



## HISTORY



Threshold Concepts:		Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically		
		This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	This concept involves using historical vocabulary and techniques to convey information about the past.		
		<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>	<b>Kings and queens</b>	<b>Let's explore</b>
<b>EYFS History</b> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.		<ul style="list-style-type: none"> <li>What do I know about me?</li> <li>How am I the same?</li> <li>How am I different?</li> <li>What makes a family?</li> <li>Compare similarities and differences to others.</li> <li>Who lives in my house?</li> <li>Family</li> <li>All about me</li> <li>Who am I?</li> <li>Who is in my family?</li> <li>Where do I come from?</li> <li>Look at pictures of when they were young- children to sequence these photos in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Look at different celebrations and festivals across different cultures such as Diwali, Remembrance Day, Christmas – similarities and differences between these traditions.</li> <li>Family traditions and experiences such as welcoming a new baby into the family – looking at personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Passage of time within seasons – how has our routine changed since autumn?</li> <li>Farms/zoos in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>Passage of time within seasons –how has our routine changed compared to autumn/spring?</li> <li>Historian Day</li> <li>William Shakespeare- Midsummer Night Dream</li> </ul>	<ul style="list-style-type: none"> <li>Family tree-Royal family</li> <li>Sequence King Charles III life in order</li> </ul>	<ul style="list-style-type: none"> <li>Transport-past and present</li> </ul>
<b>Year 1</b>	<b>History</b>	<b>How do experiences of our families differ?</b>	<b>How have toys changed over time?</b>	<b>Why do we celebrate the great explorers?</b>			
	<b>Awe and wonder</b>	Visitors to school talking about their family experiences.	Toy workshop				
	<b>Oracy outcome</b>						
	<b>Links to other curriculum subjects</b>						
	<b>Knowledge</b>	<b>Lesson 1 (Artefact/ image relating to families)</b> To know what is meant by change. To know how their own lives have changed. To know what is meant by the terms: past, present, older and newer, and to use these when discussing events. <b>Lesson 2</b> To know how people in the past acted To know why people acted as they did To know how to ask questions to develop our understanding. <b>Lesson 3</b> To know how the past can be represented. To know these representations can be different. To know that evidence can help us to understand ideas. <b>Lesson 4</b> To know how to use dates when talking about events. To know which phrases, show passage of time (a long time ago, recently, when my parents/carers were children and years) <b>Lesson 5</b> To know what equality means To know what justice means.	<b>Lesson 1 (Artefact/ image relating to toys)</b> To know what the term childhood means. <b>Lesson 2</b> To know that evidence can help us to understand ideas based around toys. To know how to ask questions about toys and games to develop our understanding. To know that evidence can help us to understand ideas. To know the past can be represented in different ways. <b>Lesson 3</b> To be able to name the toys and games played in the past. To know the toys and games people play in modern Britain. <b>Lesson 4</b> To know what is meant by the term nation. To know how the history of toys in the UK has changed over time. To know how the history of toy making has changed over time. To know how the history of toy shops have changed over time. <b>Lesson 5</b> To know how events can be ordered To know how to put events in order To know how to use the terms past, present, older and newer to describe when events were in relation to each other. To know how to add dates to events.	<b>Lesson 1 (Artefact/ image relating to great explorers)</b> To know what the term migration means. <b>Lesson 2</b> To know that evidence can help us to understand ideas. To know how to ask questions to develop our understanding. To know that evidence can help us to understand ideas. To know the past can be represented in different ways. <b>Lesson 3 and 4</b> To know Ibn Batutta. To know why Ibn Batutta is remembered. To know what is meant by the term legacy To know some of Batutta's main achievements and be able to order these, using the terms past, present, older and newer. To know the reasons why Batutta's chose to do these things To know why we need artefacts to help us understand historical events. To know the impact of Batutta's actions.  <b>Lesson 5 and 6</b> To know why Neil Armstrong is remembered. To know some of Armstrong's main achievements and be able to order these, using the terms past, present, older and newer. To know the reasons why Armstrong chose to do these things To know why we need artefacts to help us understand historical events. To know the impact of Neil Armstrong's actions on the American nation.			
<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>				



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	<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>	<b>Kings and queens</b>	<b>Let's explore</b>
		<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened?</li> <li>Use artefacts, pictures and stories, to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Build an overview of world history</li> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	
	<b>Understanding Chronology</b>	<ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Use dates where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Use dates where appropriate.</li> </ul>	
	<b>Communicate Historically</b>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years, to describe the passing of time.</li> <li>Show an understanding of concepts (equality and justice)</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts (childhood)</li> </ul>		<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts (migration)</li> </ul>	
<b>Year 2</b>	<b>History</b>	<b>What was it about 17<sup>th</sup> century London that helped to cause the Great Fire of London?</b>	<b>How has our school changed over time?</b>	<b>Why do we remember the Accrington Pals?</b>		
	<b>Awe and wonder</b>	Fire fighters visiting GFOL- workshop				
	<b>Oracy outcome</b>					
	<b>Links to other curriculum subjects</b>					BA Horsefall- Victoria cross
	<b>Knowledge</b>	<b>Lesson 1 (Artefact/ image relating to GFOL)</b> To know where, when and why the Great Fire of London (GFOL) started To know why the GFOL was a significant event in history <b>Lesson 2</b> To know why the fire spread so quickly To know what the words 'flammable' and 'congested' mean To know why King Charles II gave the orders he did <b>Lesson 3</b> To know the order of events surrounding the GFOL To know how to describe the events using the terms: a long time ago, recently, years, decades, centuries, past, present, older and newer <b>Lesson 4</b> To know of a famous eyewitness to the event (Samuel Pepys) <b>Lesson 5</b> To know the effects the fire had on people's lives	<b>Lesson 1 (Artefact/ image relating to Spring Hill School)</b> To know that evidence can help us to understand ideas. To know how to ask questions to develop our understanding. To know that evidence can help us to understand ideas. To know the past can be represented in different ways. <b>Lesson 2</b> To know the changing locations of Spring Hill school over time. To know the key events associated with Spring Hill School over time (Changing headteachers, relocation etc) <b>Lesson 3</b> To know how to add these events to a timeline using dates and the terms: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <b>Lesson 4</b> To know how to use the terms past, present, older and newer to describe the period of time. To know changes that have happened in their own lives (changing school, moving house, moving class, new teacher)	<b>Lesson 1(Artefact/ image relating to the Accrington Pals)</b> To know that evidence can help us to understand ideas. To know how to ask questions to develop our understanding. To know that evidence can help us to understand ideas. To know the past can be represented in different ways. <b>Lesson 2</b> To know why the Accrington Pals are well known To know why the Accrington Pals went in to battle To know the dates associated with the battle and use the terms a long time ago, years, decades and centuries to describe the passing of time. <b>Lesson 3</b> To know why people acted the way they did To know the effect and impact this had on Accrington To know the effect and impact this had on the lives of family members <b>Lesson 4</b> To know of the legacy of B A Horsefall To know why his actions were awarded		
	<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>		



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	<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>	<b>Kings and queens</b>	<b>Let's explore</b>
		<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>		<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>			<ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	
	<b>Understanding Chronology</b>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>			
	<b>Communicate Historically</b>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of concepts (civilisation)</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of concepts (childhood)</li> </ul>		<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts (leadership)</li> </ul>	
<b>Year 3</b>	<b>History</b>	<b>What was life like for children in the Stone Age?</b>	<b>What do evidence and sources reveal about life in the Bronze and Iron Age?</b>	<b>How significant was the cotton industry for our local area?</b>		
	<b>Awe and wonder</b>	<b>Stone age workshop</b>		<b>Visit to a cotton mill</b>		
	<b>Oracy outcome</b>					
	<b>Links to other curriculum subjects</b>					
	<b>Knowledge</b>	<p><b>Lesson 1</b> To know how the caves of the Lascaux region of South West France have provided a wealth of information. To know how religion seemed to play a large part of Stone Age people's lives</p> <p><b>Lesson 2</b> To know the Stone Age ancestors made and used tools and weapons to eat with and to hunt with. To know how the tools and weapons differed between groups of people. To know the Stone Age period ended when tools and weapons were created out of metal.</p> <p><b>Lesson 3</b> To know the diet of a Stone Age human and how they found this food. To know how the population distribution affected the way the Stone Age people lived. To know how the Normadic people lived.</p> <p><b>Lesson 4</b> To know the importance of Skara Brae. To know how archaeologists have discovered information about the way the Stone Age people lived. To know how the messages from cave paintings have been interpreted.</p> <p><b>Lesson 5</b></p>	<p><b>Lesson 1</b> To know the importance of Amesbury Archer</p> <p><b>Lesson 2</b> To know what Stonehenge represents and how it links to this time period</p> <p><b>Lesson 3</b> To know how the development of the uses of bronze helped with trade and new settlements</p> <p><b>Lesson 4</b> To know other developments of the Bronze and Iron Age period (wheel, irrigation, writing, sailboats)</p> <p><b>Lesson 5</b> To know that the bronze age is the period when metals like bronze were used. To know when this time period began and ended. To know this time period began at different times across the world and the differences between the developments</p>	<p><b>Lesson 1</b> To know where our clothes came from in the past and today.</p> <p><b>Lesson 2</b> To know how the cotton mill industry effected the population of Accrington, Lancashire.</p> <p><b>Lesson 3</b> To know the causes and consequences of the 1862 famine on the people of Lancashire and the impact it had o the cotton mills</p> <p><b>Lesson 4</b> To know the chronology of the rise and fall of the cotton mill industry.</p> <p><b>Lesson 5</b> To know how significant the cotton industry was for our local area.</p>		



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	<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>	<b>Kings and queens</b>	<b>Let's explore</b>
	<p>To know how long the Stone Age period went on for. To know how the period changed and to be able to place this on a timeline. To know how to describe the passage of time with the terms dates, time period, era, chronology, and change To know the stages referred to as the Palaeolithic, Mesolithic and Neolithic periods.</p> <p><b>Lesson 6</b> Overall outcome – factual comparison of life between children now and in the Stone Age.</p>					
	<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>		
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Describe the characteristic features of the past, including attitudes and experiences of men, women and children.</li> </ul>		
	<b>Understanding Chronology</b>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>		
	<b>Communicate Historically</b>	<ul style="list-style-type: none"> <li>Show an understanding of concepts (childhood)</li> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of concepts (civilisation)</li> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of concepts (migration)</li> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy and computing skills to a good standard in order to communicate information about the past.</li> </ul>		



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	All about me	Celebrations	Amazing animals	It's a wonderful life	Kings and queens	Let's explore
Year 4	History	How have crimes and punishments changed over time?	What do monuments reveal about ancient civilisations?	What did the Roman's bring to Britain?		
	Awe and wonder	Visit to the police station Police officer visiting		Roman workshop		
	Oracy outcome					
	Links to other curriculum subjects					
	Knowledge	<b>Lesson 1</b> To know the significance of Mary Hindle in relation to crime and punishment. To know the events of the Accrington loom riots <b>Lesson 2</b> To know how crimes have changed over time. To know that punishments for particular crimes have changed over time. To know what is meant by the terms 'crime' and 'punishment' To know how the rule of law changed British history in 1066 To understand how these changes can be placed on a timeline. <b>Lesson 3</b> To know how policing has changed over time. To know the crimes and punishments which occur today <b>Lesson 4</b> To know how society reflects the crimes undertaken. To know the importance of equality and justice	<b>Lesson 1</b> To know what is meant by society To know what is meant by culture To know how to back up ideas with evidence <b>Lesson 2</b> To know the significance of Nefatari's tomb. <b>Lesson 3</b> To understand how ancient civilisations compare (Shang Dynasty, Indus valley, Ancient Sumer, Ancient Egypt) To know how ancient civilisations impact on each other To understand where ancient civilisations lie on a timeline <b>Lesson 4</b> To understand the way of life for people in ancient civilisations. To know the social, ethnic, cultural or religious diversity of past civilisations. <b>Lesson 5</b> To know how monuments and artefacts provide information for historians.	<b>Lesson 1</b> To know how to use evidence and sources to gain an understanding of Roman Britain. <b>Lesson 2</b> To know the differences between Roman and modern lifestyles. To know how Roman life differed from other periods in history. <b>Lesson 3</b> To know what is meant by the term invasion To know what is meant by the term empire To know why the Roman's invaded Britain <b>Lesson 4</b> To understand how the Roman invasion fits within a timeline To understand the changes which happened within this time period <b>Lesson 5</b> To understand how the Roman invasion shaped our country		
Investigate and interpret the past	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> </ul>	<ul style="list-style-type: none"> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> </ul>			
Build an overview of world history	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the social diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>			
Understanding Chronology	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>			



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		<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>	<b>Kings and queens</b>	<b>Let's explore</b>
		<ul style="list-style-type: none"> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and terms to describe events.</li> </ul>			
	<b>Communicate Historically</b>	<ul style="list-style-type: none"> <li>Show an understanding of concepts (equality and justice)</li> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of concepts (civilisations)</li> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of concepts (empire)</li> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy and computing skills to a good standard in order to communicate information about the past.</li> </ul>			
Year 5	<b>History</b>	Why did the Anglo-Saxons come to Britain and what was life like in that period of history?	<b>Is it fair to class all Vikings as brutal invaders?</b>	<b>What was life like for enslaved Africans onboard Lancashire slave ships?</b>			
	<b>Awe and wonder</b>		<b>Viking workshop</b>				
	<b>Oracy outcome</b>	<b>Tentative language</b> <b>Claim support question</b>					
	<b>Links to other curriculum subjects</b>						
	<b>Knowledge</b>	<b>Lesson 1</b> To know the Anglo-Saxons were the descendants of 3 different tribes To know where these tribes originated from To know the Anglo-Saxons helped protect the Romans from the Picts and Scots <b>Lesson 2</b> To know the land they conquered was split into small kingdoms To know the Anglo-Saxons ruled most of England until 1066 when the battle of Hastings took place To know the 4 kingdoms of Northumbria, Mercia, East Anglia and Wessex became England with one king, King Athelstan <b>Lesson 3</b> To know the key events in this era and place them on a timeline To know what brought the Anglo-Saxon rule to an end <b>Lesson 4</b> To know the Anglo-Saxons had their own religious beliefs To know the Anglo-Saxons had their own building materials To know the Anglo-Saxons had their own language To know the Roman monks came to England to persuade the kings to convert to Christianity <b>Lesson 5</b>	<b>Lesson 1</b> To examine artefacts and interpret what kind of people would use these <b>Lesson 2</b> To know where the Vikings came from (the different Scandanavian countries) To know how the Vikings arrived in Britain To know why the Vikings wanted to invade <b>Lesson 3</b> To know which part of Britain the Vikings arrived at first and the pattern after that To know that Vikings shared power with the Anglo Saxons initially To know the key areas of Britain that the Vikings controlled (Northumbria, Mercia and East Anglia) <b>Lesson 4</b> To understand what life was like under Viking rule for a wide range of people <b>Lesson 5</b> To know that the Danelaw brought distinct laws, place names, customs, farming techniques and measurements To know the legacy of Viking rule through surnames, place names and everyday vocabulary <b>Throughout the unit:</b> To know how to test a reasonable hypothesis, using evidence to draw conclusions To know how to accurately use the terms: dates, time period, era, chronology, continuity, change, century, decade and legacy to demonstrate understanding	<b>Lesson 1</b> To know the term 'Transatlantic' refers to the crossing of the Atlantic ocean – the route that slave ships would travel from the Africa to the Americas. To understand the difference between slave and enslaved To understand the size and economic power of the Empire of Great Britain <b>Lesson 2</b> To understand the word trade as the buying and selling of things (including people). Study the map of Lancashire and locate the historical ports To understand that Lancashire was an important economic county because of the cotton industry. To understand the relationship between the chronology of the cotton industry in Lancashire and the Transatlantic Slave Trade <b>Lessons 3 &amp; 4</b> To know that artefacts tells us about enslaved people were thought of / the nature of the slave trade / how the enslaved people were treated / occupations on the slave ships / the crew of the slave ships / the goods kept on board To understand the connection between our cotton factory workers and the enslaved people working in the fields in America.  <b>Lesson 5</b> To understand the peak of the Transatlantic slave trade What was the Slavery abolition act?			



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		<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>
		<b>Kings and queens</b>	<b>Let's explore</b>		
		<p>To know the significance of Sutton Hoo and the evidence this provide</p> <p>To know what life was like in Anglo-Saxon times for a wide range of people</p> <p><b>Throughout the unit:</b></p> <p>To know how to test a reasonable hypothesis, using evidence to draw conclusions</p> <p>To know how to accurately use the terms: dates, time period, era, chronology, continuity, change, century, decade and legacy to demonstrate understanding</p>			<p>What was the impact of the abolition act on Great Britain's colonies?</p> <p><b>Lesson 6</b></p> <p>Children write a persuasive letter arguing for the abolition of slavery</p>
	<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate</li> </ul>	
	<b>Build an overview of world history</b>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Give a broad overview of life in Britain from medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Give a broad overview of life in Britain from medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
	<b>Understanding Chronology</b>	<ul style="list-style-type: none"> <li>Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events</li> </ul>	



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Year 6	History	What factors led to the downfall of the Mayan civilisation?	How and why did forms of leadership differ between Ancient Greek city states?	What were the consequences of the partition of India?		
	Awe and wonder	Mayan workshop				
	Oracy outcome					
	Links to other curriculum subjects					
	Knowledge	<b>Lesson 1</b> To know the location of the Maya civilisation To know how long the civilisation lasted and the key dates throughout this era To know the Maya people still live in the same areas of Central America today To know how to accurately use the terms: dates, time period, era, chronology, continuity, change, century, decade and legacy to demonstrate understanding <b>Lesson 2</b> To know the population and size of the Maya civilisation at its peak To know the key characteristics of a Maya city To know the names of some famous Maya cities <b>Lesson 3</b> To know the skillset of the Mayan people To know the Maya civilisation developed a written system to represent their spoken language To know the Mayan people developed an accurate calendar to support their harvesting and religious festivals	<b>Athens</b> <b>Lesson 1</b> To make hypotheses using artefacts; To know where the Ancient Greeks fit on a timeline; To know how timelines for the Mayans and Ancient Greeks relate.  <b>Lesson 2</b> To know what democracy looked like in Ancient Greece; To compare and contrast democracy in Ancient Greece with the UK today.  <b>Lesson 3 -4</b> To use sources of information to form testable hypotheses about Athens and Sparta To know what life was like in Ancient Greece/Athens and Sparta for men, women and children, including ideas, attitudes, beliefs and experiences. Compare how they were similar / different  <b>Lesson 5</b> To present information as a discussion text; What values were of importance to the Athenians and Spartans? How did the values influence their different styles of leadership?	<b>Lesson 1:</b> To understand the background of partition: What was India's status before independence? What is diversity in India? Why were there tensions between Hindus and Muslims? Who were some important leaders?  <b>Lesson 2:</b> To explore the reasons for partition: How did World War II affect India's independence movement? – Why did the British decide to partition India? What was the idea behind separate nations?  <b>Lesson 3</b> To learn about the process of partition: What was the Radcliffe Line and its purpose? How did partition lead to mass migrations and violence? What were the consequences of partition for the people?  <b>Lesson 4</b> To discover the birth of India and Pakistan:		





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		To know much of the evidence of the Maya civilisation was purposefully destroyed by the Spanish conquistadors <b>Lesson 4</b> To know the possible reasons why the civilisations were abandoned To know how the Maya people survive off the land and how this has changed over time (slash and burn, irrigation and terracing) <b>Lesson 5</b> To know the Mayan people worshipped different gods and performed rituals to show respect to them			When did India and Pakistan gain independence? Who were the first leaders of India and Pakistan? How did people react to the formation of the new nations?  <b>Lesson 5</b> Understand the ongoing impact of partition: Why do tensions persist between India and Pakistan? What is the Kashmir conflict? How do people maintain cultural ties across borders?  <b>Lesson 6</b> To know what lessons we can learn from partition: What lessons can we learn from India's partition? How can understanding history promote tolerance? How does partition's legacy continue to shape India and Pakistan?		
<b>Investigate and interpret the past</b>		<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>		
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