



St Anthony's Catholic Primary School

History Long Term Plans

TOPIC TEACHING ORDER:

EYFS R: areas- main statements

Year 1: My Family History

Our Local Heroes

Holidays

Year 2: Bonfire Night and The Great Fire of London

The Greatest Explorers

Great Inventions – Transport

Year 3: Local History

Stone age

The Bronze Age and The Iron Age

Year 4: The Ancient Egyptians

Roman Britain

Crime and Punishment

Year 5: The Anglo-Saxons

The Vikings

Journeys

Year 6: The Maya Civilisation

The Ancient Greeks

The Impact of War

Subject Cultural Capital = History vocabulary bank linked to the WALTs/Timelines

Differentiation = please see the differentiation for the EXC EM & SEND (Please see SEND pupils IEPs when planning)

Minimum expectations to check for understanding during lessons = targeted questioning / mini whiteboards/ peer talk /using artefacts

Long term memory skill development strategy = LAST, LAST, LAST linked to the WALT

Literacy & Numeracy skills development = History vocabulary bank linked to the WALT & include numeracy skills where they are linked to the WALT in the weekly planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Learning Areas	<p>EYFS areas- main statements</p> <p>Through continuous provision Children in Reception will:</p> <p>CL – learn new vocabulary and use in different contexts. Ask questions to find out more and check what has been said to them. Articulate their ideas in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking. Use a rich range of vocabulary and language structures.</p> <p>PSED - underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p> <p>PD- varied opportunities to explore and play with small world activities.</p> <p>MD-be able to count confidently, develop a deep understanding of the numbers to 10.</p> <p>L- language comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction).</p> <p>UW – increases their knowledge and sense of the world around them –visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Enriching and widening children’s vocabulary.</p> <p>EAD- developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p>					

	Autumn 2 My Family History		Spring 2 Our Local Heroes		Summer 2 Holidays
<p>Year 1</p> <p>Coverage of Statement (BOLD where key assessment focus takes place)</p>	<p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. Understand some of the ways in which they find out about the past and identify different ways in which it is represented. <p style="text-align: center;">UNIT FOCUS</p> <p>Explore similarities and differences between their own lives and those of people their grandparents' age; 1950s and 1960s when the majority of the children's grandparents were children or the average age of the children's grandparents is lower. Adjust planning to reflect a childhood in the 1970s. Focus on different topics, including homes, toys, shops and schools, provide opportunities for classroom visitors and trips to the local area and museums. Unit focuses on a childhood in Britain, include children's grandparents and the programmes which featured Black families on television in the mainstream starting in the mid-70s. Include the children's grandparents who have been born overseas. An awareness of children who have lost their grandparents.</p> <p style="text-align: center;">PLACES TO VISIT</p> <ul style="list-style-type: none"> Crystal Palace Indoor antique market (has homes and childhood toys from the past) 	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p> <p style="text-align: center;">Embedded Black History Link</p>	<p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Understand some of the ways in which they can find out about the past and identify different ways it is represented Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms. Understand some of the ways in which they find out about the past and identify different ways in which it is represented. <p style="text-align: center;">Unit Focus</p> <p>This topic is taught in the summer to facilitate opportunities for off-site visits in good weather.</p> <p>Learn about the lives of some of the most significant people in the history of their locality. Support gaining an understanding of the breadth of contributions people can make in order to become significant. Ready for the study in Year 2, Unit 2: The Greatest Explorers. Use a range of sources of evidence, including oral history, visual images and written documents.</p>	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p> <p style="text-align: center;">Embedded Black History Link</p>	<p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods/times. <p style="text-align: center;">Unit Focus</p> <p>Learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in the study in Year 1, Unit 1 when they researched what it was like to be a child in the 1950s, 1960s and 1970's. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. Begin to consider the use of story as a source of evidence. and resources from mostly the 1950s and 1960s referencing grandparents. Awareness of the children's grandparents who will be older or younger than the average age and from various cultures. Holidays from other countries/cultures to be included, e.g. Caribbean beaches. Consider children may have recently lost their grandparents.</p> <p style="text-align: center;">Place to visit</p>

<ul style="list-style-type: none"> • Victoria and Albert Museum of Childhood, Bethnal Green, London <p>KNOWLEDGE, SKILLS and CONCEPTS</p> <ul style="list-style-type: none"> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented. 		<p>Visit the locality to investigate places of interest related to the significant figures.</p> <p>To continue with the skills introduced in the Key Stage 1 unit, particularly the use of sources. Embed some of the key vocabulary and concepts from previous topics, while introducing new and more challenging terms ready for study in year 2 and at Key Stage 2.</p> <p>Places to visit</p> <ul style="list-style-type: none"> • Create their own mini museum-linked to museum within Key Stage 1 • Visit to the local museum. • Local museum outreach session in school. <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms 		<p>The seaside</p> <p>Visit from a Parent Caribbean/African heritage</p> <p>Visit from head teacher and Senco of different generations, talk about their seaside holidays</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place.
	Autumn 2		Spring 2	Summer 2

	Bonfire Night & The Great Fire of London		The Greatest Explorers		Great Inventions: Transport
Year 2	NC CONTENT/SKILL		NC CONTENT/SKILL		NC CONTENT/SKILL
Coverage of Statement (BOLD where key assessment focus takes place)	<ul style="list-style-type: none"> Study knowledge of and can recall key information and characteristic features of historical periods. Develop awareness of the past, using common words and phrases relating to the passing of time. Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect. <p style="text-align: center;">Unit Focus</p> <p>Explore two very different events within the Stuart period. The event covers three weeks' teaching and learning.</p> <p>First, investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences.</p> <p>Next, study the Great Fire of London, and decide whether or not it improved London for those living there.</p> <p>Finally, learn how to interpret evidence from the time and afterwards, examining whether the sources are reliable.</p>	Coverage of Statement (BOLD where key assessment focus takes place)	<ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Understand some of the ways in which they can find out about the past and identify different ways it is represented. Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms <p style="text-align: center;">Unit Focus</p> <p>Investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Matthew Henson a black explorer, if he reached the North Pole before Robert E Perry? Captain Robert Falcon Scott and Sunita Williams. Study an explorer from different perspectives, discussing what makes an explorer 'great'?</p> <p style="text-align: center;">Place to visit</p> <p>National Maritime Museum, Greenwich</p> <p style="text-align: center;">Knowledge, skills and concepts</p> <ul style="list-style-type: none"> know where the people they study fit within a chronological framework 	Coverage of Statement (BOLD where key assessment focus takes place)	<ul style="list-style-type: none"> Study knowledge of and can recall key information and characteristic features of historical periods. Identify similarities and differences between ways of life in different periods/times. Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect. Understand some of the ways in which they can find out about the past and identify different ways it is represented. <p style="text-align: center;">Unit Focus</p> <p>Explore the stories of two significant events in the history of travel, and the impact they had on people's lives in the past and in the future.</p> <p>Learn about the first aeroplane flight, Develop the study of early aeroplanes in greater depth.</p> <p>Focus on the Rainhill Trials of Stephenson's Rocket through the use of sources from the time to provide context.</p> <p>Examine the legacy of both events, and discuss the impact on our world today.</p>
Embedded Black History Link	<p>Why John Blanke, Britain's Black trumpeter took the action he did in 1511 to petition <u>Henry VIII</u></p> <p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> The Houses of Parliament 	Embedded Black History Link	Embedded Black History Link		

	<ul style="list-style-type: none"> • Museum of London • The Monument, London • Visit from The John Blanke Society to the school. <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key 		<p>Place to visit Science Museum, London: Flight exhibition, Stephenson’s Rocket</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features
--	---	--	---

features of events

- understand some of the ways in which we find out about the past
- identify different ways in which it is represented
- use a wide vocabulary of everyday historical terms
- know where events they study fit within a chronological framework.

- use a wide vocabulary of everyday historical terms
- understand some of the ways in which we find out about the past
- identify similarities and differences between ways of life in different periods

Year 3	Autumn 2 Local History		Spring 2 The Stone Age		Summer 2 The Bronze Age and the Iron Age
<p>Coverage of Statement (BOLD where key assessment focus takes place)</p> <p>Embedded Black History Link</p>	<p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Address and devise historically valid questions about significance. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. <p>Unit Focus</p> <p>Investigate the local area, and consider which buildings are of significance and should be preserved. Conduct their own research, using sources including recommended websites, history books, street directories and census returns. Provide an opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction.</p> <p>Ira Aldridge (1807-1867) lived in the local area. He also pushed social boundaries by playing opposite white actresses in England and becoming known as the preeminent Shakespearean actor and tragedian of the 19th Century. He is commemorated with a blue plaque at 5 Hamlet Road in Upper Norwood where he lived towards the end of his life, having established himself as a respected stage actor in Britain and abroad.</p> <p>Places to visit</p>	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p>	<p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Understand how our knowledge of the past is constructed from a range of sources. <p>Unit Focus</p> <p>Explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. The unit will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. Study in detail at the Neolithic settlement at Skara Brae and the conclusions which can be reached from the evidence found at the site.</p> <p>Understand how our knowledge of the past is constructed from a range of sources which discovers Cheddar Man.</p> <p>Links will be made to the types of evidence</p>	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p>	<p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. Develop chronologically secure knowledge and understanding of British, local and world history. Understand how and why different interpretations of the past have been constructed. <p>Unit Focus</p> <p>Explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to prior learning the Stone Age period studied in the Spring term 2. Use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered. Reach a conclusion about the scale of the achievements from the past impacting on the present. David Adiaye Ghana and British best architect</p> <p>Place to visit</p> <ul style="list-style-type: none"> British Museum, London (Lindow Man, Snettisham Hoard, Mold Cape, etc.)

<ul style="list-style-type: none"> Local listed buildings Local museums <p>.Blue plaque at 5 Hamlet Road in Upper Norwood</p> <p style="text-align: center;">Knowledge, skills and concepts</p> <ul style="list-style-type: none"> use common words and phrases relating to the passing of time develop a chronologically secure knowledge and understanding of British and local history develop the appropriate use of historical terms address and devise historical valid questions about change, cause, similarity, difference and significance construct informed responses that involve selection of relevant information understand how our knowledge of the past is constructed from a range of sources. 	<p style="text-align: center;">Embedded Black History Link</p>	<p>introduced at Key Stage 1. Knowledge and skills will be further developed. The unit will also move the learning forward to Year 3 Unit 3: The Bronze Age and the Iron Age.</p> <p>Links to be made to the period by identifying local sites through local history groups.</p> <p>The opportunities will also support in delivering the local history element of the Key Stage 2 history curriculum.</p> <p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> British Museum, London Most regional museums will have some Stone Age exhibits, and many offer workshops <p style="text-align: center;">Knowledge, skills and concepts</p> <ul style="list-style-type: none"> use common words and phrases relating to the passing of time develop a chronologically secure knowledge and understanding of British history <ul style="list-style-type: none"> develop the appropriate use of historical terms, and note connections and contrasts over time construct informed responses that involve the selection of relevant historical information regularly address historically valid questions about similarity and difference understand how our knowledge of the past is constructed from a range of sources establish clear narratives within and across the periods they study. 		<p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> use common words and phrases relating to the passing of time develop a chronologically secure knowledge and understanding of British history address historically valid questions about change, similarity and difference develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of relevant historical information address historically valid questions about trends and significance.
Year 4	Autumn 2		Spring 2	Summer 2

<p>Coverage of Statement (BOLD where key assessment focus takes place)</p> <p>Embedded Black History Link</p>	<p>The Ancient Egyptians</p> <p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. <p>Unit Focus</p> <p>Explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. Identify Queen Hatshepsut's role in ancient Egyptian history Describe Queen Hatshepsut's accomplishments and how she contributed to Ancient Egyptian achievements. Outline Queen Hatshepsut's royal lineage</p> <p>Places to visit</p> <ul style="list-style-type: none"> British Museum, London Petrie Museum of Egyptian Archaeology, London Many local museums have a good Egyptian collection Include Black Cultural Archives in Brixton Queen Hatshepsut <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> study the achievements of the earliest civilisations develop a chronologically secure knowledge and understand of British, local and world history note connections, contrasts and trends over time develop the use of historical terms 	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p> <p>Embedded Black History Link</p>	<p>Roman Britain</p> <p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about significance. Understand how and why different interpretations of the past have been constructed. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. <p>Unit Focus</p> <p>Learn about the Roman invasion of Britain and its impact on the lives of the Celts. Consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. Use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). Use evidence and to know Septimius Severus greatest significance today. Decide if Septimius Severus should be in the British History books.</p> <p>Analyse written sources from writers and consider why they interpreted events as they did. Wherever possible, take opportunities to link to prior learning undertaken in Year 3 Unit 3: The Bronze Age and the Iron Age.</p>	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p>	<p>Crime & Punishment</p> <p>NC CONTENT/SKILL</p> <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Address and devise historically valid questions about cause. Understand how our knowledge of the past is constructed from a range of sources. <p>Unit Focus</p> <p>Explore how and why Crime and Punishment has changed over time, developing an understanding of change and development over a long period of time. Utilise a variety of sources of evidence to develop the knowledge and understanding of the different time periods. Within this. Study some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. Begin to appreciate that some things remain the same over long periods of time.</p> <p>Places to visit</p> <ul style="list-style-type: none"> Local Museums may have collections and workshops The Tower of London – Encourage visits with parents/family in school holidays. (Summer) <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> develop a chronologically secure

	<ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources • address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> • British Museum, London • Museum of London • Visit from Black Cultural Archives in Brixton has a collection on Septimius Severus <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference 		<p>knowledge and understanding of British history</p> <ul style="list-style-type: none"> • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Autumn 2 The Anglo Saxons		Spring 2 The Vikings		Summer 2 Journeys
Year 5	NC CONTENT/SKILL		NC CONTENT/SKILL		NC CONTENT/SKILL

<p>Coverage of Statement (BOLD where key assessment focus takes place)</p>	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Understand how our knowledge of the past is constructed from a range of sources. <p style="text-align: center;">Unit Focus</p> <p>Learn about the world of the Anglo-Saxons. Consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'.</p> <p>Learn about St Hadrian (d. 709), the African</p> <p>Abbot in Anglo-Saxon England North Africa.</p> <p style="text-align: center;">Why and when he settled in England. What he developed.</p> <p>Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain.</p> <p>The unit has a strong focus on the range of sources that provide us with evidence about the people living at that time.</p>	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p>	<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Address and devise historically valid questions about cause. Understand how and why different interpretations of the past have been constructed. <p style="text-align: center;">Unit Focus</p> <p>Learn about the Vikings, and consider the reasons why they raided and then settled in Britain. Investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. Study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, the archaeological finds, to understand why this interpretation of the Vikings has become so popular. Examine King Alfred's struggle and victory over the</p>	<p>Coverage of Statement (BOLD where key assessment focus takes place)</p> <p style="text-align: center;">Black History Linked</p>	<ul style="list-style-type: none"> Understand how and why different interpretations of the past have been constructed <p style="text-align: center;">Unit Focus</p> <p>Explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush.</p>
--	--	--	---	---	--

<p>Embedded Black History Link</p>	<p>Examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. Learn about the importance of archaeological evidence.</p> <p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> • British Museum, London (Sutton Hoo artefacts) • Local museums may also have a collection of Anglo-Saxon objects <p>Visit from Black Cultural Archives in Brixton has a collection on St Hadrian the African Abbot</p> <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance. 		<p>Vikings, linking back to Year 5 Unit 1: The Anglo-Saxons. Links will also be made to Year 4 Unit 2: Roman Britain.</p> <p style="text-align: center;">Place to visit</p> <ul style="list-style-type: none"> • British Museum, London (Vale of York Hoard) <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time. 	<p>Finally, they will examine why refugees make dangerous journeys today. This approach supports in developing chronological understanding, and helps to gain a greater sense of period. These will Link to the journeys made by the people already studied in earlier Key Stage 2 units, such as those covered in Year 4 Unit 2: Roman Britain, Year 5 Unit 1: The Anglo-Saxons and Year 5 Unit 2: The Vikings. Prompts to remember the journeys made by the explorers studied in Year 2 Unit 3: The Greatest Explorers. The journeys here represent those made both to and from the United Kingdom. They differ between journeys made by choice and journeys necessary for survival including refugees.</p> <p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> • Royal Museums, Greenwich • Museum of London (offers lived stream sessions into schools) <ul style="list-style-type: none"> • Windrush Square in Brixton and the same location The Black Cultural Archives in Brixton has a gallery and music on the Windrush Generation. • Visits and interviews from the school staff members and parents and grandparents – First and second Windrush generation. <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives
---	--	--	---	---

- | | | | | | |
|--|--|--|--|--|---|
| | | | | | <ul style="list-style-type: none">• address and devise historically valid questions about significance and cause and change• understand how our knowledge of the past is constructed from a range of sources• note connections, contrasts and trends over time. |
|--|--|--|--|--|---|

<p>important to check the news for information about any new finds about the culture. Throughout the unit, the make links to other societies they have studied, including those covered in Year 3 Unit 2: The Stone Age and Year 4 Unit 1: The Ancient Egyptians.</p> <p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> • British Museum, London (significant collection of Maya artefacts) • invite an archaeologist specialising in the area into your classroom. <p>Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance. 		<p>knowledge and understanding of the time period.</p> <p>Links made to prior learning on the nature of empires, particularly Year 4 Unit 2: Roman Britain.</p> <p style="text-align: center;">Places to visit</p> <ul style="list-style-type: none"> • British Museum, London <p style="text-align: center;">Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference. 	<p>scheme, particularly those relating to local history.</p> <p style="text-align: center;">Place to visit</p> <ul style="list-style-type: none"> • Imperial War Museum London <p style="text-align: center;">Knowledge, skills and concepts</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms.
--	--	--	--