

Grimsargh St Michael's CE Primary School

'Let your light shine before people so that they may see your good works and glorify your name in heaven' (Matthew 5: v.16)

	Events, People and Changes	Chronology	Enquiry, interpretation and using sources	Communication	KNOWLEDGE Children will know...
EYFS Autumn All about me. Family history Chronology	ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps	ELG: Past and Present Talk about the lives of the people around them and their roles in society (<i>policeman, fireman, nurse, crossing patrol</i>).	Looking at our faces closely in the mirror, thinking about all our detailed features. People who help us visitors (police, mountain rescue, nurse, lollipop lady).	Children can talk about their families and whether they have siblings, pets, grandparents, cousins. Children can talk about their appearance and personalities.	Children will know... Their different facial features (eyes, nose, mouth, eyebrows, eyelashes, dimples, forehead, etc.). About different body parts. How they have changed from when they were a baby to now. Who is in their family and that they are part of a family. That they have their own special talents that might be different from others. The different jobs adults can have and what their roles are.
Spring Changes & Local Area. Migration Cause Sources and evidence	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Going on a walk around the local area, identifying landmarks in our area whilst out and then identify them on a map. Map of Grimsargh.	Children can create their own basic map of Grimsargh. Children can look at a map and identify specific features e.g. church, park, water, road.	Children will know... They live in Grimsargh, a place in England. There are other countries in the world and can name some examples of other countries. How to identify basic parts of a map. Seasonal changes.
Summer The Toymaker. Toys and transport Similarities and differences	To start to think about how toys are different now to how they used to be.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Bringing in their favourite toys from home.	Children can talk about their favourite toys. Children can use books read in class (Dogger, The Toymaker) to talk	Children will know... Children have toys to play with. That they have favourite toys that might be different to others' favourites. Children in the past had different toys to us now based on texts they have read.

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				about how toys have changed overtime.	
<p>YEAR 1 Autumn The history of toys.</p> <p><i>How have our toys changed over time? (Significant Individual – Tom Karen)</i></p> <p>Family history Similarities and differences</p>	<p>Changes within living memory.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Recognise the distinction between past and present.</p> <p>Place events or objects in order using common phrases to show the passing of time (old, new/young, days, months, years).</p> <p>Recognise that their own lives are different/similar from the lives of people in the past.</p> <p>Identify some similarities between ways of life at different times.</p> <p>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</p>	<p>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</p> <p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.</p> <p>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</p>	<p>Children will know...</p> <p>What toys looked like in the past '<i>a long time ago</i>' (<i>past</i>) compared to how they look '<i>now</i>' (<i>present</i>) – sorting artefacts into a timeline.</p> <p>The similarities and differences in toys '<i>over time</i>'.</p> <p>What materials toys were made of '<i>a long time ago</i>' (<i>past</i>) and '<i>now</i>' (<i>present</i>) and why these may have changed.</p> <p>Who Tom Karen was and which toys he invented.</p> <p>How toys and leisure time compare to those of their family members.</p> <p>Assessment piece:</p> <p><i>How have our toys changed over time?</i></p> <p>Children to produce a simple and scaffolded 'similarities and differences' poster to draw and write a simple sentence about toys over time.</p>

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<p>Spring Great Fire of London</p> <p><i>Was King Charles II a hero?</i></p> <p>Leadership Historical interpretations</p>	<p>Events beyond living memory which are significant nationally or globally.</p>	<p>Recognise the distinction between past and present.</p> <p>Recognise that their own lives are different/similar from the lives of people in the past.</p> <p>Identify some similarities between ways of life at different times.</p> <p>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</p>	<p>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</p> <p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p> <p>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?'</p>	<p>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</p> <p>Demonstrate simple historical concepts and events through speaking, role-play, and picture stories.</p> <p>Retell simple stories about people and events from the past.</p> <p>Talk about who/what was significant/important in a simple historical account.</p>	<p>Children will know...</p> <p>How the fire started (a bakery on Pudding Lane), spread (focus on housing and lifestyle) and ended (King Charles II involvement). The differences between how a fire was dealt with at the time compared to now. What the Great Fire of London taught us about the risk and spread of fire and how this has influenced our modern way of life. Who Samuel Pepys was and about his life, why he kept a diary and what this tells us about the events of the GFOL and the order in which they happened - using a timeline. Who King Charles II was and the role he played during the Great Fire of London. The role that King Charles II played in rebuilding London.</p> <p>Assessment piece: <i>Was King Charles II a hero?</i> Children to discuss in groups and contribute a simple sentence to a group piece.</p>
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<p>Summer Transport</p> <p><i>What does Captain Sir Tom Moore's life teach us about the development of transport?</i></p> <p>Transport Change and continuity</p>	<p>Changes within living memory (including aspects of national life where appropriate).</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Recognise that their own lives are similar/different from the lives of people in the past.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</p>	<p>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</p> <p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p> <p>Consider why things may change over time.</p> <p>Identify some of the basic ways the past can be represented e.g. through pictures.</p>	<p>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</p>	<p>Children will know...</p> <p>About how vehicles have changed overtime and create a timeline to show these changes.</p> <p>About how travel has changed and developed over time.</p> <p>Who Captain Sir Tom Moore was.</p> <p>How Captain Sir Tom Moore's life tells us about transport changes over a period of time.</p> <p>About how changes in transport have influenced our local area.</p> <p>Assessment piece:</p> <p><i>What does Captain Sir Tom Moore's life teach us about the development of transport?</i></p> <p>Children to create a simple double page spread about Sir Captain Tom Moore's life and link to the changes in transport.</p>
<p>YEAR 2 Autumn Learie Constantine</p> <p><i>Who was Learie Constantine?</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Recognise the distinction between past and present.</p> <p>Place a few events or objects in order using common phrases to show the passing of</p>	<p>Make simple observations about different people, events, beliefs and communities.</p> <p>Use sources to answer simple questions about</p>	<p>Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.</p>	<p>Children will know...</p> <p>About the significant people in their own lives and significant people in our time.</p> <p>What was the Trinity Cross and why was it so important? (Artefacts session).</p> <p>Who Learie Constantine was and what he was remembered for.</p>

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<p>Migration Racial equality Consequence</p>		<p>time (old, new/young, days, months and years).</p> <p>Recognise that their own lives are similar/different from the lives of people in the past.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago</p>	<p>the past e.g. which object is older? How do we know?</p> <p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p> <p>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. 'What was different..?'</p> <p>Identify some of the basic ways the past can be represented e.g. through pictures.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</p> <p>Describe special or significant events in their own lives.</p> <p>Demonstrate simple historical concepts and events through speaking, role-play, and picture stories.</p> <p>Retell simple stories about people and events from the past.</p> <p>Talk about who/what was significant/important in a simple historical account.</p>	<p>That Learie Constantine was a significant cricketer.</p> <p>That Learie Constantine had to adjust to life in Lancashire/England.</p> <p>That Learie Constantine changed events at the time he lived and that he did improve lives with his actions.</p> <p>That Learie Constantine did have a long-lasting impact on the world and that he was a good example to other people of how to live and behave.</p> <p>Assessment piece: <i>Who was Learie Constantine?</i> Children to produce a fact file about Learie Constantine focusing on the consequences of his actions for racial equality.</p>
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<p>Spring Neil Armstrong and Emilia Earhart</p> <p><i>Who was the most important?</i></p> <p>Transport Historical significance</p>	<p>Events beyond living memory which are significant nationally or globally.</p>	<p>Recognise the distinction between past and present.</p> <p>Recognise that their own lives are similar/different from the lives of people in the past.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</p>	<p>Make simple observations about different people, events, beliefs and communities.</p> <p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p> <p>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. 'what was different..?'</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</p> <p>Talk about who/what was significant/important in a simple historical account.</p>	<p>Children will know...</p> <p>What the word explorer means. Who Neil Armstrong was. Why flying to the moon was considered a breakthrough event. Who Amelia Earhart was. What Amelia Earhart achieved. Why Amelia Earhart's achievements were so extraordinary. How to communicate the similarities and differences between Neil Armstrong and Amelia Earhart.</p> <p>Assessment piece: <i>Who was the most important?</i> Children to produce a written outcome to discuss why Neil and Amelia were important and why they were significant in history.</p>
<p>Summer Local study- Farming in Grimsargh</p>	<p>Changes within living memory (including aspects of national life where appropriate).</p>	<p>Recognise that their own lives are similar/different from</p>	<p>Use sources to answer simple questions about the past</p>	<p>Use historical concepts such as now/then and</p>	<p>Children will know...</p> <p>That farming equipment looked different in the past (artefacts session). What the major changes have been in farming.</p>

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<p><i>How has farming and agriculture changed in Grimsargh?</i></p> <p>Agriculture Sources and evidence</p>		<p>the lives of people in the past.</p> <p>Identify some similarities and differences between ways of life at different times.</p>	<p>e.g. which object is older? How do we know?</p> <p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p> <p>Consider why things may change over time.</p> <p>Identify some of the basic ways the past can be represented e.g. through pictures.</p>	<p>same/different when making simple connections and noting contrasts.</p>	<p>What modern day equipment and transport is used for present day farming.</p> <p>How technology is used in farming in modern farming.</p> <p>How our local area of Grimsargh is suitable for farming. (Maps over time)</p> <p>How to use sources and evidence to describe the specific changes in Grimsargh to farming and agriculture.</p> <p>Assessment piece: <i>How has farming and agriculture changed in Grimsargh?</i> Children to showcase their learning using a double page spread detailing the 'Then and Now of farming in Grimsargh'.</p>
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<p>YEAR 3 Autumn Stone Age to the Iron Age</p> <p><i>Who were the first farmers?</i></p> <p>Agriculture Change and Continuity</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</p> <p>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.</p>	<p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p> <p>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?'' 'Why were..?'' 'What was important..?'</p>	<p>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</p> <p>Communicate historical findings through a range of methods including the use of ICT, maps and timelines.</p> <p>Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</p>	<p>Children will know...</p> <p>Prehistory is the beginning of our narrative of British History.</p> <p>Britain became an island when the English Channel formed during this period.</p> <p>How archaeology informs our knowledge of this period – Stonehenge.</p> <p>People were nomadic during this period and began to settle in the Mesolithic.</p> <p>People began to farm during the Mesolithic and Neolithic and settlements and society grew.</p> <p>Family groups grew into tribes and kingdoms in the Bronze Age and Iron Age.</p> <p>Communities traded with each other including over the English Channel.</p> <p>Assessment piece: <i>Who were the first farmers?</i> Children to produce a double page spread about prehistoric farming.</p>
<p>Spring</p> <p><i>What were the consequences of Boudicca's resistance to the Romans?</i></p>	<p>The Roman Empire and its impact on Britain.</p>	<p>Place events into different periods using the appropriate historical terminology e.g. decade, century,</p>	<p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p>	<p>Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</p>	<p>Children will know...</p> <p>What kind of woman Boudicca was.</p> <p>How Historians know what Boudicca looked like.</p> <p>How written sources describe Boudicca.</p> <p>Why Boudicca rebelled against the Romans.</p> <p>What the consequences of Boudicca's rebellion were.</p>

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<p>Invasion Consequences</p>		<p>ancient, Roman, Egyptian, BC, AD, CE, BCE etc.</p> <p>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</p>	<p>Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?'</p> <p>'What were the effects..?'</p> <p>Identify historically significant people and events in different situations.</p>	<p>Produce own accounts that make some connections and describe some contrasts.</p> <p>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</p>	<p>How to use different sources (poetry, music, written) to form an impression of Boudicca. Why we remember Boudicca's resistance to the Romans.</p> <p>Assessment piece: <i>What were the consequences of Boudicca's resistance to the Romans?</i> Children to produce a written outcome to discuss why we remember Boudicca's resistance (see WAGOLL).</p>
<p>YEAR 4 Autumn</p> <p><i>How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?</i></p> <p>Racial equality Migration Sources and historical evidence</p>	<p>A study or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>A local history study.</p>	<p>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</p> <p>Explore main events, situations, changes and links within (and across) different periods e.g.</p>	<p>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance.</p> <p>Ask questions e.g. 'How did..?'</p> <p>'Why were..?'</p> <p>'What was important..?'</p> <p>Recognise that our knowledge of the past is constructed from</p>	<p>Describe significant aspects of local history, characteristics of societies, and achievements of mankind.</p> <p>Discuss some of the connections between local, regional, national and international history.</p> <p>Talk and write about historical events and changes by selecting</p>	<p>Children will know...</p> <p>Where our clothes come from in the present.</p> <p>Where our clothes came from in the past.</p> <p>That the Lancashire Cotton Industry was significant for the people of Lancashire.</p> <p>What life was like for the Lancashire cotton factory workers.</p> <p>How the 1862 Cotton Famine affected the people of Lancashire.</p> <p>What the Transatlantic Slave Trade was and how it affected our area and region.</p> <p>How to construct a timeline of the Lancashire Cotton Industry.</p> <p>Where cotton grew and where it came from, who was involved and what their lives were like.</p>

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		<p>differences/similarities between clothes, food, employment, buildings or transport.</p>	<p>primary and secondary sources of evidence.</p> <p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p> <p>Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'</p> <p>Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.</p> <p>Identify historically significant people and events in different situations.</p>	<p>and organising historical information and dates.</p> <p>Discuss historical issues and changes.</p> <p>Use relevant and appropriate historical terms such as primary/secondary evidence, population, famine etc.</p> <p>Communicate historical findings through a range of methods including the use of ICT, maps and timelines.</p> <p>Produce accounts that make some connections and describe some contrasts.</p>	<p>Assessment piece: <i>How significant was the Lancashire Cotton industry for the people of Lancashire and beyond?</i></p> <p>Children to organise and select evidence to present an argument (refer to the Local Black History document 'Communicating findings in relation to the enquiry question').</p>
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<p>Spring</p> <p><i>What do different sources reveal about Queen Nefertari?</i></p> <p>Leadership Historical interpretations</p>	<p>The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth).</p>	<p>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.</p>	<p>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</p> <p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p> <p>Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.</p>	<p>Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</p> <p>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</p> <p>Produce own accounts that make some connections and describe some contrasts.</p>	<p>Children will know:</p> <p>About the bust of Queen Nefertari (artefact session).</p> <p>What the role of a woman in Ancient Egypt was.</p> <p>What daily life in the Palace and in the village would have been like for Queen Nefertari.</p> <p>What women wore – clothing and jewellery – in Ancient Egypt (artefacts).</p> <p>Why death and the afterlife was so important in Ancient Egypt.</p> <p>Why archeology is important in understanding Egyptian culture.</p> <p>Assessment piece:</p> <p><i>What do different sources reveal about Queen Nefertari?</i></p> <p>Children to produce a double page spread about Queen Nefertari with reference to the different sources.</p>
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<p>YEAR 5 Autumn</p> <p><i>Why did the Anglo-Saxons come to Britain?</i></p> <p>Invasion Change and continuity</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.</p> <p>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.</p>	<p>Recognise how our knowledge of the past is constructed from a range of different sources.</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Describe and explain significant aspects of non-European societies as well as settlements in Britain.</p> <p>Discuss how Britain has influenced and been influenced by the wider world.</p> <p>Describe aspects of cultural, economic, military, political, religious and social history.</p> <p>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Produce structured work that makes connections, provides contrasting evidence and analyses trends.</p>	<p>Children will know:</p> <p>That the Anglo-Saxons ruled in Britain after the Romans left.</p> <p>The Anglo-Saxons came from countries now known as Denmark, the Netherlands and Germany.</p> <p>The Picts and Scots had lived in Scotland for thousands of years before the Anglo-Saxons arrived.</p> <p>The Anglo-Saxons, Picts and Scots were always fighting to gain more land and power.</p> <p>Alfred the Great was one of the most famous Anglo-Saxon Kings.</p> <p>The Anglo-Saxon period ended with William the Conqueror at the Battle of Hastings.</p> <p>Assessment piece:</p> <p><i>Why did the Anglo-Saxons come to Britain?</i></p> <p>Children will present an answer to this question with a focus of how the Anglo-Saxons migration/invasion changed our way of life in Britain.</p>
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<p>Spring</p> <p><i>Why did Baghdad attract as many different communities as it did?</i></p> <p>Migration Consequences</p>	<p>A non-European society that provides contrasts with British history (early Islamic civilization).</p>	<p>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.</p> <p>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</p> <p>Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.</p>	<p>Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives.</p>	<p>Describe and explain significant aspects of non-European societies as well as settlements in Britain.</p> <p>Describe aspects of cultural, economic, military, political, religious and social history.</p> <p>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Produce structured work that makes connections, provides contrasting evidence and analyses trends.</p>	<p>Children will know:</p> <p>How Islam started and developed.</p> <p>How big the Early Islamic Empire was.</p> <p>Where the 'round city of Baghdad' was.</p> <p>What natural feature was key to Baghdad's success.</p> <p>What the significance of Baghdad was as a centre of imports and exports.</p> <p>What the significance was of Baghdad as a centre of learning and scholarship.</p> <p>Through an enquiry session, about what brought an end to the Early Islamic Civilisation in Baghdad.</p> <p>The timeline of Baghdad through a VAK timeline.</p> <p>Assessment piece:</p> <p><i>Why did Baghdad attract as many different communities as it did?</i></p> <p>Children to produce a double page spread to showcase the significance of Baghdad.</p>
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<p>Summer</p> <p><i>How did leadership differ between different city states in Ancient Greece?</i></p> <p>Leadership Similarities and difference</p>	<p>Ancient Greece – Greek life and achievements and their influence on the western world.</p>	<p>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</p> <p>Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.</p> <p>Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.</p>	<p>Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</p> <p>Evaluate sources and make inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Describe and explain significant aspects of non-European societies as well as settlements in Britain.</p> <p>Describe aspects of cultural, economic, military, political, religious and social history.</p> <p>Discuss and debate historical issues acknowledging contrasting evidence and opinions.</p> <p>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society.</p>	<p>Children will know:</p> <p>Who the Ancient Greeks were.</p> <p>How artefacts tell us about what life was like in Ancient Greece.</p> <p>What excavations can tell us about Ancient Greece.</p> <p>That although now Ancient Greece is one country, it used to be divided in to separate city-states and the disputes that occurred between the city-states.</p> <p>What the four main types of government were in Ancient Greece: democracy, monarchy, oligarchy and tyranny.</p> <p>What life was like in rival city states, Athens and Sparta.</p> <p>How the Greeks defended themselves and why their armies and navies were so effective.</p> <p>Assessment piece:</p> <p><i>How did leadership differ between different city states in Ancient Greece?</i></p> <p>Children to produce a leaflet about the different types of government.</p> <p>Engage in a debate to vote on which governing style was the most effective.</p>
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<p>Year 6 Autumn</p> <p><i>Is it fair to describe all Vikings as brutal invaders?</i></p> <p>Invasion Migration Historical Interpretations</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England.</p>	<p>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.</p> <p>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</p> <p>Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.</p>	<p>Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</p> <p>Recognise how our knowledge of the past is constructed from a range of different sources.</p> <p>Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives.</p>	<p>Describe and explain significant aspects of non-European societies as well as settlements in Britain.</p> <p>Describe aspects of cultural, economic, military, political, religious and social history.</p> <p>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Discuss and debate historical issues acknowledging contrasting evidence and opinions.</p> <p>Produce structured work that makes connections, provides contrasting</p>	<p>Children will know...</p> <p>How a chess piece can tell us about the Vikings (artefact session). What a Viking Longboat was, what it was used for and what the features of a Longboat were. The timeline of the Vikings. Why the Vikings conducted raids, in particular raiding monasteries and the Viking raid on Lindisfarne (AD793). Why people migrate – what everyday life for the Vikings looked like – farming focus.</p> <p>Assessment piece: <i>Is it fair to describe all Vikings as brutal invaders?</i> Children to produce a final written piece in answer to the question 'What were the Vikings like?'</p>
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			Evaluate sources and make inferences. Choose relevant sources of evidence to support particular lines of enquiry.	evidence and analyses trends.	
<p>Summer</p> <p><i>What was life like for enslaved people travelling to Lancashire?</i></p> <p>Racial Equality Migration Historical evidence</p>	<p>The Transatlantic slave trade: A study or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>A local history study.</p>	<p>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.</p> <p>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</p> <p>Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.</p>	<p>Use a wide range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' Recognise how our knowledge of the past is constructed from a range of different sources.</p> <p>Give some reasons for contrasting arguments</p>	<p>Discuss how Britain has influenced and been influenced by the wider world.</p> <p>Describe aspects of cultural, economic, military, political, religious and social history.</p> <p>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Discuss and debate historical issues acknowledging contrasting evidence and opinions.</p>	<p>Children will know...</p> <p>The importance of studying Black British History.</p> <p>What the 18th Century 'Diagram of the Brookes' is and why it was created.</p> <p>What the Transatlantic Slave Trade was, if Great Britain was involved and if Lancashire was involved.</p> <p>What the words 'slave' and 'enslaved' mean, the difference between these terms and which one should be used.</p> <p>What 'The Package Book of the Ship Hope' tells us about the Transatlantic Slave Trade.</p> <p>Who the Lancaster Society of Friends were (Quakers).</p> <p>Assessment piece: <i>What was life like for enslaved people travelling to Lancashire?</i> Children to write in role of the Quakers to recommend the abolition of slavery, including the use of evidence to support reasons (refer to the Local Black History document 'Communicating findings in relation to the enquiry question').</p>

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			<p>and interpretations of the past. Ask, 'Why have different stories been told about..?'</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives.</p> <p>Evaluate sources and make inferences.</p>	<p>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society.</p> <p>Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines.</p> <p>Produce structured work that makes connections, provides contrasting evidence and analyses trends.</p>	
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