



# Amherst School – History Curriculum

## Intent

At Amherst we aim to present the past in exciting ways so the children become immersed in activities to enable them to develop their skills of analysis, critiquing and justifying. They will better understand how the past has shaped the world we live in and know some key facts about significant figures that have played a key role in those events.

**Vocabulary Key:** Year 3, Year 4, Year 5, Year 6. Underlined = minimum expectation for children's retrieval.

## Year 3 - Romans

Key vocabulary		Suggested trips or workshops
Empire	Boudicca	Lullingstone Roman Villa
<u>Era</u>	<u>Celts</u>	Roman Day - Victrix
Emperor	<u>Romans</u>	
<u>Invasion</u>	Roundhouse	
<u>Chronological order</u>	<u>Fact</u>	
Mosaic	<u>Opinion</u>	
Catapult	Sources	
AD and BC	Heroine	
<b>Prior knowledge and skills</b> <ul style="list-style-type: none"> <li>• Basic chronology and vocabulary</li> <li>• Lives of significant people from history</li> <li>• Changes within living memory and event beyond living memory</li> <li>• Ways to find out about the past e.g. different sources and comparisons</li> <li>• Events, people and places in their own locality</li> </ul>		
<b>Key questions</b> <ol style="list-style-type: none"> <li>1. How did the Roman era begin in Britain?</li> <li>2. What were the main differences between the Celts and Romans?</li> <li>3. Who were important people in the Roman era?</li> <li>4. How did the Romans impact life in Britain today?</li> </ol>		
1	<b>Learning objective</b>	I can sequence key events in history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key periods and events in history</li> <li>- Existing understanding of previously covered topics</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering numbers (years) including AD and BC</li> <li>- Describe events and periods using the words: BC, AD and decade.</li> <li>- Describe events from the past using dates when things happened.</li> <li>- Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>- Use mathematical knowledge to work out how long-ago events in recent and local history would have happened.</li> <li>- Recalling information from previous topics</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Revision activity for previous topics</li> </ul>
2	<b>Learning objective</b>	I can sequence key events during the Roman Era
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> </ul>

		<ul style="list-style-type: none"> <li>- AD and BC</li> <li>- Names of key events in Roman history</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering years</li> <li>- Recalling information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Video demonstrating geographic overview of progression of the Roman Empire</li> </ul>
<b>3 &amp; 4</b>	<b>Learning objective</b>	I can describe life in Britain before the Romans invaded
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Who were the Celts? When did they live?</li> <li>- Information about: clothes, warriors, food, women, housing</li> <li>- Comparison between Celts and modern</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Teamwork (with Year 6 buddies)</li> <li>- Finding and recalling information from different sources</li> <li>- Organising and presenting information</li> <li>- Compare and contrast Celtic life with their own experiences</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Work with Year 6 buddy to create A3 factfile about the Celts (over 2 weeks)</li> <li>- Comparison of Celtic and modern life</li> </ul>
<b>5</b>	<b>Learning objective</b>	I can identify why the Romans wanted to invade
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Who, why, when and how the Romans invaded Britain</li> <li>- Why the first attempt was unsuccessful</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Explain ideas using evidence</li> <li>- Find and retrieve evidence to re-enact historically accurate events</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Act out invasion using a script to initiate conversation and explanations from children</li> <li>- Storyboard events of Roman invasion</li> <li>- Provide clues about reasons the Romans invaded for children to discuss</li> <li>- Debate from perspective of different tribes as to whether to attack or surrender</li> <li>- Use Horrible History resources to engage children</li> </ul>
<b>6</b>	<b>Learning objective</b>	I can compare and contrast a Celtic Warrior and Roman Soldier
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Appearance, armour and weaponry of Celts and Romans</li> <li>- Training and experience of each</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Comparing and contrasting</li> <li>- Applying knowledge to explain why the Romans were successful</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Labelling Celtic/Roman soldiers</li> <li>- Acting out Celtic/Roman armies</li> <li>- Cross curricular – answering questions about why Romans were successful</li> <li>- Cross curricular – using conjunctions to compare and contrast</li> </ul>
<b>7</b>	<b>Learning objective</b>	I can use different sources to describe an important person from the Roman Era
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Appearance, personality and key information about Boudicca</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Gather and compare information from a range of sources</li> <li>- Form an opinion based on evidence</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Draw or write about Boudicca using information from different sources</li> <li>- Form opinions about Boudicca</li> </ul>
<b>8</b>	<b>Learning objective</b>	I can look at the same event from different viewpoints
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Understanding the role that Boudicca played in the Celtic resistance</li> <li>- Compare the same event from different viewpoints (Roman and Celtic)</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Compare the same event from different viewpoints (Roman and Celtic)</li> <li>- Critically evaluate the reliability of sources</li> </ul>

	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Compare sources from different viewpoints</li> <li>- Debate – Romans prove she is a villain vs. Celts prove she is a heroine</li> <li>- For and against Boudicca</li> </ul>
<b>9</b>	<b>Learning objective</b>	I can describe a range of weapons used by the Romans Note – This lesson must be covered before the D.T. Roman Catapult topic
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Names of key weaponry from the Roman Era</li> <li>- What the weapons looked like</li> <li>- How the weapons were used</li> <li>- How the weapons enabled Romans to be successful</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Matching descriptions to pictures</li> <li>- Making connections between design and purpose</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children given purpose of different weapons and pictures and have to match them</li> <li>- Children label key parts of different weapons</li> </ul>
<b>10</b>	<b>Learning objective</b>	I can explain how the Roman invasion impacted our lives today
	<b>Knowledge</b>	- Impacts: alphabet, language, calendar, baths, roads, aqueducts, sewage systems, under-floor heating etc.
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Cross-curricular: Presenting – Speech and language skills</li> <li>- Independent research using different sources (books, information sheets, internet)</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children in groups present information about different legacies</li> <li>- Independent research on different legacies</li> <li>- Children record some learning from other groups' presentations</li> </ul>

## Year 4 - Normans

<b>Key vocabulary</b>		<b>Suggested trips or workshops</b>
<b>Era</b> <b>Invasion</b> <b>Chronological order</b> <b>AD and BC</b> <u>Legacy</u> Domesday Book Feudal System <u>William the Conqueror</u> Harald Hardrada Harold Godwinson	<b>Fact</b> <b>Opinion</b> <b>Sources</b> Primary sources Secondary sources Motte and Bailey <u>Saxons</u> <u>Normans</u> <u>Battle of Hastings</u>	Battle Abbey Tonbridge Castle Tower of London
<b>Prior knowledge and skills</b> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• AD and BC</li> <li>• Compare and contrast</li> <li>• Using different sources to form an opinion</li> <li>• Understanding different sources come from different viewpoints</li> <li>• Independent research</li> <li>• Presenting information in an organised and clear way</li> </ul>		
<b>Key questions</b> <ol style="list-style-type: none"> <li>1. How did the Norman era begin in Britain?</li> <li>2. What were the main differences between the Normans and Saxons?</li> <li>3. Who were important people in the Norman era?</li> <li>4. How did the Normans impact life in Britain today?</li> </ol>		

<b>1</b>	<b>Learning objective</b>	I can sequence key events in history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key periods and events in history</li> <li>- Existing understanding of previously covered topics</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering numbers (years) including AD and BC</li> <li>- Recalling information from different sources</li> <li>- Recalling information from previous topics</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Record information about what they recall from the History topic they have covered.</li> <li>- Answer key questions about the Romans.</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> </ul>
<b>2</b>	<b>Learning objective</b>	I can sequence key events in Norman history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key events in Norman history</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering numbers (years) including AD and BC</li> <li>- Describe events from the past using dates when things happened.</li> <li>- Describe events and periods using the words: ancient and century.</li> <li>- Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>- Use mathematical knowledge to work out how long-ago events would have happened.</li> <li>- Use their mathematical skills to round up time differences into centuries and decades.</li> <li>- Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</li> <li>- Recalling information from previous topics</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> </ul>
<b>3</b>	<b>Learning objective</b>	I can use evidence to form an opinion
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Information about the three contenders to the throne</li> <li>- Why there were three contenders to the throne</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Forming and justifying an opinion using evidence</li> <li>- Explaining and summarising key information</li> <li>- Presenting information in an organised way</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Choose and justify who should be King</li> <li>- Debate</li> <li>- Role-play / hot-seating</li> </ul>
<b>4</b>	<b>Learning objective</b>	I can explain events from the Battle of Stamford Bridge
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Events leading up to the battle</li> <li>- How the Anglo-Saxons won</li> <li>- What happened next</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering events</li> <li>- Applying key vocabulary</li> <li>- Recalling information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Re-enactment</li> <li>- Cloze procedure to recall key vocabulary</li> <li>- Ordering pictures</li> </ul>
<b>5</b>	<b>Learning objective</b>	I can re-enact events from the Battle of Hastings

	<b>Knowledge</b>	- Events involved in Battle of Hastings including weaponry, formations, soldiers
	<b>Skills</b>	- Re-enacting based on historical evidence
	<b>Suggested activities</b>	- Re-enact battle
<b>6</b>	<b>Learning objective</b>	I can form an opinion based on historical evidence
	<b>Knowledge</b>	- What helped William win the battle - What mistakes Harold made during the battle - Extent to which different events impacted the overall outcome of the battle
	<b>Skills</b>	- Forming an opinion based on historical evidence - Evaluating the significance of historical events
	<b>Suggested activities</b>	- Debate - Compare impact of William's leadership and Harold's mistakes - Rank events in order of significance to the outcome of the battle
<b>7</b>	<b>Learning objective</b>	I can evaluate different sources
	<b>Knowledge</b>	- What is a source? - Primary and secondary sources - Chronology affecting the reliability of sources - Expertise
	<b>Skills</b>	- Analyse the reliability of different sources - Interpret information from different sources - Compare similarities and differences between sources
	<b>Suggested activities</b>	- Give children copies of a range of different sources for them to make an opinion from - Debate - Rank sources on by reliability
<b>8</b>	<b>Learning objective</b>	I can interpret the Bayeux Tapestry
	<b>Knowledge</b>	- The history of the Bayeux Tapestry - Link Bayeux Tapestry to prior understanding of Battle of Hastings
	<b>Skills</b>	- Interpret features and information from art
	<b>Suggested activities</b>	- Children analyse key features and information from section of Bayeux Tapestry - Children given section of Bayeux Tapestry and they draw their prediction of the next part based on knowledge and understanding
<b>9</b>	<b>Learning objective</b>	I can explain the impact of William's rule
	<b>Knowledge</b>	- What problems did William face as the new King? - How was society structured? - How did he overcome issues?
	<b>Skills</b>	- Empathising with different groups of society
	<b>Suggested activities</b>	- Complete speech bubbles / thought bubbles for the different roles of society - Explain if the Feudal System was fair
<b>10</b>	<b>Learning objective</b>	I can investigate the purpose of the Domesday book
	<b>Knowledge</b>	- Who, how, why, when and what: the Domesday book?
	<b>Skills</b>	- Interpret a historical source
	<b>Suggested activities</b>	- Compare and contrast life explained in the Domesday book with modern life - Create mind map about Domesday book
<b>11</b>	<b>Learning objective</b>	I can describe Norman castles
	<b>Knowledge</b>	- Key features of Motte and Bailey castles / Stone castles - Advantages and disadvantages of both - How Tonbridge castle typifies Motte and Bailey castles

	<b>Skills</b>	- Analysing advantages and disadvantages - Making inference from pictures
	<b>Suggested activities</b>	- Labelling features of different castles - Labelling features of a photo - Discussion around advantages/disadvantages
<b>12</b>	<b>Learning objective</b>	I can explain the legacy of the Norman Era
	<b>Knowledge</b>	- Understand how the Normans have impacted life today e.g. language, castles, churches, land ownership, new foods and new laws
	<b>Skills</b>	- Group work - Cross-curricular: Presenting – Speech and language skills - Independent research using different sources (books, information sheets, internet)
	<b>Suggested activities</b>	- Children in groups present information about different legacies - Independent research on different legacies - Children record some learning from other groups' presentations

## Year 4 - Tudors

<b>Key vocabulary</b>		<b>Suggested trips or workshops</b> Hampton Court Palace Hever Castle
Era Invasion Chronological order AD and BC Legacy Henry VIII Elizabeth I Monarchy Family tree Mary Rose	Fact Opinion Sources Primary sources Secondary sources House of York House of Lancaster Tudor Rose Hampton Court Palace	
<b>Prior knowledge and skills</b>		
<ul style="list-style-type: none"> <li>• Chronology</li> <li>• AD and BC</li> <li>• Compare and contrast</li> <li>• Using primary and secondary sources to form an opinion</li> <li>• Evaluating the reliability of different sources</li> <li>• Independent research</li> <li>• Presenting information in an organised and clear way</li> </ul>		
<b>Key questions</b>		
<ol style="list-style-type: none"> <li>1. How did the Tudor era begin in Britain?</li> <li>2. How was life different for rich and poor people during the Tudor Era?</li> <li>3. Who were important people in the Tudor Era?</li> <li>4. How did the Tudors impact life in Britain today?</li> </ol>		
<b>1</b>	<b>Learning objective</b>	I can sequence key events in history
	<b>Knowledge</b>	- Chronology - AD and BC - Names of key periods and events in history - Existing understanding of previously covered topics
	<b>Skills</b>	- Ordering numbers (years) including AD and BC - Describe events from the past using dates when things happened. - Describe events and periods using the words: ancient and century.

		<ul style="list-style-type: none"> <li>- Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>- Use mathematical knowledge to work out how long-ago events would have happened.</li> <li>- Use their mathematical skills to round up time differences into centuries and decades.</li> <li>- Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</li> <li>- Recalling information from previous topics</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Revision activity for previous topics</li> </ul>
<b>2</b>	<b>Learning objective</b>	I can sequence key events in Tudor history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key events in Norman history</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering years</li> <li>- Recalling information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> </ul>
<b>3</b>	<b>Learning objective</b>	I can explain the events leading up to the Battle of Bosworth
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Who was involved in the battle?</li> <li>- How did the crown change hands in the lead up to the battle?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- Explaining key events</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Comic strip</li> <li>- Act out the battle – role-play or puppets</li> <li>- Quiz based on key facts</li> <li>- Annotate pictures of battle and children analyse any bias</li> </ul>
<b>4</b>	<b>Learning objective</b>	I can use sources to describe Henry VIII
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Primary and secondary sources</li> <li>- Character, appearance, hobbies/interests of Henry VIII</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Using different sources to find out information</li> <li>- Identify relevant information from different sources</li> <li>- Form meaning from archaic language</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Notes about each topic</li> <li>- Mind map about Henry VIII</li> <li>- Underline on text using different colours</li> </ul>
<b>5</b>	<b>Learning objective</b>	I can use a family tree to discuss Henry VIII's wives
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Structure of the Tudor Family Tree</li> <li>- Information about the wives of Henry VIII</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- Interpreting a family tree</li> <li>- Summarising information independently</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Add information about Henry VIII's wives to a Tudor family tree</li> </ul>
<b>6</b>	<b>Learning objective</b>	I can compare the lives of rich and poor Tudors
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Differences between rich and poor including food, clothes and education</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Comparing different classes</li> <li>- Understanding different sources of information</li> </ul>

	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Summarising information about rich and poor</li> <li>- Hot-seating</li> <li>- Role-play</li> </ul>
<b>7</b>	<b>Learning objective</b>	I can explain Henry VIII's legacy in England
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Dissolution of the monasteries (e.g. Battle Abbey)</li> <li>- What problems did Henry VIII have when he was married to Catherine of Aragon?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Re-enacting using historically accurate information</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Re-enact reformation using puppets</li> </ul>
<b>8</b>	<b>Learning objective</b>	I can use historical sources to form an opinion
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Who was Richard III?</li> <li>- What evidence is there to support different opinions about what happened?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Evaluating and interpreting sources</li> <li>- Forming an opinion using different sources</li> <li>- Linking information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Debate</li> <li>- Sort different sources of evidence</li> <li>- Explain their own opinion based on evidence</li> <li>- Answer: Who killed the princes?</li> </ul>
<b>9</b>	<b>Learning objective</b>	I can use historical sources to form an opinion
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Different accounts of the sinking of the Mary Rose – both the French and English</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Analyse different theories</li> <li>- Supporting different theories by analysing different evidence</li> <li>- Forming an opinion based on evidence</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Debate</li> <li>- Sort different evidence by theory</li> <li>- Explain own opinion</li> <li>- Rank different evidence by significance</li> </ul>
<b>10</b>	<b>Learning objective</b>	I can explain how England changed during the rule of Elizabeth I
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- How did Henry VIII rule?</li> <li>- How did Elizabeth rule differently?</li> <li>- Key events during Elizabeth's reign – circumnavigation, Armada, theatre</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Summarising information</li> <li>- Comparing leadership</li> <li>- Forming an opinion</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Debate</li> <li>- Hot-seating</li> <li>- Write a speech in the style of one of the monarchs</li> </ul>
<b>11</b>	<b>Learning objective</b>	I can explain the legacy of the Tudor Era
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Understand how the Tudors have impacted life today e.g. religion, houses</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Cross-curricular: Presenting – Speech and language skills</li> <li>- Independent research using different sources (books, information sheets, internet)</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children in groups present information about different legacies</li> <li>- Independent research on different legacies</li> <li>- Children record some learning from other groups' presentations</li> </ul>

# Year 5 - Victorians

Key vocabulary		Suggested trips or workshops
<b>Era</b> Chronological order AD and BC Legacy Workhouse Queen Victoria Reformer Climbing Boy Colonise	<b>Fact</b> <b>Opinion</b> <b>Sources</b> Primary sources Secondary sources Invention Empire Society Artefacts	Museum of Kent Life Rainbow Theatre – Children’s Jobs Victorian Day Horton Kirby – Victorian Day
<b>Prior knowledge and skills</b> <ul style="list-style-type: none"> <li>Chronology</li> <li>AD and BC</li> <li>Compare and contrast</li> <li>Using primary and secondary sources to form an opinion</li> <li>Evaluating the reliability of different sources</li> <li>Independent research</li> <li>Presenting information in an organised and clear way</li> </ul>		
<b>Key questions</b> <ol style="list-style-type: none"> <li>How did the Victorian era begin in Britain?</li> <li>What were the main differences between rich and poor Victorian children?</li> <li>Who were important people in the Victorian era?</li> <li>How did the Victorians impact life in Britain today?</li> </ol>		
<b>1</b>	<b>Learning objective</b>	I can sequence key events in history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Chronology</li> <li>AD and BC</li> <li>Names of key periods and events in history</li> <li>Existing understanding of previously covered topics</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>Ordering numbers (years) including AD and BC</li> <li>Describe historical events from the different period/s they are studying/have studied.</li> <li>Place periods of history on a timeline showing periods of time.</li> <li>Use mathematical skills to work exact time scales and differences as need be.</li> <li>Begin to build up a picture of what main events happened in Britain/ the world during different centuries.</li> <li>Plot recent history on a timeline using centuries.</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>Ordering key events in groups</li> <li>Ordering individually in books</li> <li>Playing timeline game in pairs with dates only shown on back</li> <li>Revision activity for previous topics</li> </ul>
<b>2</b>	<b>Learning objective</b>	I can sequence key events in Victorian history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Chronology</li> <li>AD and BC</li> <li>Names of key events in Victorian history</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>Ordering years</li> <li>Recalling information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>Ordering key events in groups</li> <li>Record information about what they recall from each of the History topics they have covered.</li> <li>Answer key questions about Tudors, Normans, Romans.</li> </ul>

		<ul style="list-style-type: none"> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Children highlighting events based on technological change/social reform etc</li> </ul>
<b>3</b>	<b>Learning objective</b>	I can summarise Queen Victoria's reign
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Changes over Victoria's life</li> <li>- Key dates during Victoria's life</li> <li>- Key events in Victoria's personal life</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Using diaries, photographs and other evidence to build a picture of both Victoria's life and her era</li> <li>- Extract information from different sources</li> <li>- Form an opinion from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Use small images of different sources to mind map key information learnt</li> <li>- Act out Queen Victoria's life</li> <li>- Hot seat Queen Victoria</li> <li>- Add more information to timeline from lesson 2</li> </ul>
<b>4</b>	<b>Learning objective</b>	I can compare the lives of rich and poor children in the Victorian Era
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- How were lives different from different classes?</li> <li>- Clothes, food, jobs, education, housing</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Comparing rich and poor</li> <li>- Forming an opinion</li> <li>- Organising into bullet points</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Sort images (for the 5 topics) into rich and poor and use to understand life for each</li> <li>- Spot the difference – images of rich/poor life</li> <li>- Table of bullet points for each topic</li> <li>- Write a short paragraph explaining own opinion based on comparisons using conjunctions</li> </ul>
<b>5</b>	<b>Learning objective</b>	I can present the function and features of a Victorian workhouse Note – Link to English topic of Jim's diary
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Layout of a workhouse</li> <li>- Treatment of people in a workhouse</li> <li>- Rules and punishments</li> <li>- Jobs</li> <li>- Clothing and food</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Piecing together different sources of evidence</li> <li>- Extracting relevant information</li> <li>- Teamwork</li> <li>- Presenting information in an organised manner</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Share a variety of different sources - children work in partners to create a poster about key topics around map of workhouse</li> <li>- Act out life in a workhouse</li> <li>- Notetaking from different sources and videos</li> </ul>
<b>6</b>	<b>Learning objective</b>	I can understand the impact of the British Empire on the world
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Which countries were colonised?</li> <li>- Why were those countries colonised?</li> <li>- What impact did the British Empire have in these countries? (positive and negative)</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Make reasoned judgement based on evidence</li> <li>- Justify opinions</li> <li>- Empathise with people from the past</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Answer key questions in books</li> <li>- Debate</li> <li>- Split into groups to investigate each question</li> </ul>
<b>7</b>	<b>Learning objective</b>	I can explore the life of a Victorian child (Morning of Victorian Day)

	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What happened during a school day?</li> <li>- What were lessons like?</li> <li>- What did children use to write at school?</li> <li>- Punishments – basket, dunce cap, cane</li> <li>- Games children played</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Role-play</li> <li>- Empathise through drama</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Writing on a slate</li> <li>- Using ink pen</li> <li>- Chant times tables</li> <li>- Boys and girls on different sides</li> <li>- Use of dunce cap</li> <li>- Play traditional Victorian games</li> <li>- Try out Victorian lunches</li> </ul>
<b>8</b>	<b>Learning objective</b>	I can use artefacts to find out about the Victorians (Afternoon of Victorian Day – artefacts from Knole House)
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What is this object made of?</li> <li>- What do you think this artefact was used for? Does it have a function or was it decorative?</li> <li>- Who do you think would have used it? (adult/ child/ rich/ poor) and where in their daily lives would it have been used? (cooking/ cleaning/ household/ industry (work))</li> <li>- Was it important for everyday life?</li> <li>- Are there objects like it today? or what do you think is the equivalent today?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Using artefacts to form opinions</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children stick in photo of artefacts and answer key questions</li> <li>- Act out use of artefacts in Victorian life</li> </ul>
<b>9</b>	<b>Learning objective</b>	I can describe key Victorian inventions
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Name the key inventions from Victorian era e.g. light bulb, telephone, Penny Farthing, stamps, jelly babies, trains, cars</li> <li>- Explain impact of inventions both in Victorian era and modern life</li> <li>- The Great Exhibition</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Online research – retrieve relevant information</li> <li>- Team work</li> <li>- Speaking and listening skills</li> <li>- Ordering by importance using evidence</li> <li>- Consider impact of inventions</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- History Association – Great Exhibition</li> <li>- Rank inventions in order to impact</li> <li>- Split into groups to research different inventions and then note take during other groups' presentations</li> </ul>
<b>10</b>	<b>Learning objective</b>	I can understand the life of a climbing boy Note – Links to English newspaper recount
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Illnesses, body deformities, causes of death, treatment from master sweeps, daily routine</li> <li>- Who were chimney sweeps?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Using different evidence to extract relevant information</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children try to squeeze into chimney-sized area</li> <li>- Listen to audio clip and videos and make notes</li> <li>- Act out life as a chimney sweep</li> <li>- Hot-seat a chimney sweep</li> </ul>
<b>11</b>	<b>Learning objective</b>	I can compare different children's jobs Note – Possibly use Rainbow Theatre to achieve this learning objective
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Different jobs e.g. boot polisher, chimney sweep, flower seller, mud lark, coal miner, pure finder</li> <li>- What each job entailed and impact it had on children</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Comparing and forming an opinion based on evidence</li> </ul>

		<ul style="list-style-type: none"> <li>- Evaluating information</li> <li>- Empathising with different people from the past</li> <li>- Critiquing information</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children choose two jobs (one perceived easier, one harder) to compare and form an opinion as to which they would prefer to do</li> <li>- Act out jobs</li> </ul>
<b>12</b>	<b>Learning objective</b>	I can present Victorian Christmas traditions
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Christmas cards, Christmas trees, Boxing Day, food, stockings, carols, crackers, candles, wreaths, Christmas pudding, holly, bells, advent calendar</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Cross-curricular art skills</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Create a pop-up card displaying Victorian Christmas traditions</li> <li>- Create an advent calendar with facts about Victorian Christmas</li> <li>- Children write summary of Victorian Christmas traditions</li> </ul>
<b>13</b>	<b>Learning objective</b>	I can explain the impact of the Victorian reformers on society
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Lord Shaftesbury, Florence Nightingale, William Booth, Charles Dickens, Sir Titus Salt, William Wilberforce, Elizabeth Fry, Octavia Hill, Emily Pankhurst, Dr Barnardo</li> <li>- Key information about chosen reformer and their impact</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Independent research</li> <li>- Presenting information clearly</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children choose the reformer they are most interested in and research to create a fact file about them</li> <li>- Who am I? Children share facts about different reformers</li> <li>- Children create own 'TV show' interviewing reformer</li> </ul>

## Year 5 – Ancient Greece

<b>Key vocabulary</b>		<b>Suggested trips or workshops</b>
<ul style="list-style-type: none"> <li>Era</li> <li>Chronological order</li> <li>AD and BC</li> <li>Legacy</li> <li>Olympics</li> <li>Trojan</li> <li>Athens</li> <li>Sparta</li> </ul>	<ul style="list-style-type: none"> <li>Fact</li> <li>Opinion</li> <li>Sources</li> <li>Primary sources</li> <li>Secondary sources</li> <li>Society</li> <li>Democracy</li> <li>Influential</li> </ul>	<ul style="list-style-type: none"> <li>British Museum</li> <li>Victrix</li> <li>Greek Day (run by Amherst staff)</li> </ul> <p><b>Substantive Knowledge:</b> Civilisation, State, Conquest, City, Empire, Trade</p> <p><b>Disciplinary Knowledge:</b> Similarity and Difference, Cause and Consequence, Handling Evidence, Historical Interpretations, Historical Significance</p>
<b>Prior knowledge and skills</b>		
<ul style="list-style-type: none"> <li>• Chronology</li> <li>• AD and BC</li> <li>• Compare and contrast using evidence and sources</li> <li>• Explain the impact of specific people on modern life</li> <li>• Empathise with the lives of children from the past</li> </ul>		

- Using primary and secondary sources to form an opinion
- Evaluating the reliability of different sources
- Independent research
- Presenting information in an organised and clear way

### Key questions

1. What were the main differences between Athenians and Spartans?
2. How were the roles of men and women different in Ancient Greece?
3. Who were important people in the Ancient Greek era?
4. How did the Ancient Greeks impact life in Britain today?

<b>1</b>	<b>Learning objective</b>	I can sequence key events in history Note – this lesson should be a quick recap following Victorian topic and lesson 2 should be part of same lesson
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD/ CE and BCE/BC</li> <li>- Names of key periods and events in history</li> <li>- Existing understanding of previously covered topics</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering numbers (years) including AD and BC</li> <li>- Describe historical events from the different period/s they are studying/have studied.</li> <li>- Place periods of history on a timeline showing periods of time.</li> <li>- Use mathematical skills to work exact time scales and differences as need be.</li> <li>- Begin to build up a picture of what main events happened in Britain/ the world during different centuries.</li> <li>- Plot recent history on a timeline using centuries.</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Record information about what they recall from each of the History topics they have covered.</li> <li>- Answer key questions about Victorians, Tudors, Normans, Romans.</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Revision activity for previous topics</li> </ul>
<b>2</b>	<b>Learning objective</b>	I can label a map of Greece and locate its key geographical features
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Where is Greece? Which countries surround it? What and where are the key Ancient Greek landmarks?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Atlas skills</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Label countries and landmarks on a map</li> </ul>
<b>3</b>	<b>Learning objective</b>	I can sequence key events in Ancient Greece
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key events in Greek history</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering years</li> <li>- Recalling information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Children highlighting events based on technological change/social reform etc</li> </ul>
<b>4</b>	<b>Learning objective</b>	I can compare life in Athens and Sparta
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Differences between Athens and Sparta: <ul style="list-style-type: none"> <li>▪ Who ruled the city state?</li> <li>▪ What was the education like for boys and girls?</li> <li>▪ What was the culture of the city state?</li> <li>▪ What was the economy like?</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ What was life like for women in the city state?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Note-taking</li> <li>- Forming an opinion</li> <li>- Making comparisons</li> <li>- Critique inequalities</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Give out a Venn diagram with information on Athens and Sparta</li> <li>- Give some different sources of evidence with facts on</li> <li>- Listen to statements and move to the side of room to demonstrate which city state statement applies to</li> <li>- Class discussion on inequalities in both city states and then class vote</li> <li>- Answer five key questions</li> <li>- Write a paragraph using conjunctions to compare states and explain which you would prefer to live in</li> </ul>
<b>5</b>	<b>Learning objective</b>	I can use evidence to investigate the role of women in Ancient Greece
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Roles women played in different states</li> <li>- Opinions of different important Greek figures</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Forming an opinion using evidence</li> <li>- Sorting evidence according to different opinions</li> <li>- Interpreting different sources of evidence</li> <li>- Extract key information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Sort evidence according to children's own opinion</li> <li>- Debate</li> <li>- Write a paragraph using evidence to describe opinion on role of women</li> <li>- Compare Ancient Greek women to modern day</li> </ul>
<b>6</b>	<b>Learning objective</b>	I can compare Ancient Greek and modern housing
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Layout and function of different rooms in Ancient Greek houses</li> <li>- Restrictions surrounding different rooms</li> <li>- Furniture and other items typical to Ancient Greek houses</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Comparisons with modern life</li> <li>- Note-taking</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Label key rooms in Ancient Greek houses and compare with modern life</li> <li>- Create a 3D model of an Ancient Greek house</li> </ul>
<b>7</b>	<b>Learning objective</b>	I can interpret evidence to find out about Greek life Note – Must be completed before British Museum trip
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What does it tell us about daily life?</li> <li>- How do you think this was used?</li> <li>- Do you think this is a valuable item?</li> <li>- How do you think the item was made?</li> <li>- Has this item left a legacy today?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Interpreting photos of artefacts</li> <li>- Extracting information from evidence</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Answering knowledge questions for different sources of evidence</li> <li>- Apply skills to trip to British Museum</li> </ul>
<b>8</b>	<b>Learning objective</b>	I can explore different accounts of the same historical event
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- We can learn about history from different sources</li> <li>- Different accounts can provide different information</li> <li>- Using more sources increases accuracy, reliability and decreases bias</li> <li>- Events of the Trojan Horse story</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Interpreting different accounts of the same story</li> <li>- Comparing accounts (similarities and differences)</li> </ul>

	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Venn diagram showing similarities and differences between different versions of the story</li> <li>- Write a paragraph comparing accounts</li> <li>- Different groups act out different versions of the story and compare</li> </ul>
<b>9</b>	<b>Learning objective</b>	I can explain how Ancient Greek beliefs impacted daily life
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Names and key information and Greek Gods</li> <li>- Impact different beliefs had on daily life</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Interpreting beliefs</li> <li>- Using knowledge to reach a conclusion</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Matching task – which tradition matches which god?</li> <li>- Rank the impact different gods had on daily life</li> </ul>
<b>10</b>	<b>Learning objective</b>	I can explore and experience aspects of Greek culture <b>GREEK DAY</b>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Olympics</li> <li>- Greek plays</li> <li>- Greek food</li> <li>- Mythical beasts</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Interpreting through role-play</li> <li>- Applying maths skills</li> <li>- Drama – myths and legends</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Whole-day activities based around Olympics, plays, food, mythical beasts</li> <li>-</li> </ul>
<b>11</b>	<b>Learning objective</b>	I can explain the impact of the influential Greek figures
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Alexander the Great, Homer, Socrates, Plato, Aristotle, Archimedes, Pythagoras, Pheidippides</li> <li>- Key information about chosen figure and their impact</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Independent research</li> <li>- Presenting information clearly</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children choose the figure they are most interested in and research to create a fact file about them</li> <li>- Who am I? Children share facts about different figures</li> <li>- Children create own 'TV show' interviewing figure</li> </ul>

## Year 6 – WW2

<b>Key vocabulary</b>	<b>Suggested trips or workshops</b>
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<p>Era</p> <p>Chronological order</p> <p>AD and BC</p> <p>Legacy</p> <p>Allies</p> <p>Axis</p> <p>Soviet</p> <p>Nazi</p> <p>Allegiance</p> <p>Dunkirk</p> <p>Anderson Shelter</p>	<p>Fact</p> <p>Opinion</p> <p>Sources</p> <p>Primary sources</p> <p>Secondary sources</p> <p>Society</p> <p>Dictatorship</p> <p>Prime Minister</p> <p>Propaganda</p> <p>Rationing</p> <p>Winston Churchill</p>	<p>MGGS Air-raid shelters &amp; education centre</p> <p>Miss Foinette's 'air-raid' shelter</p> <p>WW2 day in school</p> <p>Imperial War Museum</p>
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**Prior knowledge and skills**

- Chronology
- AD and BC
- Compare and contrast using evidence and sources
- Comparing and extracting information from different accounts/sources of the same event
- Explain the impact of specific people on modern life
- Empathise with the lives of children from the past
- Using primary and secondary sources to form an opinion
- Evaluating the reliability of different sources
- Independent research
- Presenting information in an organised and clear way

**Key questions**

1. Why did WW2 begin?
2. How were the roles of men and women different during WW2?
3. Who were important people during WW2?
4. How did WW2 impact life in Britain today?

1	<b>Learning objective</b>	I can sequence key events in history
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key periods and events in history</li> <li>- Existing understanding of previously covered topics</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering numbers (years) including AD and BC</li> <li>- Describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural</li> <li>- Recalling information from previous topics</li> <li>- <b>Apply</b> the concept of continuity and change over time <b>justifying</b> them along with evidence on a time line</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Record information about what they recall from each of the History topics they have covered.</li> <li>- Answer key questions about Greeks, Victorians, Tudors, Normans, Romans.</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Revision activity for previous topics</li> </ul>
2	<b>Learning objective</b>	I can sequence key events in WW2
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Chronology</li> <li>- AD and BC</li> <li>- Names of key events in WW2</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Ordering years</li> <li>- <b>Summarise</b> the main events from a specific period in history, explaining the order in which key events happened</li> </ul>

		<ul style="list-style-type: none"> <li>- Recalling information from different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ordering key events in groups</li> <li>- Ordering individually in books</li> <li>- Playing timeline game in pairs with dates only shown on back</li> <li>- Children highlighting events based on technological change/social reform etc</li> </ul>
<b>3</b>	<b>Learning objective</b>	I can recall key leaders and countries involved in WW2
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Countries and key leaders</li> <li>- Switched allegiances</li> <li>- How the axis and allies develop</li> <li>- Understanding of key vocabulary: axis, allies, Soviet, Nazi, allegiance, dictatorship, Prime Minister</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Applying vocabulary correctly</li> <li>- Presenting information clearly and concisely</li> <li>- Interpreting notes</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Match statements to correct leader</li> <li>- Note-taking</li> <li>- Children record information about key leaders and countries in WW2</li> </ul>
<b>4</b>	<b>Learning objective</b>	I can use evidence to explore the causes of WW2
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Legacy of WW1</li> <li>- Failure of League of Nations</li> <li>- Nazi-Soviet Pact</li> <li>- The Great Depression</li> <li>- Hitler's foreign policy</li> <li>- Appeasement</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Interpreting different causes to form an opinion</li> <li>- Reflecting and evaluating the impact of each cause</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Ranking the causes by overall impact</li> <li>- Debate – Was Chamberlain right to enter the war?</li> <li>- Create a timeline of key causes leading to WW2</li> </ul>
<b>5</b>	<b>Learning objective</b>	I can evaluate and select suitable sources of evidence
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Primary and secondary sources</li> <li>- What does it mean for a source to be rich, reliable or relevant?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Interpreting different sources</li> <li>- Ranking the relevance, reliability and richness of different sources</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Carousel of sources – rate the 3 Rs with a score</li> <li>- Explain which source is the best according to the 3 Rs and why?</li> <li>-</li> </ul>
<b>6</b>	<b>Learning objective</b>	I can explore and experience aspects of life during WW2 <b>WW2 Day</b>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What was rationing and why was it introduced?</li> <li>- Propaganda – what was the purpose?</li> <li>- Wartime entertainment including Lindy hop dancing</li> <li>- The importance of 'make do and mend'</li> <li>- Understand the challenges faced during WW2</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Sewing</li> <li>- Dancing</li> <li>- Learning through experience</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- WW2 Day – carousel of activities throughout the day <ul style="list-style-type: none"> <li>o Rationing – making carrot sandwiches, propaganda – designing and creating their own poster, dancing – Lindy Hop, sewing – button onto sock</li> </ul> </li> <li>- Guest speakers</li> </ul>

<b>7</b>	<b>Learning objective</b>	I can use a range of evidence to empathise with people from the past
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- How were Anderson shelters made?</li> <li>- What were they made from?</li> <li>- Where were they built?</li> <li>- Why were they built?</li> <li>- What was it like to be in an Anderson shelter?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Empathising using information from a range of sources</li> <li>- Interpreting different sources</li> <li>- Using English writing skills to convey emotion</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- First person recount of life in an Anderson shelter</li> <li>- Visit an Anderson shelter</li> </ul>
<b>8</b>	<b>Learning objective</b>	I can use different information to justify my opinion about a historical figure
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Who was Winston Churchill?</li> <li>- Facts about Churchill</li> <li>- What was he like as a person?</li> <li>- What was his role during WW2?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Identifying relevant information to form an opinion</li> <li>- Disregarding irrelevant information</li> <li>- Using evidence to support opinion</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Debate – Was Winston Churchill a good person?</li> <li>- Children write about Churchill, including good and bad points</li> </ul>
<b>9</b>	<b>Learning objective</b>	I can compare the experiences of men, women and children during the Blitz
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What? When? How? Where? – The Blitz</li> <li>- The experience of different people</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Empathising with the experiences of different people</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Children create radio interviews discussing the Blitz including interviewing a woman, man and child in order to investigate the different experiences</li> <li>- Hot-seat child, man, woman</li> </ul>
<b>10</b>	<b>Learning objective</b>	I can explain the role of women in WW2
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What jobs did women have during WW2?</li> <li>- What was the role of women in society before WW2?</li> <li>- Why women were important during WW2?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Note-taking</li> <li>- Empathising with women in WW2</li> <li>- Interpreting evidence to</li> <li>- Using historical language appropriately</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Write a persuasive speech encouraging women to sign up to jobs using historical language</li> </ul>
<b>11</b>	<b>Learning objective</b>	I can understand the experience of Dunkirk from different perspectives
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What happened at Dunkirk?</li> <li>- Who was involved in Dunkirk? – pilots, soldiers, civilians</li> <li>- Which leaders were involved in Dunkirk?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Use different video representations of the events at Dunkirk as evidence of events</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Choose a viewpoint and write a short account of their experience of the events at Dunkirk (spitfire fighter, soldier on the beach, civilian, army officer)</li> </ul>
<b>12</b>	<b>Learning objective</b>	I can form an opinion to evaluate the success of the D-Day operation
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- What happened?</li> </ul>

		<ul style="list-style-type: none"> <li>- Who was in charge?</li> <li>- Operation Fortitude</li> <li>- Operation Overlord</li> <li>- Which countries were involved?</li> <li>- How did the events of D-Day unfold?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Form an opinion using evidence</li> <li>- Assess the balance of evidence</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Debate</li> <li>- Create a script interviewing General Eisenhower</li> <li>- Pictorial representation of evidence</li> <li>- Write a summary of child's opinion using evidence</li> </ul>
<b>13</b>	<b>Learning objective</b>	I can explain the legacy of WW2
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Events of VE Day</li> <li>- Immediate events following VE Day</li> <li>- How the world has changed following WW2</li> <li>- How did WW2 end?</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>- Independent research</li> <li>- Presenting information in different ways</li> <li>- Teamwork</li> </ul>
	<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>- Use iPads to research different aspects of the legacy e.g. Remembrance Day, war memorials, role of women in British society, 'Lest we forget', rationing, impact on next generation</li> <li>- Create a summary poster describing the legacy of WW2</li> </ul>