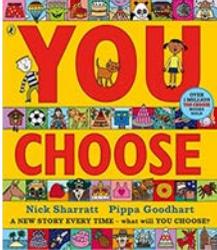


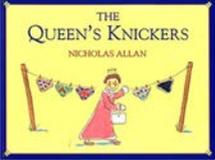
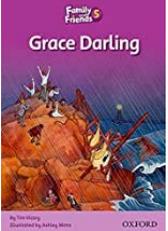
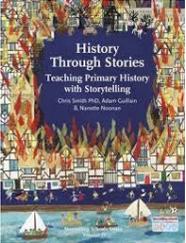
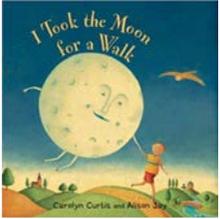
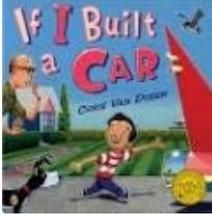
Curriculum Narrative: History (Stibbard) History links with our RE curriculum

KEY: The BIG IDEAS & CONCEPTS within the History Curriculum

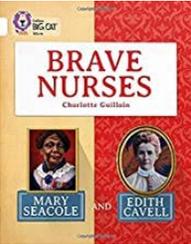
CHRONOLOGY	SOCIAL HISTORY	ACHIEVEMENTS of MANKIND	CIVILISATION	EMPIRE	POLITICAL HISTORY	MILITARY HISTORY
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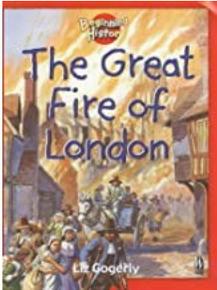
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
EYFS	<p>EYFS ELG: Past and Present Talk about the lives of the people around us and their roles in society</p> <p>start to consider their place in the order of history (ie within the family group).</p> <p>Encourage children to talk about their own home and community life, and to find out about other's experiences.</p> <p>Have the children be actively engaged in preserving their memories by having them interact with the creation of their learning journals</p>		<p>EYFS ELG: Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>		<p>EYFS ELG: Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	
Year 1	<p><u>BIG IDEAS:</u> CHRONOLOGY</p> <p><i><u>Historical Enquiry:</u></i> Asking questions - guided</p>	<p><u>BIG IDEAS:</u> SOCIAL HISTORY</p> <p><i><u>Historical Enquiry:</u></i> similarities and differences</p>	<p><u>BIG IDEAS</u> ACHIEVEMENTS OF MANKIND</p> <p><i><u>Historical Enquiry:</u></i> Guided research</p>	<p><u>BIG IDEAS:</u> CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p><i><u>Historical Enquiry:</u></i> Asking questions</p>	<p><u>BIG IDEAS</u> ACHIEVEMENTS OF MANKIND</p> <p><i><u>Historical Enquiry:</u></i> Research, becoming more child-led</p>	<p><u>BIG IDEAS</u> ACHIEVEMENTS OF MANKIND</p> <p><i><u>Historical Enquiry:</u></i> Research, becoming more child-led</p>
Introduce that history is an awareness of the past, using common words and phrases						

<p>relating to the passing of time. Begin to know where the people and events they study fit within a chronological framework. Children to begin to gain knowledge of historical enquiry</p>	<p>Changes within Living memory.</p> <p><u>How toys have changed over time.</u> What are our toys like today? How can we tell these toys are old? What were our grandparents' toys like and how do we know?</p> <p>VOCAB:Toys, change, past, present, old, new, future, timeline, Similarities Differences Artefacts, objects Chronology</p> <p>Story/Hook:</p>  <p>REVISIT PRIOR</p>	<p>Events beyond living memory that are significant nationally/internationally</p> <p><u>Famous Queens HRH Elizabeth 11</u></p> <p><u>Remembrance Day</u></p> <p>What do we remember on Poppy Day? Who and what do we do to remember on Poppy Day? Why is Poppy Day always in the second week of November?</p> <p>VOCAB:Past, Queen Elizabeth 11, United Kingdom, Poppy wreath, Remembrance, World Wars 11 November, 1914-1918, 1939, 1945</p>	<p>Learning about significant individuals in the past who have contributed to national and international achievements</p> <p><u>Grace Darling</u></p> <p><u>Know about the heroic life of Grace Darling</u></p> <p>How did Grace Darling become famous? Why do we remember Grace Darling? What can we learn from Grace Darling's example?</p> <p>VOCAB: shipwreck/sailors, British heroine, Bamburgh , RNLI. northern England lighthouse keeper, rescue,survivors,</p>	<p>Events beyond living memory & the lives of significant individuals in the past who have contributed to international achievements</p> <p><u>Aviation & The Wright Brothers</u></p> <p>What do inventors do? Who were the first people to fly When was the first aeroplane flight, how were they inspired? What changes has this invention made to our world?</p> <p>VOCAB: Inventor,aeroplan e, aviation, kites, helicopters, technology</p> <p>Story/Hook:</p>	<p>Learning about significant individuals in the past who have contributed to national and international achievements -</p> <p><u>Neil Armstrong & Moon landing</u></p> <p>What significant thing did Neil Armstrong do? Why did he do this? How did he do it? Why was the moon landing important?</p> <p>VOCAB: Rocket, space, earth, moon, Astronaut, atmosphere, gas, stars, universe, planet, artefact, Photographs Newspaper Articles</p> <p>Story/Hook:</p>	<p>Learning about significant individuals in the past who have contributed to national and international achievements -</p> <p><u>George Stephenson and the History of Wheeled Transport</u></p> <p>How has travel changed from past to present? Who was George Stephenson and what did he contribute? How did the invention of trains change the lives of people in the 19th Century?</p> <p>VOCAB: 1830 Cart, Car Automobile, train, Tram, Improvement, environment,</p>
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	<p>LEARNING for all: Who am I? Who are my Family? from EYFS learning</p> <p>RE Link: Celebrations bringing community together - toys as gifts as part of celebrations within our family and community lives</p>	<p>Story/Hook:</p>  <p>RECAP Vocab: Chronology, past, similarities, differences, change, memories</p> <p>RE link: How does a celebration bring a community together? Muslim, Christian</p>	<p>shipwrecked Forfarshire 1838, national fame.</p> <p>Story/Hook:</p>  <p>RECAP Vocab past, present, timeline, significant, achievement</p>	 <p>REVISIT PRIOR LEARNING Significant individuals - Grace Darling & Edith Cavell - how are achievements different to the Wright Bros?</p> <p>RECAP Vocab past, present, timeline, significant, achievement, fame</p>	 <p>REVISIT PRIOR LEARNING for YR1: Significant individuals (Grace Darling, Edith Cavell) and link how technology has changed with prior learning about how toys have changed and how aviation has changed. Ensure children understand that developments in space travel were dependent on the earlier development of aviation.</p> <p>RECAP Vocab: past, significant, heroine/hero, technology change</p> <p>RE Link: theme of</p>	<p>passengers, travel, International Order Chronology timeline</p> <p>Story/Hook:</p>  <p>Building on previous knowledge of travel - the history of flight and air travel. Continue to develop the history of the past and its effect on our lives today. Building on children's understanding of chronology and making comparisons.</p>
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					space to connect with discussion of Hindu and Christian beliefs of how the universe came to be.	
<p>Year 2</p> <p>Recap that history is an awareness of the past, using common words and phrases relating to the passing of time. Continue to develop understanding of where the people and events they study fit within a chronological framework Children continue to gain knowledge of historical enquiry</p>	<p>BIG IDEAS: CHRONOLOGY</p> <p><i>Historical Enquiry: using evidence to derive understanding of chronology of events and of cause & effect</i></p>	<p>BIG IDEAS ACHIEVEMENTS OF MANKIND</p> <p><i>Historical Enquiry: Guided research</i></p>	<p>BIG IDEAS ACHIEVEMENTS OF MANKIND (& SOCIAL HISTORY)</p> <p><i>Historical Enquiry: Guided research, making conclusions</i></p>	<p>BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p><i>Historical Enquiry: using evidence to derive understanding of continuity & change</i></p>	<p>BIG IDEAS: SOCIAL HISTORY</p> <p><i>Historical Enquiry: Contrasting arguments</i></p>	<p>BIG IDEAS ACHIEVEMENTS OF MANKIND (& SOCIAL HISTORY)</p> <p><i>Historical Enquiry: Research becoming more child-led, making conclusions</i></p>
	<p>Events beyond living memory & The lives of significant individuals in the past who have contributed to national achievements.</p> <p><u>Great Fire of London</u></p> <p>What is different and similar</p>	<p>Learning about significant individuals in the past who have contributed to national and international achievements</p> <p><u>Nurturing Nurses: Edith Cavell</u></p> <p><u>Know about the life of Edith Cavell who lived locally</u></p>	<p>Changes within living memory - Aspects of change in national life & The lives of significant individuals in the past who have contributed to international achievements</p> <p><u>Nurturing Nurses</u></p>	<p>Events beyond living memory & The lives of significant individuals in the past who have contributed to national achievements.</p> <p><u>Famous Kings & Queens Victoria</u></p> <p><u>First Kings in UK:</u></p>	<p>International achievements</p> <p><u>Black History: Rosa Parks and the US civil rights movement</u></p> <p>Why is learning about black history important? What significant contributions by individuals from the black</p>	<p>Significant historical events/people/places in their own locality</p> <p><u>Significant Local hero : Henry Blogg of the RNLi 1947</u></p> <p>Who was Henry Blogg? What did he do to make him famous?</p>

	<p>between how we live now to how people lived in 1666? How did the Great Fire start and spread? How was London rebuilt after the Great Fire?</p> <p>VOCAB: Cause, effect, Samuel Pepys, King Charles, Parliament, peasant, Cathedral, Monument, River Thames, cart, fire, Gunpower, fire break, squirter, leather bucket, past, represented, evidence, reliable, diary, sources of evidence, clues</p>	<p><i>in Norfolk</i></p> <p>VOCAB: Past, significant, achievement, world war 1. Red Cross hospital, local, Swardeston in Norfolk, England, Empire, compare to Florence Nightingale</p> <p>Story/Hook:</p>  <p>REVISIT PRIOR LEARNING Significant women and their influence - Queens</p> <p>RECAP Vocab past, present, Timeline Similarities Differences</p>	<p>Who was Mary Seacole? Why did she travel to Scutari hospital? How was she similar/different to Florence Nightingale? How did they improve nursing?</p> <p>VOCAB: Cause, consequence, Racism Unfairness Bravery Crimean war, soldier, nurse, Jamaica, wounds, battle</p> <p>REVISIT PRIOR LEARNING Link to yr1 unit on Edith Cavell - compare & contrast</p> <p>RECAP Vocab timeline, chronology, significant, WW1, achievement, similarities, differences</p>	<p><i>Stuarts: Guy Fawkes</i></p> <p>What is a monarch? What qualities does a good monarch need? What do we know about the life and death of Richard III?</p> <p>VOCAB: Monarch, Royal, King, Queen, Parliament, Succession, contribution, Family Tree, Coronation, throne, castle, keep, victorian, battle of bosworth, war of the roses, elizabethan, tudor, heir, rule, reign, Crown, gunpowder plot</p> <p>REVISIT PRIOR LEARNING Link to yr1 unit on Queen Elizabeth II and compare</p>	<p>community do we know about? What can we learn from them?</p> <p>VOCAB: Black World wide Equality Freedom rights Peace acceptance success</p> <p>REVISIT PRIOR LEARNING: Compare to prior examples of human endeavour against adversity e.g. Dunkirk. Link to yr 1 unit on what life was like in the time of our grandparents - social changes</p> <p>RECAP Vocab: significant, achievement, contribution, compare and contrast, Cause, consequence, Racism Unfairness</p>	<p>Why do we remember him? How is he significant locally?</p> <p>VOCAB: hero, lifeboatman, George Cross, victorian, railway, hotels, bathing machines, fish and chips, ice cream, donkey rides, promenade, funfair, arcade, Costumes</p> <p>REVISIT PRIOR LEARNING Link to yr1 unit on Grace Darling - compare & contrast</p> <p>RECAP Vocab significant, achievement, similarities, differences, hero, bravery, rescue, survivors</p> <p>RE link: What is a miracle?</p>
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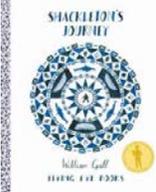
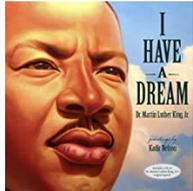
	 <p>REVISIT PRIOR LEARNING Significant national events (Remembrance Day from yr1) - link to cause and effect</p> <p>RECAP Vocab past, present, timeline, chronology, significant, rescue, survivors,</p> <p>RE Link: learning about why light is an important symbol for Christians Jews and Hindus.</p>		<p>RE link: How do Christians belong to their faith family? Mary Seacole - Heard God telling her to help in war.</p>	<p>her with Victoria</p> <p>RECAP Vocab timeline, chronology, significant, achievement, similarities, differences, Queen Elizabeth 11, United Kingdom RE link: Jesus as the King of the Jews</p>	<p>Bravery</p> <p>RE link: Why do people have different views about the idea of God? How faith helped during the struggles of the black community</p>	<p>Christian beliefs. Were Henry Blogg's achievements and survival a 'miracle'?</p>
<p>Year 3</p>	<p>BIG IDEAS: EMPIRE (& CHRONOLOGY & MILITARY HISTORY)</p>	<p>BIG IDEAS: CHRONOLOGY (& SOCIAL HISTORY)</p>	<p>BIG IDEAS: SOCIAL HISTORY (& ACHIEVEMENTS OF MANKIND)</p>			

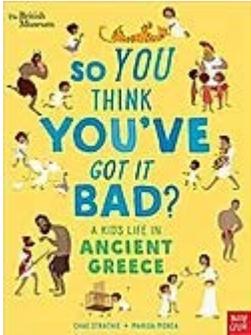
<p>To develop a chronologically secure knowledge and understanding of British, local and world history, beginning to note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>	<p>Historical Enquiries: using evidence to derive understanding of empire and of cause & effect</p>		<p>Historical Enquiries: using evidence to derive understanding of continuity & change</p>		<p>Historical Enquiry: Asking questions and independent research</p>	
	<p>The Roman Empire</p> <p>When did the Roman Empire begin? Why did the Romans want to invade? What was life like for a Roman soldier? Why was structure a priority in the Roman army?</p> <p>VOCAB: Empire, BC/AD, Invasion, resistance, conquest, Conqueror, defeat, victory, legion, fort, revolt, razed to the ground, soldiers, Britannia, Celtic, Augustus, Frontier, Hadrian</p> <p>RE links: How do</p>	<p>Impact of Romans in Britain</p> <p>Why were Roman roads important? What were the differences and similarities between the Romans and the Celts in Britain?</p> <p>VOCAB: Aqueducts, villas, mosaics, furnaces, palestra, fortune, archaeologists, artefacts, strigil, hypocaust, forum, theatre, basilica, temple, Aquae Sulis, Boudicca</p> <p>REVISIT PRIOR LEARNING: Concept of cause and effect (e.g. Great Fire)</p> <p>RECAP Vocab Similarities,</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>When was the Stone Age? What were the main features of the Palaeolithic time? What were the similarities between Palaeolithic and Mesolithic? How did people survive in the neolithic period? What changes did the discovery of bronze bring about? What can bronze age burials tell us? What was life like in an iron age hillfort?</p> <p>VOCAB: Palaeolithic, Mesolithic and Neolithic. Community, Gatherers Thatched roof, Tribe, Fur pelt, nomadic, Bronze, alloy, ore, Permanent Settlements, Monuments, Skara Brae, burials, Grave goods, hillfort,</p> <p>REVISIT PRIOR LEARNING: Use of evidence (archaeological) to make hypotheses about ancient life e.g. in Roman Britain.</p> <p>RECAP Vocab: significant, evidence, artefacts, achievement, technology, change, similarities, differences, Chronology, BC/AD, archaeology,</p>	<p>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history -</p> <p>How has childhood in Britain changed?</p> <p>What was life like for children in Victorian times? Why did lots of Victorian children have to work? What were children's experiences in the workhouse like? When did children first start compulsory education?</p> <p>VOCAB: workhouse, industry, poverty,</p>	<p>A study of a theme in British history that extends pupils' chronological Knowledge beyond 1066 - a significant turning point in British history.</p> <p>How has childhood in Britain changed?</p> <p>How did Victorian children's schooling differ to ours? Who was Barnardo and how did he help children?</p> <p>Britain's Settlements Anglo Saxon</p> <p>What evidence of Anglo Saxon life has been found at Sedgeford?</p> <p>Sedgeford</p>	

	<p>people express commitment to a religion/ worldview in different ways? links to Roman conversion to Christianity in 313 AD</p> <p>REVISIT PRIOR LEARNING: Recall concepts of war and conflict touched upon in yr 2 units on Dunkirk and wartime nurses.</p> <p>RECAP Vocab significant, achievement, change, similarities differences, Chronology, BC/AD, rule, reign,</p>	<p>differences, source of evidence, reliable,</p>	<p>RE links: What is philosophy? Use learning about differences between knowledge, belief and opinion in discussions about archaeological evidence from ancient Britain.</p>	<p>orphan, orphanage, destitute, dormitories, uniform, chalk and slate, abacus, mangle</p> <p>REVISIT PRIOR LEARNING:.</p> <p>RECAP Vocab: Queen Victoria, significant, evidence, artefacts, achievement, change, similarities, differences,</p> <p>RE links: What difference does being a Muslim make to everyday life? Compare life of a Muslim child to a child in Victorian times</p> <p>Why do Christians want to help the poor? Link with Barnardo, role of Ragged schools/Sunday</p>	<p>Anglo-Saxon Dig https://www.archaeology.co.uk/digs/sedgeford-4.htm</p>
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				school in Victorian times	
<p>Year 4</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, to continue to note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>	<p>BIG IDEAS: CHRONOLOGY (& MILITARY HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of cause & consequence</i></p>	<p>BIG IDEAS: CIVILISATION (& CHRONOLOGY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of early civilisation and of continuity & change</i></p>	<p>BIG IDEAS: SOCIAL HISTORY (& MILITARY HISTORY)</p> <p><i>Historical Enquiry: Asking questions and completing independent research to derive cause and consequence</i></p>		
	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Can I place historical events in chronological order? Map out learning thus far Who were the Anglo-Saxons and where did they come from? Who were the Picts and Scots? How can we use various historical sources to find out about Anglo-Saxon life? What do we know about Anglo-Saxon culture including art, music, legends and poetry?</p> <p>VOCAB:Anglo Saxon, north, south, east, west, community, settlements, artefacts,invaders, settlers, saxon graves, kingdoms, Anglo-Saxon place names, cremation, dyke, runes</p> <p>REVISIT PRIOR LEARNING: compare concepts of invaders and settlers with the Romans in Britain</p>	<p>Achievements of the earliest civilizations – <u>Ancient Egypt</u></p> <p>Can I place historical events in chronological order? What was everyday life like? Why and how did ancient Egyptians mummify their dead? What were the different roles people played in the society? How does evidence give us different answers about the past?</p> <p>VOCAB: BC/AD, Afterlife, Ancient, Archaeology, Civilization, Document, Embalm, God, Goddess, Mummification, Pharaoh, Ritual, Sacred, Sacrifice, Scribe, Temple, Tomb, pyramids</p> <p>REVISIT PRIOR LEARNING: link to yr 3 study of Stone Age and Bronze Age in Britain - compare and contrast concurrent achievements of both early</p>	<p>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - <u>Britain during WW2 - children.</u></p> <p>What was the Battle of Britain?How do we commemorate events of WW2? What is propaganda? What effect did the Blitz and blackouts have on British people? What was life like for evacuees? Why was rationing important?</p> <p>VOCAB: Commemorate, veteran, Home front, war effort, rationing, evacuation, dig for victory, civil defence, salvage, make-do and mend, propaganda, Blitz, blackout,</p> <p>RE links: What does sacrifice mean? Link different faith's understanding of</p>		

	<p>from yr 3</p> <p>RECAP Vocab Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts</p> <p>RE links: Where do Christian religious beliefs come from? introduction of Christianity to Anglo- Saxons by monk Augustine</p>		<p>settlements/civilisations.</p> <p>RECAP Vocab: timeline, chronology, past, present, significant, achievement, technology, change, Similarities Differences, prove, disprove, nomadic, early settlement,</p> <p>RE links: Why is there so much diversity of belief within different faiths? Compare mono-theistic Christian beliefs with multi-theistic beliefs of ancient Egypt.</p>	<p>sacrifice with the sacrifices made by people during WW2.</p>	
<p>Year 5</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms</p>	<p>BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)</p> <p><i>Historical Enquiry: Contrasting arguments, biased evidence, debate</i></p>	<p>BIG IDEAS ACHIEVEMENTS OF MANKIND (& SOCIAL HISTORY)</p> <p><i>Historical Enquiry: Use evidence to prove/disprove events and show contrasting opinions</i></p>	<p>BIG IDEAS: EMPIRE (& SOCIAL HISTORY)</p> <p><i>Historical Enquiries: using evidence (ancient and modern) to compare & contrast concepts of empire and democracy</i></p>	<p>BIG IDEAS: CHRONOLOGY (& MILITARY HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of cause & consequence</i></p>	<p>BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)</p> <p><i>Historical Enquiry: Contrasting arguments, biased evidence, debate</i></p>
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge</p>	<p>Exploration & explorers through the ages.</p>	<p>Ancient Greece & Philosophy – a study of Greek life and achievements and their influence on the western world</p>	<p>Viking Struggle for Kingdom of England to the time of Edward the Confessor</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge</p>

	beyond 1066 - changes in an aspect of social history				beyond 1066 - changes in an aspect of social history
	<p>Prejudice & Discrimination <u><i>Black history and the slave trade.</i></u></p> <p>What was the British Empire? What was the slave trade? Which countries were involved? Why was slavery accepted? Who stood up to slavery? How and when was it abolished?</p> <p>VOCAB: Slavery, empire, law (legal), economy, the Triangular Trade, racism, rebellion, profit, civil rights, abolition.</p>	<p>What did they do? What evidence is there that they did it? What was so special about it? When did they do it? How has that influenced exploration and the world since?</p> <p>Amelia Earhart Isabella Bird Francis Drake Christopher Columbus Howard Carter Ernest Shackleton Edward Hillary Andrew Irvine George Mallory Alison Hargreaves Sarah Outen</p> 	<p>How was Ancient Greece organised? How can we know so much about Ancient Greeks? What were the similarities and differences between Athens & Sparta? How did the ancient Greeks war with each other? What were the beliefs of the AGs? What impact did ancient Greece have on the modern world? How did democracy work in Ancient Greece - did it?</p> <p>VOCAB: Sparta. Athens, Philosophers, empire, parthenon, acropolis, amphitheatre, Mt Olympus, stela, trireme, Sparta, Alexander the Great, democracy</p> <p>REVISIT PRIOR LEARNING: Refer to British Empire and Roman Empire and their similarities and differences.</p> <p>RECAP Vocab: Empire, parliament, law, civil rights, power, prosperity</p> <p>Re links: What can we learn about the world/knowledge/meaning of life from the great philosophers?</p>	<p>Why were the Vikings able to invade Britain so easily? Why was there outrage at the Vikings first attack in Britain? How did Alfred the great make peace with the Vikings? Why was he so great? Why did the peace not last? What was life like for Vikings? How did Britain become united?</p> <p>VOCAB: Struggle, migration, Danelaw, kingdoms, Danegeld, Kings, rampaging, pillaging, raids</p> <p>REVISIT PRIOR LEARNING: Anglo-Saxons and</p>	<p>Challenging democracy - pioneers & the changes they influenced.</p> <p><u>Emily Pankhurst</u> <u>Martin Luther King</u> <u>Nelson Mandella</u> <u>Rosa Parks</u> <u>Mahatma Gandhi</u> <u>William Wilburforce</u> <u>Greta Thunberg</u></p> <p>How did they make a difference? What is the timeline of their achievements? What is their legacy?</p>  <p>REVISIT PRIOR</p>

	 <p>REVISIT PRIOR LEARNING: Recall understanding of Empire and trade in relation to the British Empire and Roman Empire from LKS2. Also link to learning about Rosa Parks from KS1</p> <p>RECAP Vocab empire, trade, significant, achievement, injustice, prosperity, parliament</p>	<p>REVISIT PRIOR LEARNING: Remind chn of explorers/adventurers studied in previous years that have made important contributions - e.g. Armstrong, The Wright Bros, early settlers etc</p> <p>RECAP Vocab Significant, achievement, catastrophe, triumph, adversity, overcome,</p>		<p>concepts of invasion and settlement</p> <p>RECAP Vocab Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts</p> <p>RE links: Is believing in God Reasonable? Link to importance that religion played in the Viking and Anglo Saxon struggle for the kingdom of Britain.</p>	<p>LEARNING: Recall study of Black history and Rosa Parks from yr2</p> <p>RECAP Vocab significant, achievement, injustice, prosperity, parliament, Black World wide Equality Freedom rights Peace acceptance success</p>
<p>Year 6</p> <p>To continue to develop a chronologically secure knowledge and</p>	<p>BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)</p> <p><i>Historical Enquiry:</i> Contrasting arguments, biased</p>	<p>BIG IDEAS: EMPIRE (& SOCIAL HISTORY)</p> <p><i>Historical Enquiries:</i> using evidence to illustrate the development from</p>	<p>BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p><i>Historical Enquiries:</i> assessing and mapping evidence to create detailed</p>		

	evidence, debate	civilisation to empire	chronology
<p>understanding of British, local and world history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - an aspect of social history,</p> <p><u>Crime and Punishment</u> Why has the frequency of crimes increased/decreased over time? What have been the changes in the way crime was detected? What were the major changes in the way crimes were punished? Why did pickpocketing become less common in the modern age? How do you think this crime would be judged differently if it happened today?</p> <p>VOCAB: judge, jury, lawyer, pillory, courts, trials, compensation, transportation, Proposition, opposition Evidence, Justice, Parity, Fabricate Criminal court, Capital punishment Magistrate, Assault , Hooliganism Smuggler, Deterrent</p> <p>REVISIT PRIOR LEARNING: Recall aspects of crime and punishment studied in Romans (yr3), and punishments suffered as a result of ethnic discriminations (black history yr5)</p> <p>RECAP Vocab significant, injustice, prosperity,</p>	<p>A non-European society that provides contrasts with British history</p> <p><u>Baghdad's Golden Age</u> Why was Baghdad such an important city in the Islamic Empire? How did the early Islamic civilisation become a great power? Who were some important early Islamic scholars and what was special about them?What was life in Baghdad like during its Golden Age? What was the House of Wisdom, and what happened there? How were early Islamic and European medicine in the Middle Ages different? What were the roles and responsibilities of a caliph? How did the early Islamic civilisation become a great power? What was its lasting impact?</p> <p>VOCAB: Allies, baffling, brutal, calculation, Caliphate, Crusades, cultivate, dynasty, enchanted, exotic, fragrance, looted, manual, mercury, molten, mosque. Observatory, persecution, philosopher, prophet, radically, Reconquista, Sabeans, scholars, scribes, sorcerers, squalid, suburbs, symptoms, Zoroastrians</p> <p>REVISIT PRIOR LEARNING: Refer to beginnings of ancient civilisation such</p>	<p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality</p> <p><u>Villages local to Stibbard & Famous and influential Norfolk folk across the ages</u></p> <p>What can we learn from looking at a census? What is the significance of war memorials? What can we learn from them? How do we construct a family tree? How did Edith Cavell, Lord Nelson, Boudicca, Julian of Norwich, Robert Kett, Elizabeth Fry become local heroes?</p> <p>VOCAB: census, artefact, family tree, memorial, legacy</p> <p>REVISIT PRIOR LEARNING: Remind chn of significant local individuals that have made important contributions - Edith Cavell (yr 1), Henry Blogg (yr2)</p> <p>RECAP Vocab Significant, achievement, catastrophe, triumph, adversity, overcome, land use, village, town, local memory, ancestors, tribute</p> <p>RE links: What does it mean to be</p>

	<p>parliament, Equality/inequality, Freedom Rights, Peace, acceptance,</p> <p>RE links: linking the discussion of punishments with themes of eternity and life after death.</p>	<p>as Egypt (yr4), Greece (yr 5), and linking how they developed into Empires with how the Islamic Empire grew.</p> <p>RECAP Vocab: Empire, parliament, law, civil rights, power, prosperity, BC/AD, Invasion, resistance, conquest, Conqueror, defeat, victory,</p> <p>RE links: How have Muslim beliefs impacted on music and art through history?</p>	<p>human? Is being happy the greatest purpose in life? Discuss in relation to achievements of local heroes.</p>
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