

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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Skills

10 core skills have been identified and labelled alphabetically (see below a – j).

By the end of the year, every skill will have been covered.

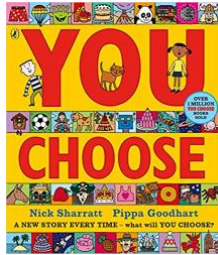
CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY
a) use historical terminology b) sequence in chronological order c) understand changes over time	d) understand historical events e) examine aspects of people's lives f) compare similarities and differences	g) ask questions h) interpret evidence i) compare/evaluate evidence j) research and present information

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
EYFS	<p>Begin to make sense of their own life story and family history: who is in this family photo; can you name and describe some of the people in your family; share photos and talk about what children can remember; looking at examples from books and real life notice similarities and differences between families.</p> <p>Name and describe people who are familiar to them: talk about people children may have come across in our local community i.e. shop staff, doctors, nurses, teachers, police.</p> <p>Comment on images of familiar situations in the past: look at some pictures of familiar situations in the past (homes, schools, transport); look for natural opportunities to look at basic chronology together, helping children to recognise that things happened before they were born.</p> <p>Compare and contrast characters from stories, including figures from the past: share texts, images, stories to help children gain an understanding of past/present; introduce characters from the past using songs, poems, puppets and roleplay.</p>					
	Skills					
	<p>CHRONOLOGY</p> <p>a) recognise some basic significant events in a school year</p> <p>b) begin to use words to describe time passing - after, before, during, years, months, old, new</p> <p>c) recognise changes in their life or someone else's</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) identify events from a simple story about an event from the past</p> <p>e) recognise an important historical figure and some basic information about them (e.g. name, job, where they lived and an important achievement)</p> <p>f) begin to recognise how their lives have changed and identify what is the same and what is different</p> <p>HISTORICAL ENQUIRY</p> <p>g) with adult support, come up with questions to ask their families or a visitor</p> <p>h) begin to make observations from photos of the past</p>					

	i) with support, begin to identify whether an object or photograph is old or new j) actively listen to stories about a past event or person (e.g. from a visitor, storybook or short film)					
<p style="text-align: center;">Year 1</p> <p>Introduce that history is an awareness of the past, using common words and phrases 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 style="text-align: center;">BIG IDEAS: CHRONOLOGY</p> <p><i>Historical Enquiry: Asking questions - guided</i></p>	<p style="text-align: center;">BIG IDEAS: SOCIAL HISTORY</p> <p><i>Historical Enquiry: similarities and differences</i></p>	<p style="text-align: center;">BIG IDEAS ACHIEVEMENTS OF MANKIND</p> <p><i>Historical Enquiry: Guided research</i></p>	<p style="text-align: center;">BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p><i>Historical Enquiry: Asking questions</i></p>	<p style="text-align: center;">BIG IDEAS ACHIEVEMENTS OF MANKIND</p> <p><i>Historical Enquiry: Research, becoming more child-led</i></p>	<p style="text-align: center;">BIG IDEAS ACHIEVEMENTS OF MANKIND</p> <p><i>Historical Enquiry: Research, becoming more child-led</i></p>
Skills						
<p>CHRONOLOGY</p> <p>a) use key vocabulary to discuss the past and present: <i>history, past, present, then, now, before, during, after, old, new, change, day, week, month, year</i></p> <p>b) sequence a few pictures of key events for a historical figure or event</p> <p>c) identify whether something is from the past or the present</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) retell a simple story about an event from the past</p> <p>e) know key facts about the life of an important historical figure (e.g. name, job, where they lived and an important achievement)</p> <p>f) recognise some ways things have changed or remained the same from the past to the present</p> <p>HISTORICAL ENQUIRY</p> <p>g) come up with questions to ask their families or a visitor</p> <p>h) share what they have noticed about photos from the past</p> <p>i) identify whether an object or photograph is old or new</p> <p>j) listen to stories and share what they have learnt about a past event or person (e.g. from a visitor, storybook or short film)</p>						
<p>Toys Changes within Living memory.</p> <p><i>How toys have changed over time.</i> 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><i>Also *Remembrance Day</i></p> <p>What do we remember on Poppy Day?</p>			<p>History of Transport Events beyond living memory & the lives of significant individuals in the past who have contributed to national & 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><i>Aviation & The Wright Brothers</i></p>		<p>History of Space Travel Learning about significant individuals in the past who have contributed to international achievements.</p> <p><i>Neil Armstrong & Moon landing</i></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>	

Who and what do we do to remember on Poppy Day?
 Why is Poppy Day always in the second week of November?

Story/Hook:



REVISIT PRIOR LEARNING for all:
 Who am I? Who are my Family? from EYFS learning

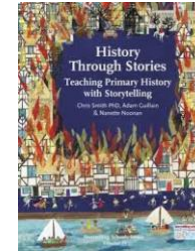
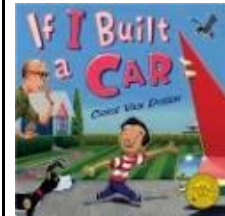
RE Link: Celebrations bringing community together - toys as gifts as part of celebrations within our family and community lives

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?

VOCAB:

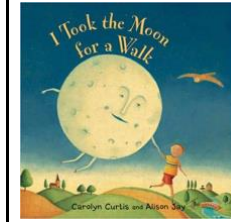
1830, cart, car, automobile, train, tram, improvement, environment, passengers, travel, international, chronology, timeline, inventor, aeroplane, aviation, kites, helicopters, technology.

Story/Hook:



Building on previous knowledge:
 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.

RECAP Vocab
 past, present, timeline, chronology



REVISIT PRIOR LEARNING for YR1:
 Significant individuals (George Stephenson/Wright Brothers) and link how technology has changed and how aviation has changed. Ensure children understand that developments in space travel were dependent on the earlier development of aviation.

RECAP Vocab:
 past, technology, change

RE Link: theme of 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</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>
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study fit within a chronological framework
 Children continue to gain knowledge of historical enquiry

Skills

CHRONOLOGY

- a) use key phrases to discuss the past – *in the past, over a period of time, after a while, years later, before that, during this time, in recent years*
- b) place the time studied on a timeline of British history AD
- c) offer some reasons for the changes from past to present objects

HISTORICAL KNOWLEDGE

- d) retell a simple story about an important historical event
- e) recognise key items that belong to the significant person or period of history (*e.g. home, clothes, food, toys, tools, artwork, weapons*)
- f) identify some similarities and differences between the period studied and life today

HISTORICAL ENQUIRY

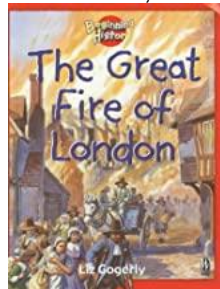
- g) ask questions about pictures and artefacts
- h) share what they have noticed about an artefact
- i) sort a range of evidence based on whether it is from the past or present
- j) look at a source of evidence and share what they have learnt about a person or event (*e.g. stories, videos, artefacts, pictures...*)

Events beyond living memory & The lives of significant individuals in the past who have contributed to national achievements.

Great Fire of London

What is different and similar 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?

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



REVISIT PRIOR LEARNING

Significant national events (Remembrance Day from yr1) - link to cause and effect

Changes within living memory - Aspects of change in national life & The lives of significant individuals in the past who have contributed to international achievements

Nurturing Nurses

Who was Mary Seacole? Why did she travel to Scutari hospital? How was she similar/different to Florence Nightingale? How did they improve nursing?

VOCAB:

Cause, consequence, Racism, Unfairness, Bravery

International achievements

Black History: Rosa Parks and the US civil rights movement

Why is learning about black history important? What significant contributions by individuals from the black community do we know about? What can we learn from them?

VOCAB:

Black, World wide, Equality, Freedom, rights, Peace, acceptance, success

REVISIT PRIOR LEARNING:

Significant historical events/ people/ places in their own locality

Seaside Holidays in the Past

(Including Queen Victoria and local hero Henry Blogg of the RNLi)

What is a monarch? What qualities does a good monarch need? What do we know about the life and death of Queen Victoria? When did she reign? How long did she reign for? What was it like in Victorian times in the UK?

What was going to the seaside like 100 years ago? What did people do there? Why was the seaside mainly enjoyed by rich people in the past? Look at changes over time including bathing machines versus beach huts, sea bathing v sunbathing, British seaside holidays v holidays abroad with advanced air travel.

Who was Henry Blogg? What did he do to make him famous? Why do we remember him? How is he significant locally?

VOCAB: monarch, Royal, King, Queen,

	<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>Crimean war, soldier, nurse, Jamaica, wounds, battle</p> <p>RECAP Vocab timeline, chronology, significant, WW1, achievement, similarities, differences</p> <p>RE link: How do Christians belong to their faith family?</p>	<p>Compare to prior examples of human endeavour against adversity e.g. WW1 (Remembrance Day)</p> <p>RECAP Vocab: significant, achievement, contribution, compare and contrast, Cause, consequence, Racism Unfairness 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>Coronation, throne, Victorian, heir, rule, reign, crown, hero, lifeboatman, rescue, survivors, George Cross, Victorian, hotels, bathing machines, donkey rides, promenade, funfair, arcade, swimming costumes, Punch and Judy.</p> <p>REVISIT PRIOR LEARNING: Look at the inventions that made seaside holidays more accessible to everyone, inc the role the steam train had in allowing people to travel to the beach (George Stephenson)</p> <p>RECAP Vocab significant, achievement, similarities, differences, hero, bravery</p> <p>RE link: What is a miracle? Christian beliefs. Were Henry Blogg's achievements and survival a 'miracle'?</p>
<p>Year 3</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>BIG IDEAS: EMPIRE (& CHRONOLOGY & MILITARY HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of empire and of cause & effect</i></p>	<p>BIG IDEAS: CHRONOLOGY (& SOCIAL HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of continuity & change</i></p>	<p>BIG IDEAS: SOCIAL HISTORY (& ACHIEVEMENTS OF MANKIND)</p> <p><i>Historical Enquiry: Asking questions and independent research</i></p>	
<p>Skills</p> <p>CHRONOLOGY</p> <p>a) read dates correctly and understand BC and AD</p> <p>b) place the time studied on a timeline of British/world history BC to AD</p> <p>c) sequence several artefacts by examining the changes</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) retell an important historical event in chronological order with key details</p> <p>e) understand one aspect of daily life during the period studied (e.g. homelife, clothing, transport, jobs, leisure activities or education)</p> <p>f) identify the similarities and differences between the period studied and life today</p>				

HISTORICAL ENQUIRY

- g) ask questions about how people lived during that time
- h) suggest what an artefact could be, what it was used for and who might have owned it
- i) sort a range of evidence based on whether it is a primary or secondary source
- j) use printed documents to research and present relevant information about a person or event (e.g. pictures, diaries, info texts, biographies...)

The Roman Empire

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?

VOCAB: Empire, BC/AD, Invasion, resistance, conquest, Conqueror, defeat, victory, legion, fort, revolt, raised an army, razed to the ground, soldiers, Britannia, Celtic, Augustus, Frontier, Hadrian

RE links: How do people express commitment to a religion/worldview in different ways? links to Roman conversion to Christianity in 313 AD

REVISIT PRIOR LEARNING: Recall concepts of war and conflict touched upon in yr 2

Impact of Romans in Britain

Why were Roman roads important?
What were the differences and similarities between the Romans and the Celts in Britain?

VOCAB: Aqueducts, villas, mosaics, furnaces, palestra, fortune, archaeologists, artefacts, strigil, hypocaust, forum, theatre, basilica, temple, Aquae Sulis, Boudicca

REVISIT PRIOR LEARNING: Concept of cause and effect (e.g. Great Fire)

RECAP Vocab Similarities, differences, source of evidence, reliable.

Changes in Britain from the Stone Age to the Iron Age

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?

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, BC/AD, archaeology.

REVISIT PRIOR LEARNING: Use of evidence to make hypotheses about life in the past e.g. Great Fire of London.

RECAP Vocab: significant, evidence, artefacts, achievement, technology, change, similarities, differences, Chronology.

RE links: What is philosophy? Use learning about differences between knowledge, belief and opinion in discussions about archaeological evidence from ancient Britain.

A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history -

How has childhood in Britain changed?

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?

VOCAB: workhouse, industry, poverty, orphan, orphanage, destitute, dormitories, uniform, chalk and slate, abacus, mangle

REVISIT PRIOR LEARNING: Victorian Seaside Holidays (Year 2)

RECAP Vocab: Queen Victoria, significant, evidence, artefacts,

A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history.

How has childhood in Britain changed?

How did Victorian children's schooling differ to ours? Who was Barnardo and how did he help children?

	<p>(wartime nurses).</p> <p>RECAP Vocab significant, achievement, change, similarities differences, Chronology, rule, reign.</p>			<p>achievement, change, similarities, differences, 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 school in Victorian times</p>	
<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 style="text-align: center;">Skills</p> <p>CHRONOLOGY</p> <p>a) use most key vocabulary, including dates, BC, AD, timeline, ancient, recent, period, era b) use dates to sequence key events from the period studied c) sequence a series of changes for one aspect of life</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) understand the series of events that led up to a significant event. e) understand what daily life was like for a person living in the time studied (e.g. homelife, clothing, transport, jobs, leisure activities, education and religion) f) identify connections and contrasts between the period studied and life today, giving reasons for this</p> <p>HISTORICAL ENQUIRY</p> <p>g) ask historically valid questions about similarity and difference h) examine evidence and share plausible observations – I think that... i) evaluate the usefulness of primary and secondary sources – primary or secondary; limited or useful j) use a provided book and website to research and present relevant information</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 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>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 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>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 sacrifice with the sacrifices made by people during WW2.</p>
<p>Year 5/6</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world</p>	<p>BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)</p> <p>Historical Enquiry: Contrasting arguments, biased evidence, debate</p>	<p>BIG IDEAS: EMPIRE (& SOCIAL HISTORY)</p> <p>Historical Enquiries: using evidence to illustrate the development from civilisation to empire</p>	<p>BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p>Historical Enquiries: assessing and mapping evidence to create detailed chronology</p>

<p>history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms</p>	<h2>Skills</h2> <p>CHRONOLOGY</p> <p>a) use most key vocabulary, including millennium, century, decade, cause, effect, impact, trend b) use dates to place events from the period studied on a timeline. c) place a series of changes on a timeline and begin to suggest causes</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) understand the cause of a significant event and the effect it had on people e) understand what lives were like for different people in the time studied (e.g. men, women and children; rich and poor) f) identify trends that started in the period studied and explain why they have lasted</p> <p>HISTORICAL ENQUIRY</p> <p>g) ask historically valid questions about change, similarity and difference h) examine evidence and justify conclusions – This shows that... because... i) evaluate the reliability of different sources and begin to offer a reason for different versions of events – reliable or unreliable; fact or fiction; opinion j) use a selection of books and websites to research and present relevant information</p>		
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history</p>	<p>A non-European society that provides contrasts with British history</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><i>Crime and Punishment</i></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><u><i>Baghdad's Golden Age</i></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,</p>	<p><u><i>Villages local to Stibbard & Famous and influential Norfolk folk across the ages</i></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,</p>

	<p>RECAP Vocab significant, injustice, prosperity, 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>prophet, radically, Reconquista, Sabeans, scholars, scribes, sorcerers, squalid, suburbs, symptoms, Zoroastrians</p> <p>REVISIT PRIOR LEARNING: Refer to beginnings of ancient civilisation such 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>tribute</p> <p>RE links: What does it mean to be human? Is being happy the greatest purpose in life? Discuss in relation to achievements of local heroes.</p>
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