

**CURRICULUM COVERAGE AND OVERVIEW:**

**SUBJECT: HISTORY**



**KEY STAGE 1 & 2 NATIONAL CURRICUM:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**PRIOR LEARNING FROM EARLY YEARS:**

<b><u>YR GROUP / TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>
<u>Year 1</u> <u>Autumn</u>	<b>Toys in the Past</b>	<b>5 things to remember:</b> <ul style="list-style-type: none"><li>• <b>talk about their own toys and toys of the past</b></li><li>• <b>to recognise some characteristics of toys in the past</b></li><li>• <b>identify some differences between old and new toys</b></li><li>• <b>use words and phrases about the passing of time</b></li><li>• <b>sort toys into those that are old and those that are new</b></li></ul>	Sequence events in their life <ul style="list-style-type: none"><li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li><li>• Communicate their <b>knowledge</b> through:<ul style="list-style-type: none"><li>• Discussion....</li><li>• Drawing pictures...</li></ul></li></ul>

	<p>Children will begin exploring toys in the past by drawing and writing about their favourite toy and describing their toys.</p> <p>They will explore what toys were like when their parents and grandparents were small, looking at similarities and differences.</p> <p>Children will sort toys into those that are old and those that are new. They will link adjectives e.g. broken, shiny, rusty, and clean and match to the toys.</p> <p>Children will compare old and new similar toys e.g. two teddy bears of two trains. They will discuss what is the same and what is different. Their attention will be drawn to design, materials and how the toy moves as well as what the toy looks like.</p> <p>At the end of this topic pupils will complete a timeline of toys from the to the present day. They will be able to use words relating to the passing of time and recognise how toys have changed over time.</p>	<ul style="list-style-type: none"> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Match objects to people of different ages</li> <li>• Ask questions about the past</li> </ul>
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EY VOCABULARY: words associated with the passing of time, modern, new, old, before, after, when grandparents were young  
A range of adjectives, dirty, rusty, shiny, worn, broken

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Description of favourite toys
- Comparison of toys from the past to modern toys using word mats

MATHS LINKS:

- Timelines revealing when different toys were invented.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Listening to stories e.g. Peepo, listening to stories about the past from family members, describing characteristics of objects, sorting activities.

**PRIOR LEARNING:**Children will know that things were different in the past. New inventions and inventors make other things obsolete (see 'Toy' topic).

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 1</u> <u>Spring</u>	<b>Lives in significant others- George Stephenson</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>to know he was born in the north east (Northumberland)</b></li> <li>• <b>to know he invented the first railway</b></li> <li>• <b>to know he invented the miner's safety lamp</b></li> <li>• <b>to be able to sequence some of the event in his life correctly</b></li> <li>• <b>to know his invention changed the way people travelled</b></li> </ul> <p>Children will look at a significant individual in the past who have contributed to national and international achievements from the children's' locality. Encourage children to think about what the word 'famous' means. Who do they know who is famous? Do they know of someone from the past who is famous? what did they do? Look at a picture of George Stephenson. What can they find out about him from the picture? Look at the clothes, what the person is doing. How can the children know it is a picture from the past? Look at GS childhood, inventions and influence. Why did GS invent the Miner's lamp? Show the children a picture of the lamp and what it was used for. Discuss why men had to go underground to mine and the dangers. Encourage children to think of adjectives to describe conditions underground. Why is it important to improve safety? (Link with safety week) Why did GS invent the first locomotive? Describe to the children how coal was transported out of the mine and how GS invented a locomotive that would run on rails. Ask children to consider how this invention would change things. Use speech bubbles containing a sentence stem ending with 'because...'. Discuss the Liverpool to Manchester connection and the competition The Rainhill Trials and how GS's 'The Rocket' won the competition. Using</p>	<p>Sequence events in their life</p> <ul style="list-style-type: none"> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Communicate their <b>knowledge</b> through: <ul style="list-style-type: none"> <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> </ul> </li> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Match objects to people of different ages</li> </ul>

		<p>pictures of the Rocket children to consider how people felt about travelling at speed.</p> <p>How did GS make travelling better for people? Discuss how people could now travel further distances quickly. Children to consider the improvements rail travel made to the people's lives.</p> <p>A visit to George Stephenson Railway Museum</p>	
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KEY VOCABULARY: Georgian, engineer, inventor, influence, courage, achievement, sequence, timeline, locomotive, miner's lamp

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography on George Stephenson

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Order events in time, look for similarities and differences between today and the past

**PRIOR LEARNING:** Children will know about features of a biography. From work on George Stephenson – they will know about the importance of inventors and pioneers and the difference that these people made. They will transfer these skills and thoughts into this topic, looking at how Christopher Columbus and Neil Armstrong were great pioneers of a different field.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 1 Summer</u>	<b>Lives of significant individuals – Neil Armstrong and Christopher Columbus</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• to know that Columbus and Armstrong were explorers at different times</li> <li>• to know that Columbus discovered America</li> <li>• to know what Armstrong was the first man to walk on the moon</li> <li>• to recall differences between the two explorers</li> <li>• identify ways in which Armstrong and Columbus were similar</li> </ul>	<p>Sequence events in their life</p> <ul style="list-style-type: none"> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Communicate their <b>knowledge</b> through: <ul style="list-style-type: none"> <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> </ul> </li> </ul>

		<p>Children will look at a significant individual in the past who have contributed to national and international achievements. Pupils will compare the experiences of Neil Armstrong and Christopher Columbus and learn about why they are important.</p> <p>Look at biographies of such individuals.</p> <p>Recap on the term pioneer.</p> <p>How did these two explorers compare? Debate who was the bravest / most important / most inspirational.</p> <p>Look at creating biographies of both and comparing them.</p> <p>Why was the space race important? What did we learn from it?</p> <p>Note that there were many failures before these pioneers succeeded.</p> <p>What does that tell us about growth mindsets?</p>	<ul style="list-style-type: none"> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Match objects to people of different ages</li> </ul>
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KEY VOCABULARY: Compare, debate, inventor, pioneer, influence, courage, growth mindset, achievement, sequence, timeline biography.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography on both inventors
- Landing on the moon writing from imagination.

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Features of a biography. Place era on a timeline / number line using an idea of scale.

**PRIOR LEARNING:** Learn about sequencing and timelines and where to place people to scale. Link with Science re: Human Body topic on our bodies and how they grow and develop over time.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
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KEY VOCABULARY: grow change family, living memory Oral history Past Present Yesterday

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- My family history
- How have I changed
- A diary of me growing up

MATHS LINKS:

- Measuring children at different stages of development
- How much do we grow each year?

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 – Timelines.

**PRIOR LEARNING:** Children should have an ability to compare from previous topic. They will have an idea of timelines and sources from previous topics of pioneers in Y1 and Y2. Compare sources in greater detail during this topic. Learn about primary and secondary sources.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 2 – Spring</u>	<b>Events beyond Living Memory: Great Fire of London/Great Fire of Newcastle.</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Know when and where did the fire started.</b></li> <li>• <b>Know why the fire started.</b></li> <li>• <b>Understand why the fire spread so quickly.</b></li> <li>• <b>Know how people tried to put the fire out.</b></li> <li>• <b>Know how and when the fire was put out.</b></li> </ul> <p><b>(The children will learn the same knowledge about each fire)</b></p> <p>Great Fire of Newcastle; timeline of events, workshop at <b>Discovery Museum.</b> Great Fire of London; workshop in school Looking at Historical sources for both events.</p>	<p>Sequence events in their life</p> <ul style="list-style-type: none"> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Communicate their <b>knowledge</b> through:</li> <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> </ul>

		<p>Compare: The source of the fire / how it spread / how much damage it caused / the response of the fire brigade. Would it have the same impact today? Debate and justify opinions with evidence. Link with Safety Week and work with the fire brigade at Byker. Timeline of historical events 1800's to now.</p>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Match objects to people of different ages</li> </ul>
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KEY VOCABULARY: Eye witness, timeline, event, compare / comparison, timeline, difference.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Eye witness account of fire.
- Writing on fire station visit.

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Identification and analysis of historical sources

**PRIOR LEARNING:** Note skills learned in other topics on lives of significant individuals (Christopher Columbus, Neil Armstrong, George Stephenson) – assessing sources and creating biographies. Children should be aware of timelines and the scale of timelines will help them further to understand number and the number system.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 2 - Summer	Lives of Significant Individuals:	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Who what famous/significant means and what makes a person famous.</b></li> <li>• <b>When the person lived.</b></li> <li>• <b>Why they are well known.</b></li> <li>• <b>What difference they made to the world; legacy.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify differences between ways of life at different times.</li> <li>• Recognise why people did things, why events happened and what happened as a result.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Compare and contrast significant people</b></li> </ul> <p>Including <b>Grace Darling and Florence Nightingale</b>.  Study of individuals initiated by children’s interest.  Developing research skills using a variety of sources.  Look at timelines detailing significant events in the lives of both women.  Compare both in terms of the qualities they showed and their influence on people of today.  Complete biographies on both women.  Visit to <b>Grace Darling Museum</b></p>	<ul style="list-style-type: none"> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>• Communicate their <b>knowledge</b> through: <ul style="list-style-type: none"> <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> </ul> </li> </ul>
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KEY VOCABULARY: Chronology, chronological order, biography, sources (primary and secondary), museum

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Biography on Grace Darling.
- Biography on Florence Nightingale.

MATHS LINKS:

- Place era on a timeline / number line using an idea of scale.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Identification and analysis of historical sources. Understanding of chronology.

**PRIOR LEARNING:** Children should be aware of timelines and the scale of timelines will help them further to understand number and the number system. The ability to handle sources has been evidenced in Y2 (see Great Fire of London / Newcastle). Understand that inventions / creations changed the world and the world has increasingly involved since then, giving reasons for why people lived and behaved as they did.

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<p><u>Year 3 – Autumn</u></p>	<p><b>The Stone Age – Iron Age</b></p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Stone Age happened a long time ago, before even our grandparents were born.</b></li> <li>• <b>Key things needed for survival; food, water, shelter, warmth.</b></li> <li>• <b>People lived in houses made of stone.</b></li> <li>• <b>People had to kill animals for meat.</b></li> <li>• <b>People had to make anything they wanted eg clothes, weapons.</b></li> </ul> <p>Children will study late Neolithic hunter-gatherers and early farmers, including a case study of Skara Brae. We will also examine Bronze Age religion, technology and travel and Stone Henge. Children will have the opportunity to try their hand at Stone Age and Iron Age textile weaving techniques.</p> <ul style="list-style-type: none"> <li>• I understand what humans needed for survival in the Stone Age.</li> <li>• I understand what was found at Skara Brae and why it is important.</li> <li>• I understand what copper mining meant to the people of the Bronze Age.</li> <li>• I understand how evidence about Stonehenge can give us different answers about the past.</li> <li>• I understand how and why hillforts were developed in the Iron Age.</li> <li>• Open question writing: What was life like for a child in the Stone Age?</li> <li>• I understand how evidence about the past can help us learn about the Stone Age to Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify differences between ways of life at different times.</li> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>• Communicate their <b>knowledge</b> through: <ul style="list-style-type: none"> <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> </ul> </li> </ul>
<p>KEY VOCABULARY: Stone age, Iron Age, Bronze age, Skara Brae , early man, Neolithic, stone henge, cave art, hunters, predators, Chronology, chronological order</p>			

**ENGLISH LINKS OPPORTUNITIES TO WRITE:**

- Diary write up day at the Hancock Museum.
- Open question writing: What was life like for a child in the Stone Age?
- Presentations on Stonehenge.

**MATHS LINKS:**

- Place value links to relevant historical dates.
- Timelines.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y1 + 2: Timelines, Y1 + 2: Inventions.

**PRIOR LEARNING:** Understand chronology and begin with a timeline against other topics studied historically (Grace Darling, Florence Nightingale, Great Fire of London). Also, link closely to studies of George Stephenson from Y1 – a great Victorian inventor. Check what the children can remember and build upon. Children will compare eras with modern times including technology, times and key inventions in the Victorian era that are still influential today as well as practices that we have moved on from (child labour, schooling system, corporal punishment) etc.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 3 – Spring</u>	<b>The Victorian Era</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Queen Victoria was queen during this time.</b></li> <li>• <b>Hospitals were not very clean places.</b></li> <li>• <b>Teachers were very strict and had different punishments.</b></li> <li>• <b>Children often worked rather than go to school.</b></li> <li>• <b>Modern appliances didn't exist in the kitchen, eg. Microwaves.</b></li> </ul> <p>Children will study the reign of Queen Victoria and examine this time period in terms of a great economical, technological, industrial and political change. Children will compare and contrast modern day to Victorian: schools, hospitals and work places. Children will study key figures in the following fields: medicine, art and design, literature and</p>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> <li>• Look at representations of the period – museum, cartoons etc</li> <li>• Use a range of sources to find out about a period</li> </ul>

		<p>science. Children will have the opportunity to experience Beamish Museum.</p> <ul style="list-style-type: none"> <li>• I can identify Queen Victoria and place the Victorian period in relation to other periods in history.</li> <li>• I can research facts about Queen Victoria.</li> <li>• I understand what life was like for Victorian school children.</li> <li>• I can compare and contrast a Victorian hospital to a modern day hospital.</li> <li>• I understand a significant turning point in British history, George Stephenson and the railways.</li> <li>• I can research facts significant advances in technology during the Victorian era.</li> <li>• I can research facts about the Bronte sisters.</li> <li>• I can compare and contrast a Victorian childhood with a modern childhood.</li> <li>• I can understand how evidence about the past can help us learn about the Victorian era.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li>   <li>• Communicate their <b>knowledge</b> through:</li>   <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> </ul>
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KEY VOCABULARY: Queen Victoria, Prince Albert, reign, monarchy, medicine, Joseph Lister, Bronte sisters, inventions, George Stephenson, steam engine.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary write up day at Beamish Museum
- Biography of Queen Victoria.
- Presentations on: Queen Victoria, Bronte sisters, George Stephenson.

MATHS LINKS:

- Place value links to relevant historical dates.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Year 2 – Grace Darling – local Victorian, George Stephenson – local Victorian/inventor, Florence Nightingale – Victorian medicine and healthcare.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 3 – Summer</u>	<b>Geography Focus – Hazardous Earth and Africa</b>		

KEY VOCABULARY:

ENGLISH LINKS OPPORTUNITIES TO WRITE:

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

**PRIOR LEARNING:** Link very closely to Literacy by reading the novel: ‘War Horse.’ Compare chronology to Victorian times (Y3) and note that WW1 was not long after the reign of Queen Victoria. Link with Geography in terms of identifying countries involved and why they got involved. Explore war and why people went to war and why they still go to war. Explore human cost. Show children that the reality of war is quite different to how it is presented in video games etc and actually, how the reality of going to war was very different to what the troops of the time expected.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</u>	<u>SKILLS ACQUISITION</u>
<u>Year 4 - Autumn</u>	<b>World War 1</b>	<b>5 things to remember:</b> <b>A: WWI lasted from 1914-1918.</b> <b>B: The war was the result of tensions between rival empires (introduce concept of Empire if not introduced in Y3 Victorians).</b> <b>C: The War affected people in Byker, including children.</b> <b>D: Animals played an important role in WWI fighting.</b> <b>E: The Christmas Truce of 1914 was a spontaneous display of solidarity between rival soldiers.</b>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Use evidence to reconstruct life in time studied</li> </ul>

To discuss the causes of World War One and find out how the war developed. To investigate what role the British Empire played in WW1 while making local (Byker) links. To think about life as a WW1 soldier (war, food, weapons, family and living conditions). Make it relevant for the children by discussing the role of children during WW1. Discuss how World War One end and what happened afterwards.

Lessons:

1. KWL and place war on a timeline (A)
2. Causes of war. Introduce Empire (map work) - Which countries conquered by UK, which by other European powers. Why Empire led to jealousy, rivalry and fear. (B)
3. Start of War in England. Source work - archives showing people in Byker signing up and ages (A,C). What motivated sign-ups. including underage soldiers? Role of recruitment posters & songs.
4. Visit & Source work: Examination of Heaton War graves and local memorials + follow-up. Use [genuki.org.uk](http://genuki.org.uk) (C).
5. The War in Byker: Zeppelin raids. Roleplay Air Raid. Cabinet exercise - laws for keeping safe. (C)
6. The War in Byker - Civil defence and sound mirrors (Starter - what is this?) - their workings, and make model of WWI sound mirrors. (C)
7. Trench Warfare - intro to trenches & trench diagram. Map of Western Front. (C, D)
8. Life in the trenches. - Artefact work (Boxes of delight/history bloke) & follow up. (C, D) - Extended write - diagram and explanation of artefacts.
9. Importance of animals. Horses, Dogs, Messenger pigeons. Link to War Horse. (D) <https://www.bbc.co.uk/newsround/28604874> Prepare a presentation on different animal stories. Link to Kirkpatrick and Gallipoli here (War Donkey).

- Identify key features and events of time studied
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Ask a variety of questions
- Use the library and internet for research
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research
- Recall, select and organise historical information
- Communicate their **knowledge and understanding**.

		<p>10. The War in Byker - Rationing - Make WWI rationing recipe. Parkin or Chocolate Potato Cake. Record recipe/instructions. (C)</p> <p>11. The Christmas Truce - re-enactment. Including singing of German Silent Night &amp; football game. Hot seat soldier and officer for different perspectives. (E)</p> <p>12. The Christmas Truce - The context of the Christmas Truce - Debate: was the truce wrong or right?(E)</p> <p>13. The end of the War &amp; consequences (map work and timeline). (A)</p> <p>14. End of module Assessment. Pop quiz and revisit/evaluate KWL. (All).</p>	
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KEY VOCABULARY: Armistice, artillery, assassinate, invasion, empires, allies, rationing, truce

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary Entry - the start of the War; Letter from the Trenches; War Donkey; rationing recipe/instructions.
- Speaking opportunity - Debate on Christmas Truce, Presentation on aspects of course.

MATHS LINKS:

- Quantities in rationing lesson, size of Empires (populations, area, number of countries)

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Recap during remembrance poetry in Y6. Y6 also cover WW2 so can make numerous links. Empire - link with Rome (Y4 Summer), WW2 (Year 6), poss Victorians (Year 3). Continue with world map. Continue/introduce historical timeline.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</u>	<u>SKILLS ACQUISITION</u>
<u>Year 4 – Spring</u>	<b>GEOGRAPHY FOCUS – Changing Jobs</b>		

KEY VOCABULARY:

ENGLISH LINKS OPPORTUNITIES TO WRITE:

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

**PRIOR LEARNING:** Children have learned about other civilisations in the past (Stone Age) and other eras (Victorian). Place the Roman era on a timeline to give the children an idea of chronology (Mathematical link with a Number Line). Note what the children may already know about th Romans without realising it – link with Romans occupying Jewish territory in Jesus’ time and the fact that the Romans were an occupying force. Revisit Geogrrophy of WW1 from Autumn term to show the Geography and spread of the Roman empire. This should be a recap for children to absorb the Geography of Europe in a different context. Children should have some familiarity with accessing an Atlas.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT KNOWLEDGE ACQUISITION/ LESSON SEQUENCE</u>	<u>SKILLS ACQUISITION</u>
Year 4 Summer	Romans	<p><b>5 things to remember:</b></p> <p><b>A. Dates of Julius Caesar’s Invasion (55-54BC) and the Roman Occupation of Britain (43AD-410AD)</b></p> <p><b>B. To know some territories that belonged to the Roman Empire (and Latin names?)</b></p> <p><b>C. To name at least 1 roman fort in the north east</b></p> <p><b>D. To recall some aspects of the story of Boudicca</b></p> <p><b>E. To know that the Romans used Latin and Roman Numerals.</b></p> <p>Children will begin to develop a wider understanding of the Romans and who they were. They will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <ol style="list-style-type: none"> <li>1. KWL and place on a timeline (A)</li> <li>2. Reasons for Roman conquest of Britain? Scale of Empire on a map (A, B)</li> <li>3. Segedunum visit and follow up. (C)</li> <li>4. Life on the wall - artefacts &amp; sources (Boxes of Delight, online research, roman recipes)Evaluate usefulness of sources. (B, E)</li> </ol>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms eg BC/AD</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> </ul>

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|--|--|--|---|
|  |  | <p>5. Life on the wall: Roleplay and soldier's diary (HA/MA)/day in the life(LA, SEN) (B, C and E)</p> <p>6. Boudicca - To explain reactions to Roman invasions. Intro to Icenii. Revolt and burning of Londinium art (B, D)).</p> <p>7. Boudicca and end of Roman occupation - Place on timeline, crushing of rebellion. Roleplay and hotseating. (A, D)</p> <p>8. Presentation: What did the Roman's do for us? Research and present on things Romans left behind (roads, reading and writing, towns, religion - both pagan and Christianity) Class vote.<br/><a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</a> (A, E)</p> <p>9. Assessment - pop quiz and revidit/evaluate KWL.</p> | <ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their <b>knowledge and understanding</b>.</li> </ul> |
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KEY VOCABULARY: legacy, Roman Britain, architecture, resources, trade links, pilgrimages, cause and effect, revolt, invasion and sources.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- To decide and explain what you think was the most important thing the Roman Empire left us with in Britain.
- Diary entry as a Roman soldier at Segedunum

MATHS LINKS:

- Roman numeral conversions, numerals in recipes/diary
- Roman numeral clock making - negative numbers with BC/AD

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Source work - historical visits, primary and secondary sources. Y4 Empire (in WWI, and possibly Y3 Victorians)

**PRIOR LEARNING:** Children should be used to timelines from previous topic. Check number sense and scale (Mathematics) in comparing the civilisation to previous eras covered (Romans / Victorians / Stone Age). Children can use Atlases to see where the Mayan civilisation existed and begin to learn about a different part of the world (e.g. Central and South America as opposed to Europe). Note the link with religions and other faiths that we have learned about and discovered through RE.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 5 – Autumn</u>	<b>The Ancient Mayans</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Ancient Mayans lived from 2000BC to 900AD in Mesoamerica (Now Central America).</b></li> <li>• <b>The Ancient Mayans believed in lots of Gods and religion was very important to them.</b></li> <li>• <b>The Mayans used symbols to represent numbers and hieroglyphs for writing and they wrote on codices (made from fig tree bark).</b></li> <li>• <b>Primary and secondary sources can be used to learn more about the Mayans.</b></li> <li>• <b>The Mayan civilisation collapsed due to drought, over farming and war.</b></li> </ul> <p>Pupils carry out a study of this non-European society. Pupils look at the achievements and culture of this civilisation and contrast this with what was happening in Britain at the time</p> <ol style="list-style-type: none"> <li>1. Introducing the Ancient Mayans – discovering the context of Mayan civilisation (where and when they lived).</li> <li>2. Religious beliefs – learning about different Mayan Gods, festivals and the role of the priest. Creating own God.</li> <li>3. Mayan number system – learning about and applying knowledge of the Mayan number system.</li> <li>4. Using sources – discussing primary and secondary sources. Studying a range of sources to infer facts about the life of an Ancient Mayan.</li> <li>5. Mayan writing system - learning about and applying knowledge of the Mayan writing system.</li> <li>6. What was life like for an Ancient Mayan? Discuss.</li> </ol>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>

- Study different aspects of different people - differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period
- Compare accounts of events from different sources – fact or fiction
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Recall, select and organise historical information
- Communicate their **knowledge and understanding**.

KEY VOCABULARY:

Ancient Mayans, civilization, writing system, number system, Central America, Mesoamerica, beliefs, Gods, rituals, bloodletting, priests, festivals, the Maya Worlds, Underworld, symbols, sources of evidence, primary sources, secondary sources, explorers, Copan, detailed drawings, temples, sculptures, Catherwood, codices, hieroglyphs, glyphs.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary of an Ancient Mayan.
- Information text about Mayan life.
- Recount of a Mayan ceremony.
- Ancient Mayan myth.

MATHS LINKS:

- Maths with the Mayan number system

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

Where the Mayans feature in history in relation to previously studied topics (Greeks, Stone Age and Romans etc.)?  
How did life, jobs, languages and beliefs differ from other periods?

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
<u>Year 5 – Spring</u>	<b>GEOGRAPHY FOCUS – Climate Around the World</b>		

KEY VOCABULARY:

ENGLISH LINKS OPPORTUNITIES TO WRITE:

MATHS LINKS:

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:

**PRIOR LEARNING: ANCIENT EGYPTIANS:** Children should be used to timelines from previous topic. Check number sense and scale (Mathematics) in comparing the civilisation to previous eras covered (Romans / Victorians / Stone Age and Mayans learned about in Autumn). Children can use Atlases to see where the Egyptian civilisation existed and begin to learn about a different part of the world (e.g. Africa as opposed to Central and South America and Europe).

**TUDORS:** Place the Tudors on a timeline in comparison to Victorians and modern era. Check number sense and scale (Mathematics). Make comparison of Tudor monarchs and note how the country shifted dramatically and was a place of unstable religious intolerance at the time. Make comparisons with RE and other faiths.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE</u> <u>KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 5 – Summer	<b>The Ancient Egyptians</b>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>The Ancient Egyptians lived from 3100BC until 30BC in Egypt.</b></li> <li>• <b>The River Nile was a very important resource for the Egyptians, particularly for farming.</b></li> <li>• <b>Mummification is a process where the body is preserved and prepared for the afterlife.</b></li> <li>• <b>The Ancient Egyptians believed in more than 2000 gods (examples given).</b></li> <li>• <b>Ancient Egyptians wrote using hieroglyphs.</b></li> </ul> <p>Pupils look at the achievements of this early civilisation: engineering, culture and religion. Pupils study images of artefacts from the period and develop theories about what life was like in ancient Egypt.</p> <ol style="list-style-type: none"> <li>1. Introducing the Ancient Egyptians – where and when in history do they exist.</li> <li>2. The lives of Egyptians – using sources (images) to learn about the life and jobs of the Ancient Egyptians.</li> <li>3. Mummification – learning about and explaining the process of mummification.</li> </ol>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li>   <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> </ul>

**Local history study: Tudor Newcastle.**

4. Ancient Egyptian beliefs – introducing the gods and creating own god for myth.
5. Hieroglyphs – reading, understanding and using hieroglyphics. Discussing the discovery of hieroglyphs.
6. Information text on the Ancient Egyptians.

**5 things to remember:**

- **The Tudors were a family that reigned in Britain from 1485 – 1603.**
- **Henry VIII had six wives and three children.**
- **Tudor Newcastle looked very different to today with defensive walls and medieval bridges.**
- **Tudor homes were made with wattle and daub, beams and had lots of windows. Overhangs were also common as people built their homes upwards.**
- **Tudor punishments were very harsh and people were often punished in front of large crowds.**

Using maps from the time and looking at remaining locations around the city, pupils gather evidence about what life was like in Tudor Newcastle and how our city has changed.

1. Using buildings as evidence – introducing Tudor Newcastle. Using buildings, structures and maps as evidence of
2. Tudor houses – exploring Tudor houses, including what they are made of, their appearance etc.
3. Tudor clothing – studying Tudor clothing and making inferences about society based on evidence.
4. Henry VIII – using evidence to learn about the character of Henry VIII.
5. Comparing eras – using prior knowledge to identify similarities and time differences between periods.
6. Recount of Tudor life from the perspective of the child.

- Compare an aspect of life with the same aspect in another period
- Compare accounts of events from different sources – fact or fiction
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Recall, select and organise historical information
- Communicate their **knowledge and understanding**.

<p>KEY VOCABULARY – Ancient Egyptians: periods of time, decades, centuries, millennia, artefacts, River Nile, farming, beliefs, Gods, worship, challenge, critical, sources of evidence, primary sources, secondary sources, theories, livelihood, engineering, locations, lifestyle.</p> <p>KEY VOCABULARY – The Tudors: monarch, family tree, era, structural evidence, sources, artefacts.</p> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE – Ancient Egyptians:</p> <ul style="list-style-type: none"> <li>• Explanation text on mummification</li> <li>• Diary as an Egyptian child</li> <li>• Ancient Egyptian myths</li> <li>• Non-chronological report on Ancient Egyptian life</li> </ul> <p>ENGLISH LINKS OPPORTUNITIES TO WRITE – The Tudors:</p> <ul style="list-style-type: none"> <li>• Information text on life in Newcastle in Tudor times</li> <li>• Recount as a worker in Tudor Newcastle</li> </ul> <p>MATHS LINKS:</p> <ul style="list-style-type: none"> <li>• Comparing length of time periods</li> </ul> <p>OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS:  Where did the Egyptians/ Tudors feature in history in relation to previously studied topics (Greeks, Stone Age, Romans and Mayans etc.)?  How did life, jobs, languages and beliefs differ from other periods</p>			
<p><b>PRIOR LEARNING:</b>Children learned about WW1 in Y4. Within that they learned about the Geography of Europe. Make comparisons as to why the conflict started and what it was like for the people going to war, Topic will work alongside the novel ‘The Boy with the Striped Pyjamas.’ Note the innocence of the main protagonist and the lies and propaganda that he was exposed to. What are the dangers that this could happen today?</p>			
<b><u>YR GROUP / TERM</u></b>	<b><u>TOPIC</u></b>	<b><u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u></b>	<b><u>SKILLS ACQUISITION</u></b>

<p><u>Year 6 – Autumn</u></p>	<p><b>World War 2: Local History</b></p>	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Hitler started WWII because he wanted to make Germany great again after their defeat in WW1</b></li> <li>• <b>Hitler blamed Jewish people for Germany’s problems and sent them to Concentration camps – this is known as the Holocaust.</b></li> <li>• <b>The Blitz saw Germany drop thousands of bombs onto British cities killing innocent families – WWII was the 1st war where civilians died.</b></li> <li>• <b>Life for British children involved being evacuated from cities to the countryside away from their families. This could be a good or bad experience depending on the host family you were with.</b></li> <li>• <b>Food was rationed, along with clothing and petrol because it was hard to get things from other countries due to the war.</b></li> </ul> <p>WWII, from the outbreak of war and Winston Churchill's role as prime minister.</p> <p>Children will study the effects of:</p> <ul style="list-style-type: none"> <li>• Rationing – look at different food sources and comparing meals of today – which is healthier.</li> <li>• Evacuation - Educational Visit to Beamish Museum – Evacuee Workshop.</li> <li>• Role of women - What happened to those left behind in Britain?</li> <li>• Blitz – How did people survive</li> <li>• Holocaust – linked to English text ‘Boy in the Striped Pyjamas’ How did Hitler convince German public to do such terrible things? Did everyone agree with him?</li> </ul> <p><b>Geography links</b> – Where did war break out? Map of Europe and then world.</p> <p><b>Art</b> – look at WWII art including Lowry</p>	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a time line</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
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KEY VOCABULARY: Evacuation, conflict, Blitz, civilians, armed forces, invaded, Resistance, Holocaust, Anti-Semitism, racism, Far-right, Nazis, propaganda, intolerance

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Diary of an evacuee
- Letter home from evacuee
- Recount of the Blitz
- Report of the Holocaust
- Biography of Churchill
- Weekly reading session using English text 'Boy in the Striped Pyjamas'

MATHS LINKS:

- Map reading skills – using an Atlas.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Y4 – WW1

**PRIOR LEARNING:** Link with work with Tudor's in Y5. See what the children remember about the Tudor monarchs and how they behaved. What rights did the monarch have then compared to now? Where did these rights come from? How and why did they change? Is this a good thing or a bad thing?

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 – Spring	Monarchy	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>Britain has a hereditary monarchy – meaning it is passed to the eldest child in each generation of the royal family.</b></li> <li>• <b>King John's Magna Carta made sure people had to have a trial before being sent to prison – it is the basis of laws today across the world.</b></li> <li>• <b>Queen Victoria's reign saw Britain become the most powerful country in the world thanks to scientific discoveries and Britain's powerful army.</b></li> <li>• <b>Queen Elizabeth II – our current Monarch – is our longest reigning monarch and is widely respected around the world.</b></li> <li>• <b>There are some people - known as Republicans – who would like to see the Monarchy scrapped because they do not think it is fair people have a position of power just based on which family they are born into.</b></li> </ul> <p>The changing power of the monarchs using case studies. Children will select a famous monarch and carry out independent research. Compare role of Monarchs through the ages - Tudor monarchs to Elizabeth. Note the complete change. What brought this about? What was wrong with the absolute power of Kings? How does King John and the Magna Carta still shape the way we live today? How is that different from Jesus' message about living among Kings?</p> <p>More detail here? Importance of monarch? Constitutional role?</p> <p>Geography link – Maps of the UK to identify key places.</p>	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a time line</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>

KEY VOCABULARY: Hereditary, descendants, family tree, Republic, Civil War, successor, Magna Carta, inherited.

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- Argument ‘Who is Britain’s Greatest Monarch’
- SEN – Report into favourite Monarch.
- Richard III Shakespeare play.
- Explanation – How does the British Monarchy system work?

MATHS LINKS:

- Dates order – Roman Numerals.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: Refer to Elizabeth II role in WW11. Previous Monarchs learning such as Tudors.

**PRIOR LEARNING:** Link with previous topic in how the role of the monarch changed over the centuries. Pay particular regard to changing attitudes towards women and racial equality. Link music to protest songs and artists of great significance.

<u>YR GROUP / TERM</u>	<u>TOPIC</u>	<u>KEY CONTENT / LESSON SEQUENCE KNOWLEDGE ACQUISITION</u>	<u>SKILLS ACQUISITION</u>
Year 6 - Summer	Changes in Social history:	<p><b>5 things to remember:</b></p> <ul style="list-style-type: none"> <li>• <b>People’s ideas about how others should be treated and what is acceptable have changed a lot over the past 100 years.</b></li> <li>• <b>Discrimination is when people are treated unfairly just because of who they are – not what kind of person.</b></li> <li>• <b>Look at the impact of racism on society and study the life of Martin Luther King.</b></li> <li>• <b>Look at the impact of sexism on society and study the life of suffragette Emily Davidson.</b></li> <li>• <b>Look at the impact of homophobia on society and study the life of Alan Turing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant dates and terms</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Know key dates, characters and events of time studied</li> <li>• Recognise primary and secondary sources</li> </ul>

Changes in popular culture throughout the 20<sup>th</sup> century: impact of technology, changing role of women, youth culture, fashion, music etc

Pay particular regard to changing attitudes towards women and racial equality.

Note key figures in change:

1. Martin Luther King – Racism
2. Emily Davidson - Sexism
3. Alan Turing – Homophobia
4. Greta Thunberg – people with learning differences and beliefs, ageism.

What further challenges do we face? Homophobia, misinformation of social media (despite it's many positives) pressure on young people and what to do about it.

Art links – Banksy – Is graffiti a crime? Does art always have to have a message.

Music – protest songs look at 1960s America civil rights Sam Cooke 'A Change is Gonna Come' and Marvin Gaye 'What's Going on' and continuing with South Africa LabiSiffri 'Something inside' Eddie Grant 'Give me Hope Joanna' .

Geography – environmental issues

- Confidently use the library and internet for research
- Select and organise information to produce structured work, making appropriate use of dates and terms.

KEY VOCABULARY: Sexism, racism, homophobia, discrimination, technology, culture, society

ENGLISH LINKS OPPORTUNITIES TO WRITE:

- In-depth report into chosen area and how it has changed over 100 years.

MATHS LINKS:

- Technology – looking at computing, calculators, mobiles and advances.
- How mental maths has been overtaken by technology.

OPPORTUNITIES FOR RECAP (HOW WE ARE EMBEDDING SKILLS / KNOWLEDGE / VOCAB FROM PREVIOUS TOPICS / YEAR GROUPS: **Alan Turing – WWII, Martin Luther King – Holes book, Emily Davidson – Democracy and WWI poetry, Greta Thunberg – ageism – should children vote?** Environment