

Year Group/ Term	Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Skill Led Learning Activities	Key Sticky Knowledge Cultural Capital St Wilfrid’s Specific Links to Prior Learning
Year 1 Autumn	How do our favourite toys and games compare with those of children in the 1960s?	<p>Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about the 1960s?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul> <p>significant historical events, people and places in their own locality.</p>	<ol style="list-style-type: none"> <li>Identify and describe how historians divide up time - discussion Compare, contrast and sequence historical events – simple timeline</li> <li>Identify, observe and discuss memorable events of 1960s; suggest reasons for significance – 1960s timeline</li> <li>Identify and describe some popular toys of 1960s – discussion Compare and contrast to toys of today; identify and describe similarities – simple chart/images Describe and explain the cause of the major change to toys – discussion</li> <li>Describe what Tim Berners-Lee invented and suggest reasons to explain how this change affected toys – discussion/ simple explanation sentences</li> <li>Recognise, describe and explain how they can use Wi-Fi enabled toys safely and securely - annotated sketches</li> </ol>	<p>Timeline Internet safety link</p>
Year 1 Spring	What does it take to be a great explorer?	<p>Why is Ranulph Fiennes in the Guinness World Records? How do Amy Johnson's achievements compare with those of Ranulph? Why did Christopher Columbus sail across an unknown ocean? What was Neil Armstrong's small step also a 'great leap' forward? Are you the kind of person who could become a Mars explorer?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant</li> </ul>	<ol style="list-style-type: none"> <li>Describe the achievements and qualities of Ranulph Fiennes; give reasons why he is defined as the world’s greatest living explorer – discussion/ shape writing</li> <li>Give an account of the accomplishments of Amy Johnson; give reasons why they’re remarkable given the role of women at the time – discussion/ shape writing</li> <li>Identify and recognise the main motives of Christopher Columbus; describe his achievements and give reasons for his accomplishments – discussion/ annotate pictures</li> <li>Describe and suggest reasons to explain the significance of Neil</li> </ol>	<p>Timeline Cultural Capital – influential explorers Links to Year 1 geography – hot and cold/ explorers</p>

			individuals in the past who have contributed to national and international achievements.	Armstrong's achievements/ what enabled him to accomplish – timeline of Moon landing 5. <b>Recognise</b> , observe and suggest <b>reasons</b> for the challenges that explorers venturing to Mars will face; personal qualities required – recruiting poster	
<b>Year 1 Summer</b>	<b>How do we know so much about where Sappho used to live?</b>	Who was Sappho and where did she live (Pompeii)? Why was Pompeii part of the Roman Empire? What happened to Pompeii on August 24 <sup>th</sup> AD 79? What evidence exists of what happened at Pompeii at August 24 <sup>th</sup> AD79? Why do we know so much about where Sappho used to live? How did the archaeologists know that people had been buried under the ash?	Pupils should be taught about: <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally.</li> </ul>	<ol style="list-style-type: none"> <li><b>Identify, recognise, describe</b> and suggest <b>reasons</b> for the way people lived in Pompeii – <b>discussion</b> <b>Describe</b> a day in the life of Sappho, suggesting <b>reasons</b> why she lived as she did – simple diary entry</li> <li><b>Identify</b> and <b>describe</b> simply what the Roman Empire was, recognising the difference between rich and poor – annotated sketches</li> <li><b>Describe</b> and provide <b>reasons</b> for the causes and effects of the destruction of Pompeii – labelled diagram</li> <li><b>Describe</b> the basic differences between primary and secondary historical evidence – <b>discussion</b> <b>Compare</b> and <b>contrast</b> basic trustworthiness of primary and secondary evidence – <b>discussion</b></li> <li><b>Identify, describe</b> and suggest <b>reasons</b> for the use of small artefacts – label pictures <b>Identify</b> and <b>describe</b> main larger building of Pompeii – reconstruction drawings</li> <li><b>Understand</b>, through explanation and modelling, how archaeologists created reconstructions – make models</li> </ol>	Timeline Primary and secondary sources Artefacts Geography links – location of continents/ Europe/ Italy

<p><b>Year 2 Autumn</b></p>	<p><b>Who is the greatest history maker?</b></p>	<p>What does it mean for someone to 'make history'? (Guy Fawkes) Which of these people was the greatest history maker?</p> <ol style="list-style-type: none"> <li>1. Malala (Malala Yousafzai, Pakistani human rights activist)</li> <li>2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</li> <li>3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</li> <li>4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</li> <li>5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</li> <li>6. Elizabeth (Elizabeth I Queen of England)</li> </ol> <p>How would you like to be remembered as a history maker?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>• events beyond living memory that are significant nationally or globally.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify, describe</b> and <b>explain</b> what is commemorated on 5<sup>th</sup> November – annotated sketch <b>Describe, reason</b> and <b>explain</b> what it means for someone to make history, and that it is remembered for a long time – summary paragraph</li> <li>2. <i>Continue with objective for 3/4 sessions</i> <b>Identify, describe</b> and <b>explain</b> how six significant people made history <b>Compare</b> and <b>contrast</b> the achievements of these individuals, ranking and <b>justifying</b> – over a number of weeks, investigate and <b>compare</b> individuals, recording their key achievements and significance to history; create summary piece to show <b>judgements</b> and <b>conclusion</b></li> <li>3. Reflect upon what history makers might achieve in the remainder of this century; <b>describe</b> and <b>explain</b> what they would like to be remembered for – short story/ explanatory paragraph</li> </ol>	<p>Timeline Cultural Capital – influential individuals from history Links to Year 1 Spring – people who are significant from history SW – links to what the children would like to be remembered for</p>
---------------------------------	--------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Year 2 Spring</b></p>	<p><b>Why was Charles sent to prison?</b></p>	<p>What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during The First World War? How did other animals contribute to the war effort?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Recognise</b> some of the ways in which WW1 changed how adults were able to behave – annotated photographs/ <b>discussion</b></li> <li>2. <b>Describe</b> and suggest <b>reasons</b> why communication was a challenge, <b>explaining</b> why messenger pigeons were important – <b>discussion</b>/ create simple message</li> <li>3. <b>Compare</b> and <b>contrast</b> means of communication during WW1 – telegrams/coded ciphers</li> <li>4. <b>Identify</b> and <b>describe</b> some of the ways in which the lives of children, families and communities changed in WW1 Offer <b>reasons</b> for the causes of changes – label photographs</li> <li>5. <b>Describe</b> how horses were used during WW1 and <b>explain</b> the importance – animal war memorial dedication</li> <li>6. <b>Describe</b> the ways that other animals were used and <b>explain</b> the importance – factual paragraph/ report</li> </ol>	<p>Timeline <b>Compare</b> to current times – internet – Links to Year 1 Autumn and own experiences SW <b>Compare</b> to 1960s (Y1)</p>
<p><b>Year 2 Summer</b></p>	<p><b>Why is the history of my locality significant? (a model enquiry focusing on significant events, people and places in Manchester)</b></p> <p><a href="https://www.youtube.com/watch?v=PuiiSHxvvik">https://www.youtube.com/watch?v=PuiiSHxvvik</a></p>	<p>How has my local area changed from Victorian to modern times? Why did changes take place in Manchester, and what was the industrial revolution? How did the industrial revolution affect Manchester? What would it have been like in the cotton mills, especially for children? What was the transport like during the revolution? How has the seaside changed since the Victorian times?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify</b> and locate Newton Heath and Manchester, and <b>describe</b> changes in the local area from Victorian to modern times</li> <li>2. <b>Explain</b>, at a basic level, changes that occurred in Manchester during the industrial revolution – from agricultural to industrial. Give <b>reasons</b> as to why people came to Manchester</li> <li>3. <b>Describe</b> what it would have been like to work in a cotton mill, <b>comparing</b> expectations of children then and now</li> <li>4. <b>Compare</b> the main types of transportation used during the industrial revolution, providing pros and cons for its usage</li> <li>5. <b>Compare</b> and <b>contrast</b> Victorian seaside to modern day, locating where people from Manchester might have visited and why they went there</li> </ol>	<p>Timeline Direct links to Manchester/ Newton Heath – SW Cultural Capital – Manchester significance Geographical links Direct links to Y5 local study on transport</p>

<p><b>Year 3 Autumn</b></p>	<p><b>How did the lives of ancient Britons change during the Stone Age?</b></p>	<p>How do people often imagine the Stone Age to be like? Who left their footprints on the beach and what were they doing there? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves? Why was the Red Lady of Paviland so important? How were people living in Britain at the end of the Stone Age compared with the beginning?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ol style="list-style-type: none"> <li><b>Describe</b> the ways of life associated with the Stone Age; <b>identify</b> and <b>reason</b> for those accurate and those that are anachronisms – King Alfred anachronisms</li> <li><b>Recognise</b> that Stone Age is a period of prehistory <b>Describe</b> and suggest <b>reasons</b> for the presence of a family group from the Old Stone Age on a beach; <b>compare</b> and <b>contrast</b> to use today – <b>discussion</b> and comprehension</li> <li><b>Describe</b> and <b>explain</b> how archaeologists use a variety of artefacts – short report</li> <li><b>Describe</b> the likely features of Stone Age summer and winter camps, <b>reasoning</b> and <b>explaining</b> – annotated diagrams</li> <li><b>Recognise, describe, compare</b> and <b>contrast</b> the difference between historical facts and historical <b>suppositions</b> – write section of simple myth/legend including facts/ suppositions</li> <li><b>Identify, describe, compare, contrast</b> and <b>explain</b> important changes to life during the Stone Age – explanatory <b>passage</b></li> </ol>	<p>Timeline Primary and secondary sources Links to Year 1 Summer – artefacts</p> <p>Begin to draw links to Ancient Egypt during the same time period</p>
<p><b>Year 3 Spring</b></p>	<p><b>What is the secret of the standing stones? (Bronze Age Britain)</b></p>	<p>Why did the Stone Age come to an end about six thousand years ago? Why was the Amesbury Archer so important? Why do people build monuments? Why did Bronze Age people build monuments at Merrivale? Who was buried in the cist at Merrivale?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ol style="list-style-type: none"> <li><b>Describe</b> the process of smelting bronze from copper and tin, heralding the end of the Stone Age – flow diagram <b>Identify</b> and <b>describe</b> the likely use of Bronze Age artefacts; <b>explain</b> how this shows progress – table</li> <li><b>Identify, describe</b> and <b>reason</b> the likely use of artefacts - list of artefacts and purposes <b>Explain</b> why archaeologists think the Amesbury Archer was given the richest burial known in the Bronze Age – <b>discussion</b></li> <li><b>Identify, describe</b> and <b>explain</b> the purpose of monuments – <b>discussion</b> <b>Explain</b> the significance of a monument in the local area – written summary</li> <li><b>Identify, describe, compare</b> and <b>contrast</b> typical Bronze Age monuments and suggest <b>reasons</b> for design - sketching</li> </ol>	<p>Timeline Links – direct reference to Year 3 Autumn Monument in local area – SW</p> <p>Ongoing links to Ancient Egypt during the same time period</p>

				<p>Explain, through synthesising a number of reasons, the possible purpose of stone mountains at Merrivale – discussion</p> <p>Empathise through feeling the emotions of a visitor – discussion</p> <p>5. Identify, describe, explain and justify 10 artefacts in the grave of a Bronze Age warrior chief</p>	
<p><b>Year 3 Summer</b></p>	<p><b>How do artefacts help us understand the lives of people in Iron Age Briton?</b></p>	<p>How can we recognise Iron Age hill forts today?</p> <p>What might hill forts have looked like when they were first built?</p> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <p>What were stators and how did Iron Age people use them?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ol style="list-style-type: none"> <li>Identify and describe the common features of the remains of Iron Age hill forts – discussion</li> <li>Suggest how an Iron Age fort might have appeared, giving reasons to justify – sketches Compare and contrast their reconstruction – updated labelled sketches</li> <li>Describe the main features of an Iron Age roundhouse; identify and suggest reasons for artefacts – list of artefacts and purposes</li> <li>Interpret a range of evidence to generate reasons and explain why the Iron Age was violent – discussion/ note making</li> <li>Recognise and describe the importance of Iron Age stators, understanding how they were used – recount</li> <li>Recognise reasons for an Iron Age shield being in the River Witham; synthesise reasons into an explanation – explanation</li> </ol>	<p>Timeline</p> <p>Links – direct reference to Year 3 Autumn / Spring</p> <p>Artefacts</p> <p>Ongoing links to Ancient Egypt during the same time period</p>
<p><b>Year 4 Autumn</b></p>	<p><b>How did the arrival of the Romans change Britain?</b></p>	<p>Why did Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? (War with Boudica)</p> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall)</p> <p>How do we know so much about the towns the Romans</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>	<ol style="list-style-type: none"> <li>identify and describe the modern-day countries of Europe/ North Africa which formed part of the Roman Empire – map interpretation</li> <li>Understand through explanation the motives for British invasion – discussion</li> <li>Compare and contrast the armies of Boudica and Paulinus; predict the likely outcome and justify – description of Boudica/ discussion</li> <li>Understand the difference between historical evidence and legend/folklore – discussion</li> <li>Explain what the content of letters tells us about wealthy Romans – postcard and design</li> </ol>	<p>Timeline</p> <p>Links – Year 1 Summer, Roman Empire and Pompeii</p> <p>Historical evidence/ folklore/ suppositions – ongoing links</p>

		<p>built in Britain? Why did the Romans organise gladiatorial games?</p>		<ol style="list-style-type: none"> <li>4. <b>Identify</b> and <b>describe</b> the main design features of Hadrian's Wall; <b>explain</b> its necessity – <b>discussion/</b> comprehension</li> <li>5. <b>Identify</b> and <b>describe</b> the key features of Roman towns in Britain, <b>explaining</b> why historians know so much – annotate drawing/<b>identify</b> seven key features</li> <li>6. <b>Describe</b> what a gladiator was – <b>discussion</b> and <b>interpretation</b> <b>Explain</b> who lanistae were – poster <b>Understand</b> through explanation why the Romans went to so much effort in organising gladiatorial games - <b>discussion</b></li> </ol>	
<b>Year 4 Spring</b>	<b>Who were the Anglo-Saxons and how do we know what was important to them?</b>	<p>Why did the Romans leave Britain? Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo-Saxons change after Ethelbert met Augustine? (Conversion to Christianity) How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo- Saxon world?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Interpret</b> primary and secondary sources of evidence to <b>describe</b> and <b>explain</b> why the Romans abandoned Britain – <b>discussion/</b> list summary <b>Empathise</b> and make a <b>judgement</b>, including the emotions expressed by the emperor – letter</li> <li>2. <b>Describe</b> and <b>explain</b> why Anglo-Saxon settlers created village communities in the countryside; <b>evaluate</b> advantages and disadvantages – <b>interpret</b> source material/ annotated sketch</li> <li>3. <b>Identify</b> and <b>describe</b> Anglo-Saxon gods and <b>explain</b> why practices were pagan – <b>discussion/</b> <b>interpretation</b> <b>Describe</b> and <b>explain</b> why Britain converted to Christianity, making <b>reasoned judgements</b> – short message</li> <li>4. <b>Recognise</b> and <b>describe</b> changes that occurred to buildings and ways of life due to conversion to Christianity; <b>evaluate</b> costs and benefits – coding positive/ negative change</li> <li>5. <b>Identify</b> and <b>describe</b> artefacts discovered at Sutton Hoo; <b>explain</b> importance and reach a <b>judgement</b> on how the burial would have been constructed – analyse artefacts/ labelled drawing</li> </ol>	<p>Timeline Primary and secondary evidence sources Settlements Artefacts Links to Year 4 Autumn</p>



<p><b>Year 4 Summer</b></p>	<p><b>What did the Vikings want and how did Alfred help to stop them getting it?</b></p>	<p>What was the 'terror' that appeared in Britain on June 8th 793?          Why was the design of their longships so important to the Vikings?          What were the two treasures that most Viking Norsemen wanted from Britain?          Viking horned helmets - historical fact or myth?          Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ol style="list-style-type: none"> <li><b>Describe</b> the <b>reason</b> for the attack on Lindisfarne by the Vikings – <b>discussion</b> and <b>interpretation</b>  <b>Describe</b> why 'Vikings' isn't the correct name, and <b>explain</b> who the attackers were – mapping  <b>Empathise</b> with the people of Northumbria and the <b>judgements</b> – tabloid headline</li> <li><b>Identify</b> and <b>describe</b> the design of a longship; <b>explain</b> why it was an ideal vessel for raiding – annotated outline</li> <li><b>Interpret</b> a range of source evidence to <b>explain</b> why most Viking Norsemen travelled to Britain and <b>justify judgement</b> - <b>discussion</b>  <b>Identify</b> and <b>describe</b> the distribution of areas – map <b>interpretation</b>  <b>Compare</b> and <b>contrast</b> homes of Viking Norsemen with Anglo-Saxons, suggesting <b>reasons</b> for observations</li> <li><b>Explain</b> the difference between historical evidence and myths, folklore and legend; reference Viking helmets with horns and Robin Hood – <b>discussion</b>/ video <b>interpretation</b></li> <li><b>Evaluate</b> evidence relating to the achievements of Alfred the Great, reaching <b>judgements</b> as to whether he was 'great' and <b>justifying</b> – <b>discussions</b>/ annotated statue</li> </ol>	<p>Timeline          Links to Year 4 Autumn/ Spring          Map of UK/ UK geography          Historical evidence vs. suppositions</p>
---------------------------------	------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------



<p><b>Year 5 Autumn</b></p>	<p><b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b></p>	<p>What was odd about the dragon bones that Wang Yirong bought?          What do the engraved bones tell us about the beliefs of the Shang?          Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?          Rise and fall - How did the reign of King Cheng Tang <b>compare</b> with that of King Di Xin? What made Fu Hao stand out from the crowd?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The <u>Shang</u> Dynasty of Ancient China</li> </ul>	<ol style="list-style-type: none"> <li><b>Describe</b> and <b>explain</b> the historical significance of bones bought in Peking – oral <b>discussion/ interpreting</b> inscriptions</li> <li><b>Explain</b> the significance of oracle bones and reach a <b>judgement</b>, <b>justifying</b> their decision – <b>discussion/ design</b> and produce questions</li> <li><b>Identify, describe, compare</b> and <b>contrast</b> the lives of people in different sections of Shang society; <b>explain</b> why our <b>understanding</b> is limited – explanatory passage</li> <li><b>Recognise, describe</b> and <b>justify</b> the qualities needed in a great ruler; <b>compare</b> and <b>contrast</b> during reigns of King Cheng Tang and Di Xin – annotate portraits</li> <li>Make a <b>reasoned judgement</b> about the identity of the occupant of a Shang burial chamber; <b>explain</b> why they were targeted by graverobbers – pen portrait profile</li> </ol>	<p>Timeline Sources</p>
<p><b>Year 5 Spring</b></p>	<p><b>The story of The Trojan Horse: historical fact, legend or classical myth?</b></p>	<p>What exactly is the story of The Trojan Horse?          What evidence exists to authenticate the story of The Trojan Horse?          What other explanations could there be for the origin of the story of The Trojan Horse?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ol style="list-style-type: none"> <li><b>Describe</b> and <b>explain</b> the main events in the siege of the city of Troy during the Trojan War of Ancient Greece – <b>discussion/ siege</b> storyboard</li> <li><i>Over a series of 3/4 sessions:</i>              Evaluate and critique visual, written and archaeological evidence regarding the Trojan Horse, and begin to formulate <b>conclusions</b> – <b>discussion/ note taking/ in depth comparisons</b> of sources</li> <li>Reach a <b>conclusion</b> and make a <b>judgement</b> regarding whether the story of the Trojan Horse is fact, legend or myth, with justification – discursive writing</li> </ol>	<p>Timeline Sources and artefacts Fact, legend or myth – links to Year 4 (Vikings/ Robin Hood); Year 3 anachronisms/ suppositions</p>

<p><b>Year 5 Summer</b></p>	<p><b>How has transportation changed in the local area over time? (Local area study)</b></p>	<p>How did early transport hold back developments in the locality? Has transport always been the same in the past? What challenges might people in the past have had when using transport? Why were improvements made to transport in the locality? How might people have reacted to the tram system and motorway network? Who would make most use of this transport development and how would it benefit the local community?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> </ul>	<p>Manchester study:</p> <ol style="list-style-type: none"> <li><b>Compare</b> and measure the effectiveness of transport, conducting research into early transport</li> <li><b>Identify</b> main features of the locality at different times, giving reasons for use of various transportation methods</li> <li>Assess possible impacts of transport limitations on social and economic life</li> <li>Sequence key changes and developments linking to local examples</li> <li>Discuss and <b>justify</b> how people may have reacted to the implementation of innovative transport systems in Manchester, for example the tram network and motorway systems</li> <li><b>Reason</b> who would make most use of transport developments and how they would benefit the local community</li> </ol>	<p>Timeline Note – the Year 5 Summer study will be linked to the suggested skills, but with focus on knowledge linked to Newton Heath/ Manchester - SW</p> <p>Replicating Year 2 Summer local study</p>
<p><b>Year 6 Autumn</b></p>	<p><b>Why did the ancient Maya change the way they lived?</b></p>	<p>Who are the Maya and where do they live? What are the main occupations of Maya people today? What did John and Frederick rediscover in 1839? What do the ruins of Chichen Itza tell us about the lives of ancient Maya? Why do historians know so much about ancient Maya society? Why was pok-a-tok more than just a ball</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a non-European society that provides <b>contrasts</b> with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan</u> civilization c. AD 900; Benin (West Africa) C. AD 900-1300.</li> </ul>	<ol style="list-style-type: none"> <li><b>Identify</b>, locate and <b>describe</b> the region of the world in which the Maya live; <b>explain</b> the landscape, climate and vegetation – <b>discussion/ interpreting</b> sources</li> <li><b>Identify, describe</b> and provide <b>reasons</b> to <b>explain</b> the occupations of modern Maya people – <b>discussion/ annotated map</b></li> <li>Refer to primary evidence to <b>identify</b> and <b>describe</b> the lost jungle cities of the Maya; reach a <b>judgement</b> on purpose, <b>justifying reasoning</b> – sketch maize god/ analyse journal entry</li> <li><b>Understand</b> through explanation the purpose of the ancient Maya city of Chichen Itza – source analysis/ <b>discussion</b></li> </ol>	<p>Timeline Geography link – mapping, countries and continents Primary and secondary evidence Sources artefacts</p>

		game? Why did the ancient Maya leave their jungle cities?		<p>5. Infer, using <b>reasoning</b> and <b>judgement</b>, the purpose of artefacts, <b>justifying conclusions</b> – reconstruct drawing, <b>interpret</b> hieroglyphs, oral feedback</p> <p>6. <b>Explain</b> the social and religious importance of pok-a-tok – advertising poster</p> <p>7. Evaluate and <b>synthesise</b>, reaching a <b>judgement</b> on the likely cause of Maya jungle cities being abandoned; <b>justify conclusions</b> - <b>discussion</b></p>	
<b>Year 6 Spring</b>	<b>Why did Britain once rule the largest empire the world has ever seen?</b>	<p>Why was it said that the sun never set on The British Empire?</p> <p>Why did Britain build an empire around the world?</p> <p>What happened to The British Empire?</p> <p>What happened in Britain between 2 April and 14 June 1982, and why?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>1. <b>Identify</b> and <b>describe</b> the extent of the British Empire, <b>explaining</b> what it meant to be a colony – <b>discussion</b>/ annotated map</p> <p>2. <b>Describe</b> and <b>explain</b> the main <b>reasons</b> why Britain wanted an empire; <b>evaluate</b> and <b>justify</b> choices – <b>discussion</b>/ summary paragraph</p> <p>3. <i>Over at least 2 sessions:</i> <b>Interpret</b> a range of evidence to reach a <b>conclusion</b> and make a <b>judgement</b> as to why the British Empire has all but disappeared – <b>discussion</b>/ explanatory text</p> <p>4. <i>Over at least 2 sessions:</i> <b>Interpret</b> a wide range of sources to <b>evaluate</b> the causes and effects of the Falkland Islands' war with Argentina; reach a <b>judgement</b> about Britain's actions, <b>justifying</b> views – annotate outline of Falkland Islands</p>	<p>Timeline</p> <p>Sources</p> <p>Geography links – mapping</p> <p>Comparisons to Roman Empire</p>
<b>Year 6 Summer</b>	<b>Why was winning the Battle of Britain in 1940 so important?</b>	<p>How serious was the risk of invasion by Nazi Germany in June 1940?</p> <p>What did Hitler need to achieve if an invasion was going to succeed?</p> <p>Why did Britain win the Battle of Britain?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>	<p>1. <i>Over at least 2 sessions:</i> <b>Evaluate</b> a range of primary and secondary sources to <b>explain</b> why Britain faced a risk of invasion; reach a <b>judgement</b> about seriousness of threat – <b>discussion</b>; written responses; group work</p> <p>2. <b>Interpret</b> numerical and written evidence to <b>explain</b> and <b>justify</b> why Hitler needed to defeat the British Royal Air Force before launching invasion – paired work; <b>discussion</b> and feedback</p> <p>3. <i>Over at least 2 sessions:</i> <b>Identify</b>, <b>describe</b>, <b>explain</b> and <b>evaluate</b> the relative importance of the factors which</p>	<p>Timeline</p> <p>Sources</p> <p>Primary and secondary evidence</p> <p>Comparison to WW1- Year 2</p>

				contributed to Britain winning the Battle of Britain; make a <b>judgement</b> as to which they feel are most significant – scrutiny of images; <b>discussion</b> ; labelling; explanatory writing	
--	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--