back to geography Y4 autumn to zoom in on area of Lancashire before and after Roman Invasion. What evidence can we see today? (Change over time)	- Bridge to ancient civilisations overview (chronology) - Zoom in on Ancient Greece – when and where? (Chronology with overview timeline and link to Geography) - Zoom in on what was lifelike in Ancient Greece? (Historical evidence, interpretations) - Zoom in on why were Athens and the Spartans so different? (Historical evidence, interpretations) - Zoom in on why did the small Greek army win the Battle of Marathon? (Historical evidence, interpretations) - Zoom in on what was Alexander the Great's impact and influence on the Greek Empire? (Historical evidence, interpretations) - Vocabulary session - Zoom into literature – Greek Gods, myths and legends (historical evidence, interpretations) - Zoom into theatre (historical evidence, interpretations) - Zoom into sport and first Olympic Games (historical evidence - primary sources e.g., vases) - Zoom into democracy – bridge forwards to Year 5 autumn topic. - Answer the enquiry question to analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change / continuity)

Vocabulary	Period, sources, significance, continuity, change, first hand/second hand evidence, Historian, chronology Industry, trade, slavery, Industrial Revolution, Empire	BCE, CE, BC, AD Period, thousands of years, sources, significance, continuity, change, first hand/second hand evidence, settlements, Historian, chronology Romans: trade, army, government, invasion, buildings, settlement, resistance, rebellion, sophisticated, Emperor, Boudica	BCE, CE, BC, AD Period, thousands of years, archaeology/ists, sources, significance, continuity, change, first hand/second hand evidence, settlements, Historian, chronology Greeks: Government, Olympics, army, city, state, myths, democracy, architecture, religion, amphora, engineering, Alexander the Great, Battle of Marathon
Possible artefacts	Cotton, historical photos, fancy dress (mill workers, owners), weaving, raw cotton, cotton plant.	Historical photos, fancy dress (Romans), Roman shield, Roman helmet, roman coins, Roman jewellery, Roman books, oil lamp	Historical photos, Greek Theatrical Masks, Greek Archaeo-Box, Greek Discus Replica, Ancient Greek Sandals Size 4, Replica Ancient Greek Coins 4pk, Replica Greek Mask of Hercules, The Ancient Greeks Book Pack 10pk, Ancient Greece Spartan Shield,

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
CLASS 3 YEAR B	<i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i> Enquiry: What was the impact of the slave trade on North West England? (1700/1750 - 1833)	<i>Changes in Britain from the Stone Age to the Iron Age:</i> Enquiry: How did life change in Britain from the Stone Age (up to 4000/2000BC) to the Bronze Age (3500/3000BC – 1200BC to the Iron Age (1200-600BC)	<i>The achievements of the earliest civilizations – an in-depth study of the Shang Dynasty in China:</i> Enquiry: How do the achievements of the Shang Dynasty contrast to those of Bronze Age Britain? (1600-1050BC)
Key knowledge and concepts	• What is slavery, timeline and significance. (Chronology, significance) • Overview timeline of period linking to prior learning – reign of Queen Victoria, Industrial Revolution, slave trade (chronology) • Britain and the Slave Trade, Transatlantic Slave Trade (historical evidence, primary sources, interpretation) • The life of a slave, travel on the Transatlantic Slave Trade and lack of rights (historical evidence - primary sources, interpretation) • The life of a slave, slave markets and plantation life (historical evidence - primary sources, interpretation) • Trip to International Slavery Museum, Liverpool • Link back to trip to International Slavery Museum • Vocabulary session • Resistance and rebellion – Harriet Tubman and the Underground Railroad (historical evidence - primary sources, reasons and results) • Resistance and rebellion, raising awareness Olaudah Equiano (historical evidence - primary sources, reasons and results) • Resistance and rebellion, raising awareness – William Wilberforce (historical evidence - primary sources, reasons and results) • Zoom in to look at primary and secondary sources linked to abolition of slavery – choose one campaigner (historical evidence, interpretations) • Answer the enquiry question: Cause and effect of slave trade on NW England (reasons and results)	• Big Picture toilet paper timeline in hall to chart back from present day to Stone Age, marking in Stone Age, Iron Age, Bronze Age and bridging back to history topics covered at KS1 (chronology) Use of BC and CE as historical conventions. • Vocabulary session • How do we know about prehistory without written records? Look at archaeology (historical evidence, interpretations) • Zoom into old Stone Age – hunters and gatherers look at stone spear heads (historical evidence - primary sources) • Zoom in to look at what was Stone Age cave art? • Zoom into New Stone Age - first farmers. How did farming change how people lived? (Change over time, reasons and results) • Zoom into Bronze Age – how did bronze replace stone – bronze age tool (historical evidence - primary sources) • Zoom into Iron Age – compare pictures to see changes (historical evidence, interpretations) • Trip to Creswell Crags • What changed and what stayed the same from Stone Age to Iron Age? (Change over time, historical similarity and difference) • Answer the enquiry question	• Bridge back to Stone Age-Iron Age Britain. Overview of Ancient civilisations in the world – map and large toilet paper timeline in hall (chronology, link to geography) • Zoom into Shang Dynasty – where and when? (chronology) • Zoom in to what it was like in settlements around the Yellow River Plain. • Zoom in to look at how to Rule a Dynasty: What did the rulers of the Shang Dynasty do? • Bridge back to archaeology – Zoom into Fu Hao's tomb discovered in 1976. What can we learn about the Shang Dynasty from this tomb? (Historical evidence, interpretations) • Vocabulary session • Zoom into bronze and jade artefacts – link back to Bronze Age Britain and compare (historical evidence, similarity and difference) • Zoom in to look at coming to an End: Why did the Shang Dynasty fall in 1046 BC? • What else do we still want to know? Raise historical questions and use secondary sources to find answers (interpretations) • Compare Shang Dynasty to Bronze Age Britain. Which was the most advanced civilisation? (Similarity and difference, significance) • Answer the enquiry question

Vocabulary	Period, sources, significance, continuity, change, first hand/second hand evidence, Historian, chronology Slavery, abolition, slave trade, rights, plantation, Transatlantic Trade, Underground railroad, Harriet Tubman, William Wilberforce, Olaudah Equiano, resistance, rebellion, rights	BCE, CE, BC, AD Period, thousands of years, archaeology/ists, sources, significance, continuity, change, first hand/second hand evidence, settlements, Historian, chronology Stone Age, Bronze Age, Iron Age, settlements, hunting, gathering, farming, tools, prehistory	BCE, CE, BC, AD Period, thousands of years, archaeology/ists, sources, significance, continuity, change, first hand/second hand evidence, settlements, Historian, chronology Shang Dynasty, Emperor, Empire, China, advanced, civilisation, Yellow River Plain, jade, Fu Hao, settlement
Possible artefacts	Historical photos	Historical photos, Stone Age Flint Artefacts 10pk, Stone Age Replica Fish Harpoon, Iron Age Jewellery Collection 6pk, Stone Age Replica Mounted Axe, Stone Age Flint Arrowheads 30pk, Stone to Iron Age Book Pack KS2 10pk, Stone Age to Iron Age Pottery 3pk,	Historical photos, Shang Dynasty of Ancient China KS2 Book Pack, Shang Dynasty of Ancient China Artefact Collection,

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
CLASS 4 YEAR A	<i>A study of an aspect in British history that extends pupils' chronological knowledge:</i> Enquiry: How did the Suffragettes and Emmeline Pankhurst (1858-1928) change the lives of people in Manchester and our local area?	<i>Britain's settlement by Anglo-Saxons:</i> Enquiry: How did the Anglo-Saxons (410-1066AD) change Britain?	<i>A non-European society that provides contrast with British history: early Islamic civilization, including a study of Baghdad c. AD 900:</i> Enquiry: How does The Golden Age of Islam (622AD-1258AD) contrast with the Anglo-Saxon Britain?
Key knowledge and concepts	- Bridge back to definition of democracy from Year 4 summer term Ancient Greece. Why is democracy important? (significance) - Big Picture - track timeline back from current day voting rights to beginning of 19th century. When do children think all adults were able to vote? Plot events on a timeline. (Chronology, change over time) - Add on previous events - abolition of slavery (1833) - bridge back to Y4 local history and Factory Act (1833) – bridge back to Y3 local history. Link to big picture of Industrial Revolution (chronology) - Look at Statue of Emmeline Pankhurst in Manchester (2018). Children raise questions. Why is this person important? (Significance, interpretations) - Zoom into life of Emmeline Pankhurst and notable events (chronology, significance) Trip to People's History Museum Manchester - Look at campaign posters/photos. What can we learn about the campaign? (Historical evidence - primary sources, interpretations) - Zoom into the suffrage campaign database website Database - Women's Suffrage Resources to find women in Manchester who signed the 1866 petition and/or appear in the 1914 Home Office	- Bridge back to Roman Britain Year 4 – what happened after the Romans left? - Overview timeline of Anglo-Saxon period (chronology) - Zoom in to look at how and why the Anglo Saxons wanted to come to Britain (primary sources, reasons, and results) - Compare pics from A Street Through Time – Roman Britain to Anglo Saxon Britain (interpretations) Why was it called the Dark Ages? Why is it difficult to find out about this period? (Historical evidence, change over time) - Zoom in to look at who was Alfred the Great and his rule of Anglo Saxon Britain. (Significance, empire, reasons, historical evidence) - Zoom in to look at Anglo Saxon food, drink, clothes, religion and life (significance, historical evidence) - Zoom into Anglo Saxon place names. Old English Language (primary sources, reasons and results) - Vocabulary session - Zoom in to look at how and why the Anglo Saxons recorded the events from their time. (Sources, historical evidence, significance)	- Bridge back to Anglo Saxon Britain and show Baghdad and London on map. Construct overview timeline to show AD900 in context of other history topics already learned (chronology) - Zoom into citizens of Baghdad – everyday life, school and education (historical evidence) - Vocabulary session - Zoom into The House of Wisdom (historical evidence) - Zoom in to look at the First Four Caliphs and their significance in Early Islamic civilisation (historical evidence, interpretations, significance) - Zoom in to look at Early Islamic art and how it records the significance of the time (significance, historical evidence) - Zoom in to look at the trade and power of Early Islamic civilisations and how/why they became a significant power in their time (significance, historical evidence, reasons and results) - Zoom into Al-Sahrawi and contributions to medicine (historical evidence, significance) - Compare achievements to those of Anglo-Saxon Britain (historical similarity and difference) - What is the legacy of the Golden Age of Islam on the world today? (Significance, reasons and

	arrest records (historical evidence - primary sources). Choose onenotable story to analyse and fit to bigger picture. • Vocabulary session • Zoom into militant tactics and arrests from primary sources. Debate - were the Suffragettes right to break the law? (Reasons and results, interpretations. • What other significant historical issues were present at this time and how did they impact? Chronology, connecting knowledge and time frames. • Big picture - answer enquiry question - how did the Suffragettes change life for women in Manchester? (Historical cause and effect, significance)	• Sutton Hoo excavation 1939 (historical evidence, interpretations) • Zoom in – what can we learn from an Anglo-Saxon coin? (Historical evidence -primary sources) • Answer enquiry question (significance, reasons, and results, change over time)	results) • Answer enquiry question (significance, reasons, and results, change over time)
Vocabulary	Chronology, era, millennium, century, decade, extent of; change/continuity, weighing up both sides, primary evidence, secondary evidence, eyewitness, reliable, legacy, my conclusion is that.... Suffragette, equality, debate, militant tactics, democracy, Emmeline Pankhurst, Factory Act, arrests, rights	Chronology, excavate, anachronism, stereotype, excavate, era, millennium, century, decade, extent of; change/continuity, weighing up both sides, primary evidence, secondary evidence, eyewitness, reliable, legacy, my conclusion is that.... Culture, religion, Anglo Saxon, Alfred the Great, period, Dark Ages, invasion, Sutton Hoo, excavation, religion	Chronology, excavate, anachronism, stereotype, excavate, era, millennium, century, decade, extent of; change/continuity, weighing up both sides, primary evidence, secondary evidence, eyewitness, reliable, legacy, my conclusion is that.... Ancient Islam: Bagdad, knowledge, Golden Age, civilisation, mathematics, influential, tolerance, caliphate, silk roads, science, achievement, House of Wisdom
Possible artefacts	Historical photos, petition signs / banners, weapons, post boxes, letters, 3-D figures.	Historical photos, helmets, shields, armour, weapons, punishment figures. Anglo Saxon Shield Replica, Anglo Saxon Archaeo-Box, Anglo Saxon Cooking Pot, Replica Sutton Hoo Helmet	Historical photos, helmets, shields, armour, weapons, punishment figures. Islamic Civilisation Artefacts

	AUTUMN TERM LOCAL HISTORY	SPRING TERM BRITISH HISTORY	SUMMER TERM GLOBAL HISTORY
CLASS 4 YEAR B	<i>A study of an aspect in British history that extends pupils' chronological knowledge – a significant turning point in British history:</i> Enquiry: What was the impact of the WWI (1914-1918) on local people's lives?	<i>Viking and Anglo-Saxon struggle for the Kingdom of England:</i> Enquiry: How and why did the Vikings (793AD-1066AD) invade Britain?	<i>A non-European society that provides contrast with British history: Mayan civilization c. AD 900:</i> Enquiry: How does Mayan civilisation (1800BC-600AD) contrast with Anglo-Saxon Britain?
Key Knowledge and concepts	• Bridge back to Year 5 local history to extend timeline from 1900s onwards to include WWI (chronology) • Zoom into WWI 1914-1918 – overview of events (chronology) • Zoom out to what changes did WWI have on Britain at that time – why did this happen (reasons and results) • Zoom in to look at WWI propaganda (historical evidence, cause and effect) • Zoom in to look at life in the trenches during WWI (cause and effect, historical evidence) • Zoom in to Accrington pals – why did this happen (reasons and results) • Look at photos and evidence to analyse impact of Accrington Pals on the local area (historical evidence – primary sources) • Look at evidence and written accounts to identify population trends during WWI 'The Lost Generation' (historical evidence – primary sources, interpretations) • Trip to Imperial War Museum North • Multi-flow graphic organiser to show cause and effect of WWI on population movements and changes (reasons and results, change over time) • Answer enquiry question (significance, reasons, and results, change over time)	• Bridge back to Year 4 Anglo Saxons – extend timeline to show Viking Raids (chronology) • Who were the Vikings and where did they come from? Show on map. • Zoom in to look at Viking life, clothes, food and drink. (Historical evidence) • Zoom in to look at Viking Gods and their importance to the Vikings. (Historical evidence, interpretations) • Zoom in - why did the Vikings come to Britain? (Historical cause and effect) • Zoom in to look at Viking raids and invasions through Britain. What were the Viking warriors like? (Significance, historical evidence, cause and effect) • Zoom in to look at how do we know about Viking Britain? (Historical evidence) (historical cause and effect) • Zoom in - What was a Viking ship like? (Historical evidence primary sources, interpretations) • Vocabulary session • Anglo Saxon resistance – debate – did Alfred deserve to be called the 'Great'? (significance) • Answer enquiry question (significance, reasons, and results, change over time)	• Overview timeline to show context within history already learned – bridge back to Y5 Anglo Saxons • Where were the Maya? Place on map (link to geography) • How do we know about the Maya? Look at primary sources (historical evidence, interpretations) • Zoom in to look at how and why the Maya settlers survived and thrived in the rainforest. (Historical evidence) • Vocabulary session • Zoom in to look at who was Pakal the Great? (Significance, historical evidence) • Zoom into Maya writing (historical evidence) • Zoom into Maya trade and number system (historical evidence) • Zoom into Maya sports (historical evidence) • Compare to Anglo Saxons. Which was the most advanced civilisation? (Historical similarity and difference) • Zoom into the Maya today (change and continuity, significance) • Answer enquiry question (significance, reasons, and results, change over time)

Vocabulary	Chronology, anachronism, stereotype, excavate, era, millennium, century, decade, extent of; change/continuity, weighing up both sides, primary evidence, secondary evidence, eyewitness, reliable, legacy, My conclusion is that.... WWI, alliance, war, navy, army, lost generation, population, Accrington Pals, movements, census	Chronology, excavate, anachronism, stereotype, excavate, era, millennium, century, decade, extent of; change/continuity, weighing up both sides, primary evidence, secondary evidence, eyewitness, reliable, legacy, My conclusion is that.... Vikings, Anglo Saxon, invasion, raids, religion, resistance	Chronology, excavate, anachronism, stereotype, excavate, era, millennium, century, decade, extent of; change/continuity, weighing up both sides, primary evidence, secondary evidence, eyewitness, reliable, legacy, My conclusion is that.... Maya, civilisation, Pakal the Great, trade, settlement, Glyphs, Codices, Cacao
Possible artefacts	Historical photos, soldier hats, clothing, luggage, fake bombs, medals, military equipment, name tags, weapons, model aircrafts, 3-D tank model, pretend food / cans, ration books, money.	Historical photos, weapons, long-boat models, helmets, armour, maps, hair, shoes. Anglo Saxon Shield Replica, Anglo Saxon Archaeo-Box, Anglo Saxon Cooking Pot, Replica Viking Helmet, Replica Viking Jewellery 8pk, Viking Drinking Horn, Viking and Anglo Saxon Book Pack 6pk, Viking Axe Head Replica, Replica Viking Shield, Viking Coins Replica Artefacts	Historical photos, chocolate, clothing, rocks, farm model, cocoa beans, temple model. Maya Artefacts Pack, Mayan Book Pack 6pk, Maya Chocolate Artefact Kit, Central American Gods Replicas 4pk