

EYFS	End points / questions	Key Vocabulary
<p>It's good to be me!</p>	<ul style="list-style-type: none"> • Know who is in their family and show some sense of their own history. (To talk about and name members of their family. Who is in your family unit? Who is older/younger? Where do you live?)  • Know some personal similarities and differences between now and the past. (What can you do now that you couldn't as a baby? How have you changed since being a baby? Tell me about your baby photographs and family photographs)  • Understand and sequence events in their own timeline. (Can you order the pictures? Being born, crawling, walking, toddler, going to nursery, starting school)  • Know what is the same and what is different about themselves, their peers and their routines (How are we the same? How are we different?)  <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories.</p>	<p>compare, individual, unique, special, qualities, event, celebration, similarities, differences.</p>
<p>Toys through Time</p>	<ul style="list-style-type: none"> • Know that their own experiences differ to those of others. (What toys do you like to play with? What toys did your parents play with?)  • Understand similarities and differences between old toys and new toys (What were old toys made from? What are new toys made from? What can your toys do that old toys can't)  • Know common toys from now and the past. (What toys did you play with as a baby? What toys do you play with now? What toys do your older family members play with? What toys did your grandparents play with? Teddies and Dolls, Lego and Consoles)  • Understand how some people may not get to play with the toys they want to and why. (Which toy do you like playing with and why? Can you play with any toy that you want to? Are some toys considered "boys" or "girls"? Are some toys expensive? Could your grandparents play with expensive toys? Are toys ever homemade?)  <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories.</p>	<p>Past, present, electricity, change, materials, plastic, wooden, modern, old, times, homemade, expensive</p>

<p>People Who Help us</p>	<p>End points / questions</p> <ul style="list-style-type: none">  Understand different jobs adults do and how they can help us. (nurses, postman, firefighter, teacher) (What job would you like to do when you're older?)  Know a time when someone has helped them. (Has anyone with a special job ever helped you? Can you recall the story?)  Know some similarities and differences between life in this country and life in other countries in terms of people who help us (Do other countries have schools/hospitals/postmen?)  Understand their own occupation, and how this differs from others – including in different countries. (Does every child go to school? What's your occupation?) <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories</p>	<p>Jobs, help, hospital, school, nurse, doctor, fire fighter, police officer, post man, a long time ago, occupation, recall</p>
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Year 1	End points / questions	Key Vocabulary
<p>Changing Childhoods (Changes within living memory)</p>	<p>• Explain their personal occupation/way of life and compare it to the past (What do you do daily basis? What's your occupation? What might your way of life be if you were a child 50 years ago?)</p>  <p>• Understand what life was like for children 50 years ago. (What would your life be like if you lived 50 years ago? Have you spoken to any adults about their childhood?)</p>  <p>• Understand the difference between leisure activities now and 50 years ago. (What do you do for fun? What toys do you play with compared to a child living 50 years ago?)</p>   <p>• Understand that wealth impacts on children's way of life. (How might the lives of wealthy children have differed from poorer children 50 years ago? Is there still a difference?)</p>  <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories.</p>	<p>Key Vocabulary</p> <p>occupation, compare Past, present, change, materials, plastic, wooden, modern, old, leisure, wealthy/wealth, poor, rich, differ, different, first-hand, accounts/stories, childhood</p>
<p>The Great Fire of London</p>	<p>End points / questions</p> <p>• Know the main events of The Great Fire of London (Where/Why did the fire start? Can you order the events of the fire? How does Samuel Pepy's diary help us with this?)</p>  <p>• Know what London looked like in 1666 (What were buildings made of? What did the streets of London look like? How is it different to modern London? How did people get around London?)</p>  <p>• What happened after the Great Fire of London? (What were the positives/negatives? Did people settle outside of London afterwards?)</p>  <p>• What role did King Charles play in helping to stop the fire? (What did King Charles do? What decisions did he make?)</p>  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from.</p>	<p>past, present, event, changes, London, capital city, improvements, disaster, timeline, chronological, monarch, sources, historical, settle</p> <p>Key figures: Samuel Pepys King Charles</p>

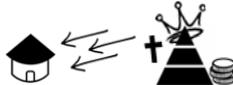
<p>Florence and Mary</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Explore the idea of war. (What is war? How long did the Crimean war last?)  <ul style="list-style-type: none"> Know what Florence Nightingale achieved and why she was important. (Who is Florence Nightingale? What did she realise? [the importance of keeping hospitals clean])  <ul style="list-style-type: none"> Explore the discoveries of Mary Seacole. (Who is Mary Seacole? What did she do to help heal patients?)  <ul style="list-style-type: none"> Know the difference between nurses in the past and nurses today. (How has nursing changed? Did the work of Florence and Mary help our nurses today?)  <ul style="list-style-type: none"> Know the similarities and differences between the experiences of Florence and Mary. (Can you think of any similarities between Florence and Mary, can you think of any differences? How/why were they treated differently? Why did Mary become famous again after being forgotten about?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from. Disciplinary Outcome 4: Know that knowledge is cumulative and impacts our present way of life.</p>	<p>nurse, hospital, nursing, army, soldiers, similarities, differences, wealthy, poor, improvements, war, resilience, determination, race</p> <p>Key Figures: Florence Nightingale Mary Seacole</p>
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Year 2	End points / questions	Key Vocabulary
<p>Emmeline and Equality</p>	<ul style="list-style-type: none"> Place events on a timeline and understand that Emmeline Pankhurst lived around 50 years after Florence Nightingale and Mary Seacole (Where does the Emmeline Pankhurst fit onto a timeline and what events came before it? How long after Florence and Mary did Mary live? What do Florence, Mary and Emmeline have in common?)  Understand what life was like for boys and girls in the Victorian times (How was life different for boys and girls then compared to life for children now?)  Understand how the suffragette movement changed the lives of women (What does suffrage mean? Can you name a famous suffragette? How did Emmeline change the lives of women? Was it quick or did it take a long time?)  Understand the meaning of equality and how this relates to Emmeline Pankhurst. (What does the word equality mean? Is our country equal? How did Emmeline Pankhurst help with this?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from.</p>	<p>past, present, chronological, change, compare vote, women, suffrage, suffragette, protest, equality, deeds, Victorian, opinions, sources</p> <p>Key Figures: Queen Victoria Emmeline Pankhurst Florence Nightingale (recap) Mary Seacole (recap)</p>
<p>The Sinking of the Titanic</p>	<ul style="list-style-type: none"> Know when the Titanic sank and how this relates to previously taught units (When did the Titanic sink? What How long ago did this happen? What has happening in Britain just before it (suffragette movement)?  Tell the story of the Titanic disaster by ordering key events (What happened during the Titanic disaster? Why did it sink?)  Describe the differences between wealthy and poorer passengers (What does this photograph tell us about first-class passengers? What were their leisure activities? Why don't we have as many photographs of poorer passengers? What did they wear? For what reasons might they have been on board? How might their occupations differ?)  	<p>past, present, occupation artefact, replica, modern-day, class, disaster, man-made, natural, human error, way of life, leisure, technology, voyage</p>

	<ul style="list-style-type: none"> Understand the lessons we learnt from the Titanic (What lessons have been learnt from the Titanic disaster? What do we do differently? How does technology help us?)  <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories</p> <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources.</p> <p>Disciplinary Outcome 3: Understand the significance of who/where sources come from.</p>	
<p>Great Explorers</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Understand and recall the main events in Ernest Shackleton's expedition (Did Ernest Shackleton achieve what he set out to do? Why/why not? How do we know? What would life have been like during the expedition? How did Ernest survive?)   <ul style="list-style-type: none"> Compare Shackleton and Columbus and their expeditions (What is the same/different about Shackleton and Columbus?)   <ul style="list-style-type: none"> Understand what happened after Christopher Columbus discovered America. (Link to the movement of people and changing settlements/invading land here.)  <ul style="list-style-type: none"> Understand how exploring has changed over time (How did Columbus and Shackleton travel? What equipment might they have used? What does modern day exploration look like? Why do modern explorers go to space?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources.</p>	<p>change, compare, similar, different, modern</p> <p>Explore, resilience, discover, travel, voyage, technology, equipment, expedition</p> <p>Key Figures: Christopher Columbus Ernest Shackleton</p>

Year 3	End points / questions	Key Vocabulary
<p>The Stone Age</p>	<ul style="list-style-type: none"> Comprehend how long ago the Stone Age was and for how long it lasted for. (When did the Stone Age start/end? How long did it last for?)  Understand how The Stone Age people survived (What did Stone Age people eat? What tools did they have (teach through artefacts)? How did they communicate (cave paintings)?)  Explain how The Stone Age people began to settle. (Were stone age people always hunter-gatherers? How do we know? What have we learnt from Scara Brae?)  Explain how farming develops throughout the Stone Age. (What tools did they use? What did they discover? [the concept of settling, planting and breeding animals rather than catch and eat.]  Know the significance and purpose of Stonehenge. (Why aren't we sure what Stonehenge was used for? [lack of written record] What are the possible purposes? What are the theories around how it was built?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	<p>change, chronological, resilience, discover, improvements, Stonehenge, Scara Brae, prehistoric, hunter-gatherer, diet, farming, agriculture, flint, spear, cave painting, woolly mammoth, farming, archaeology, BC</p>
<p>The Bronze Age to Iron Age</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Develop a mental timeline of The Stone Age, Bronze Age and Iron Age (Use a timeline to correctly plot The Stone Age, The Bronze age and The Iron age. Which Age lasted the longest? Why did the names of these periods change over time? [because of the materials they used/discovered].)  Explain key Bronze Age inventions and the impact of life on this civilisation. (What was invented during the Bronze Age? [wheels, metal ploughs, potter's wheels.] How did these inventions change the daily lives of Bronze Age people? Why did new materials bring new possibilities? When did people begin to trade for currency? [there is some evidence of early currency in Bronze Age. Before this, trade was achieved through exchanging goods.]  Understand who the Iron Age Celts were and the land they occupied (Did they Celts live in Britain? When did they live here? Did they live elsewhere too? [Europe])  	<p>change, chronological, discover, improvements, wealthy/wealth, man-made, natural, technology, iron, power, bronze, druid, invention, civilisation, occupy (relating to land), blacksmith, migrate, settle, trade, BC, currency, period</p>

	<ul style="list-style-type: none"> Understand who had the most power/wealth within the Bronze and Iron Ages. (Where there kings/queens during this period? Who was the wealthiest? [blacksmith]. When did people begin the trade? Who were the Druids? [Religious Celtic leaders holding power.])  <p>Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	
<p>Romans</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Know where/when the Roman Empire started and explain its expansion. (Where did the Roman Empire start? What areas did the Roman Empire eventually occupy? What was the main civilisation that the Romans took over? [Celts] How long were the Romans around compared to Stone/Bronze/Iron Age civilisations? Where the Romans around when Jesus was believed to have been born?)  <ul style="list-style-type: none"> Tell the story of how the Romans <i>eventually</i> invaded Britain and why they came. (Who was successful/unsuccessful and why? Who was Julius Caesar? Who was Emperor Claudius? In what year did the Roman's finally invade Britain? [43AD] Why did the Romans invade Britain? What were the natural resource in Britain at the time?)  <ul style="list-style-type: none"> Explain the Boudican Revolt and the importance of Boudicca. (Why was Boudicca so important? [because she was a female warrior – celts were often equal in terms of gender] What was the Boudican Revolt? Can you think of any modern-day revolts against an invasion? [Russia's invasion on Ukraine – approach with sensitivity and judge appropriateness])  <ul style="list-style-type: none"> Discuss how the life of a Wealthy Roman may differ from a poorer Roman and who had the most power. (What were the leisure activities of a wealthy Roman? How did that differ from a poorer Roman? Could everyone read/write?)  <ul style="list-style-type: none"> Understand Roman legacy in modern Britain. (What have the roman's left for us and why do you think it is important? What religion did the Romans bring the Britain?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	<p>occupation, leisure, modern-day, expansion, wealthy, poor, Empire, Rome, invasion, natural, resources, revolt, legacy, religion, BC, overlap, period</p> <p>Key Figures: Boudicca Emperor Claudius Julias Caesar</p>

Year 4	End points / questions	Key Vocabulary
<p>Egyptians</p>	<ul style="list-style-type: none"> Explain the temporal connectivity between the Egyptians and the Romans/Iron Age civilisations. (Which civilisation was around at the same time as the Egyptians? When/how did the Egyptian period end?)  Understand the Egyptian hierarchy and how life would be different for people at different levels within this system. (Who ruled within Ancient Egypt? How did the lives scribes/nobles differ to that of slaves/farmers?)  Know the process of mummification (What happens during mummification? What tools did they use? Why did they think mummification was important? Why did were pharaohs given a dung beetle amulet during their mummification? [free pass to afterlife as they embody God of Ra – covered in Bolton Museum trip])  Know who Tutankhamun and Cleopatra were and why they are so well-known. (Who was the last pharaoh of Egypt? What was different about Tutankhamun? Why are they both so well known? [Cleopatra – last pharaoh and tried to save Egypt through her relationships with Romans. Tutankhamun – because of what we have learn from discovering his tomb. Also, because his tomb was discovered by an Englishman.]  Understand why the building of the pyramids was so revolutionary. (Why are the pyramids so impressive? How did the Egyptians build them? For what purpose? What tools did they use? How was the Nile relevant?)  <p>Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	<p>materials, improvements, wealthy/wealth, man-made, technology, chronological, monarch, ancient, BC / AD, architecture, artefact, civilisation, invention, mummification, pharaoh, tomb, pyramids, temporal, revolutionary, rule, amulet, hierarchy</p> <p>Key Figures: Tutankhamun Cleopatra</p>
<p>The Dark Ages (Vikings and Anglo-Saxons)</p>	<ul style="list-style-type: none"> Understand the chronology of the Dark Ages and how it got its name. (Who arrived in Britain first? When? How did they arrive? [touch on longboats] Why is it called the Dark Ages? [lack of written record])  Understand daily life for the majority of Anglo Saxons. (How does the Anglo-Saxon way of life mirror that of the Bronze/Iron Age? Were men and women treated equally? [women could own land])  Know what changed and what continued when the Romans left and the Anglo Saxons/Vikings arrived. (How did settlements and religion change during Anglo-Saxon times? What Roman technology was used by the Saxons?) 	<p>travel, monarch, voyage, Resolution, warriors, Danelaw, invade, conquer, settle, raid, revolt/rebellion, conflict, period</p> <p>Key Figures: Alfred the Great Athelstan</p>

	 <ul style="list-style-type: none"> • What impact did Alfred the Great and his grandson Athelstan have on Britain during the Saxon Period? (How did England change after Alfred's resolution with the Vikings? Why was Athelstan considered king of all England? [link to invasion and settlement] Did kings fight during the Saxon period? Where they warriors?)  <ul style="list-style-type: none"> • Understand the conflict between the Saxons and the Vikings. (How did they manage to live alongside one another? Who was in charge? What was Danelaw? Who held the power?)  <p>Disciplinary Outcome 6: Understand the merit of archaeology. (due to lack of written record of the Dark Ages)</p>	
<p>Normans</p>	<p>End points / questions</p> <ul style="list-style-type: none"> • Develop a mental timeline from the Stone Age until the end of the Norman period. (Can you order these historical periods? Which ones were BC/AD? Which ones span the longest amount of time? Why did some overlap?)  <ul style="list-style-type: none"> • Know what life was like in the 1060's (What was daily life like for the Saxons/Vikings? How did that differ from the Normans? What was life like for women vs men? [Normans did not allow Saxon women to own land unless they married a Norman])  <ul style="list-style-type: none"> • Explain the story of the Battle of Hastings and what led to it. (How did the Normans win the Battle of Hastings? What happened during the battle? Why did the Normans want to invade Britain?)  <ul style="list-style-type: none"> • Who was William the Conqueror and how did he establish power and control? (Why did William build castles? How did deal with revolts from the Viking north? What was the Domesday book? Why did William introduce it?)  <ul style="list-style-type: none"> • Explain what the Bayeux Tapestry is. (What can we learn from the Bayeux Tapestry about the Norman Conquest?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from. Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past.</p>	<p>resilience, monarch, Conquer, Hastings, castle, cavalry, feud, Bayeux tapestry, Domesday Book, revolt/rebellion, power, control, BC/AD, conflict, period, battle</p> <p>Key Figures: William the Conqueror</p>

Year 5	End points / questions	Key Vocabulary
<p>Local History (Links with Geography)</p>	<ul style="list-style-type: none"> Know the difference between and identify human and physical features of our locality since 1900. (How has our locality changed over time since the early 1900s?)  Understand what the Industrial Revolution was. (When was the Industrial Revolution? How did it get its name? Why was it considered a 'revolution'?)  Understand what life was like in Wigan/Lancashire during the Industrial Revolution. (Why were mills/mines built in Wigan? What important resource did Wigan have that influenced this? What would life have been like for a working-class Wiganer?)  Know the lives of children during the Industrial Revolution. (How did children's lives in the 1900s differ to yours today? What were their occupations in comparison to yours?)  Understand how the lives of our ancestors may have been influenced by the Industrial Revolution. (Did any of your family members work in the mines/mills? What was their life like? Do you have any personal family stories to share from that time?)  <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories. Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from. Disciplinary Outcome 4: Know that knowledge is cumulative and impacts our present way of life.</p>	<p>human and physical features (from Geography End Points) occupation, change, times, modern-day, equality, Victorian, sources, disaster, man-made, natural, human error, way of life, leisure, technology, period, legacy, revolutionary/revolution, mills, coal mines, canals, industrial revolution, ancestors, Wigan, Lancashire</p> <p>Key Figures: Personal relatives</p>
<p>Ancient Greeks</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Know when the Ancient Greek period was in history and its development from the Bronze Age to Roman rule. (When was the Ancient Greek period? Where is Greece? Where does it sit in History – Can you use a timeline to plot it?)  Understand the term 'democracy' and how it is relevant to us and the Ancient Greeks. (What is democracy and where did it come from? How does the democracy of the Ancient Greeks compare to Democracy in Britain today?)  Compare two city states (Athens and Sparta) (What were the differences in terms of leadership and power? [Athens was a democracy, Sparta ruled by a king] What was life like for Women in Sparta compared to Athens? Who was Odysseus? [link to book unit] Who was Menelaus and how did he rule Sparta differently than Athens?) 	<p>Modern-day, compare, similarities, differences, legacy, religion architecture, BC, overlap, conflict, period, rule, equality, monarchy, city-state, democracy, Gods and Goddesses, government, parliament, Athens, literature Olympics, Parthenon, Sparta</p> <p>Key Figures: Odysseus Menelaus</p>

	 <ul style="list-style-type: none"> Understand the lifestyle of the Ancient Greeks including their beliefs and leisure activities. (What did the Greeks believe? What were their leisure activities? What did they do for work? What were they good at? [architecture eg – Parthenon])  <ul style="list-style-type: none"> Know the legacy of the Ancient Greeks. (How what legacy did the Greeks leave behind? [democracy, automata (DT link), Olympics, theatre] How has this influenced our way of life?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from. Disciplinary Outcome 4: Know that knowledge is cumulative and impacts our present way of life. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	
<p>The Tudors</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Know when/how the Tudor period started and ended. (When was the Tudor period? How did the Tudor period end? How long did it last for? When was the Fire of London in relation to the Tudor period? [just after – the Tudor built houses burnt due to their close-proximity and wooden structure] When was the Battle of Bosworth?)  <ul style="list-style-type: none"> Explain the significance of the War of the Roses and Henry VII’s marriage to Elizabeth of York. (What is the definition of ‘war’? What do the two roses signify? How did Henry VII attempt to end the war between Lancaster and York? Which other civilisations used relationships to resolve conflict/gain power? [Cleopatra with Julius Caesar, Normans made Saxon women marry them to own land.]  <ul style="list-style-type: none"> Understand why Henry VIII is so well known and the influence he’s had over Britain. (What was Henry VIII’s legacy? [specific links religion] How do religion and power link? [could make links with pharaohs here] How powerful was Henry VIII? Why did Henry VIII desperately want a boy? [introduce the concept of inherited power and equality within the monarchy for men and women] How many wives did he have?)  <ul style="list-style-type: none"> Understand how people found guilty of treason and heresy were punished in the Tudor times. (Name some Tudor punishments. Why was treason such a serious crime? Why was heresy such a serious crime? How did the monarchy keep power in the Tudor times?) 	<p>Compare, Chronology monarchy, war, legacy, artefact, invention, power, control, rule, battle, crime, war punishment, War of the Roses, treason, heresy, inherited power, control, Lancaster, York</p> <p>Key Figures: Henry VII Henry VIII Elizabeth of York</p>

- Explore Tudor artefacts and understand how they have helped us to build a picture of what Tudor life was like. (What did the Tudors invent? [flushing toilets, personal portraits [link to religion and class], theatre, cutlery] What do Tudor artefacts tell us about life for wealthy/poor Tudors?)



Disciplinary Outcome 4: Know that knowledge is cumulative and impacts our present way of life.

Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past.

Disciplinary Outcome 6: Understand the merit of archaeology.

Year 6	End points / questions	Key Vocabulary
<p>The Victorians</p>	<ul style="list-style-type: none"> Understand the recency of the Victorian era in comparison to other civilisations previously studied. (How long ago was the Victorian era? How does that compare to prehistoric civilisations? Which important historical events happened during this era? [Crimean war – touched on in Y2 with study of Florence and Mary, The Industrial Revolution – Y5, The Titanic was built just 8 years after the Victorian period ended - Y1, The Suffragette movement started in the Victorian era – Y2, Ernest Shakleton was born in the Victorian Era)  <ul style="list-style-type: none"> Understand what Victorian schooling was like and how this may differ depending on your wealth and gender. (Did boys and girls receive the same education? Did the rich and poor receive the same education? Why did the Victorians choose to educate children?)  <ul style="list-style-type: none"> Know what life would be like for poor children during the Victorian era and how this compares to other period in history. (What were the workhouses? What would life be like for a poor child or orphan during the Victorian era? How does this compare to a Tudor child? Or a child from the prehistoric era?)  <ul style="list-style-type: none"> Understand that The British Empire was the largest empire in human history. (What was the British Empire? What did it mean for Britain’s economy? How many people lived within the Empire? Can you think of any British colonies? Can you think of any other large Empires?)  <ul style="list-style-type: none"> Explore what life was like for different people around the world during the time of the British Empire. (What was life like for those living in British colonies during the Victorian times? What was the role of slavery in the British Empire? What was life like for wealthy Victorians during the British Empire?)  <p>Disciplinary Outcome 2: Know that historians build a picture of the past using historical sources. Disciplinary Outcome 3: Understand the significance of who/where sources come from. Disciplinary Outcome 4: Know that knowledge is cumulative and impacts our present way of life.</p>	<p>Key Vocabulary</p> <p>wealthy, poor, technology, trade, period, empire, colonies, suffragette, equality, Victorian, orphan, workhouse, era, economy, rookeries, reformatory, inequality, slavery, recent past</p> <p>Key Figures: Mary Seacole (Recap) Florence Nightingale (Recap) Ernest Shakleton (Recap) Queen Victoria</p>

<p>World War 2</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Understand the difference between a battle and a war and know the causes of WW2. (What is the difference between battle and war? Why did WW2 begin? Can you name previous wars/battles [War of the Roses - Y5, Battle of Bosworth - Y5, Battle of Hastings - Y4, Crimean War -Y2])  Plot a timeline of key events during WW2. (When did the war start/end? When was the Blitz? When did Winston Churchill become prime minister?)  Examine how weaponry has evolved over time? (Why do you think weapons have changed? What materials are used? What role has technology played? How have artefacts helped historians to understand how weaponry has changed?)  Understand what life was like on the home front. (How did female roles change on the home front? How do pictures and first-hand accounts help us to build a picture of life on the home front? What was rationing?)  Know how children's lives were affected by WW2? (How is this different to previous wars and battles? What was life for an evacuee like to other children in WW2 and today?)  <p>Disciplinary Outcome 1: Understand that we can learn about the recent past from first-hand accounts/stories. Disciplinary Outcome 4: Know that knowledge is cumulative and impacts our present way of life. Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	<p>war, battle, home front, Blitz, evacuation, weaponry, navy, RAF, land army, Nazi, ration, surrender</p> <p>Key Figures: Hitler Winston Churchill</p>
<p>Maya - Substantive Concept Summary</p>	<p>End points / questions</p> <ul style="list-style-type: none"> Know where the Maya civilisation fits into our mental historical timeline. (How similar and how different were the Maya in 900AD to: Stone Age Britain (700,000BC to 4,500BC) and Britain in 900AD? Anglo-Saxons and Viking Britain, Which other time periods happened during the Mayan period? How did the Maya civilisation start?)  Understand the daily life of the Maya people and note any similarities with other civilisations. (How did they find food? Where did they live? What were their occupations? Their beliefs? What did they wear? What did they do for recreation/leisure Etc...)  	<p>artefact, modern day, civilisation, invention, hierarchy, agriculture, recreational, Spanish conquest, currency</p> <p>Key Figures: Christopher Columbus (Recap)</p>

- Know about how the Mayan period changed and why. (What was the Spanish conquest? How did the changing climate change life for the Mayans? How did the modern world affect the Mayans? [mention Christopher Columbus' encounter here to recap Y2])



- Understand the technology/inventions of the Mayan people and how this differed from civilisations living during the same period. (What weapons did they use? What artefacts do we have from this time?)



- Understand the Mayan hierarchy and compare it to that of other civilisations (What role did the monarchy play in the Mayan civilisation? Were there slaves? Was there a currency?)



- How did the roles of men and women differ within the Mayan civilisation and how does this relate to other civilisations? (Did women have any power/say? What were their daily roles?)



Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past.

Disciplinary Outcome 6: Understand the merit of archaeology.

