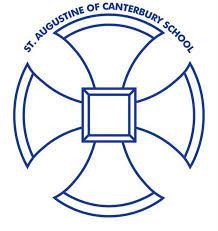
** **

**History Long-Term Curriculum Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **History Curriculum Overview** | | | | | | |
| Rationale | For all children to have:   * Secure knowledge and understanding of the past both local, national and worldwide * The skills and language to be able to make observations, make connections, comparisons, ask questions and evaluate to draw conclusions from what they see, learn and understand. | | | | | |
| Approach | * Ensuring a balance of gaining knowledge, understanding and developing enquiry skills to learn about the past including chronological understanding * Maximising the use of first-hand experiences and use of a range of sources to ensure the children are developing historical enquiry skills * Encouraging critical thinking through the interpretation of evidence * Sequencing learning to make connections, understand cause and consequence and develop sound evaluations * Providing a progressive, systematic building of vocabulary and concepts linking learning over time to enable the secure building of knowledge, skills and understanding. | | | | | |
| SEND | Children who are identified as having SEND may have specific needs and therefore adaptive and targeted support will be outlined in short-term planning. This may also be reviewed through the child’s EHCP and/ or Pupil Progress Meetings where elements of adaptation may be recommended by external agencies.  It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupils’ attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers. | | | | | |
| Values | Compassion | Hardworking | Respect | Inviting | Successful | Teamwork |

|  |  |  |  |
| --- | --- | --- | --- |
| History Golden Threads | Religion and Belief | Historical Significance and Legacy | Daily Life |
| **Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Reception** | **?**  **On completion of the unit, pupils will know…** | * **?**   **On completion of the unit, pupils will know…** | * **?**   **On completion of the unit, pupils will know…** |
| Lesson Sequence  Learning challenges in a sequenced order. |  |  |  |
| Knowledge Capture Task |  |  |  |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors |  |  |  |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 1** | * **What is a monarch?**   **On completion of the unit, pupils will know…**   * That a monarch is a king or queen. * Recent monarchs in the UK do not have the power to make decisions alone. * That a king or queen is crowned in a special ceremony called a coronation. * William the Conqueror became King of England on Christmas day in 1066. * That monarchs in the past had all the power to make decisions. * William the Conqueror kept order using the Feudal system. * The Norman’s built motte and bailey castles and castles from stone. * That castles had features like a draw bridge and turrets. | * **What effect did the Great Fire of London have on community?**   **On completion of the unit, pupils will know…**   * The great fire started in 1666 * The fire spread because the housing was close together * The sequence of events * How long the fire burned. * The importance of Samuel Pepys diary. * Roles played by the Lord Mayor and King Charles II during The Fire. * The home of a baker named Thomas Farynor. * Location of Pudding lane. | * **How do our toys and games compare with those of children in the 1960s?**   **On completion of the unit, pupils will know…**   * Toys have existed for thousands of years and are always changing. * Modern toys are mainly made of plastic because it is safer and easier to make things with. * Many modern toys use electricity to work. * Computers and consoles were invented in the 20th century. * We are in the 21st century. * We learn about the past from different sources such as books, the internet, people and objects. |
| Lesson Sequence  Learning challenges in a sequenced order. | * L1- To describe what a monarch is. * L2- To explain why coronations take place. * L3- To explain how William the Conqueror became King of England. * L4- To identify how William the Conqueror built castles while ruling England. * L5- To identify features of a castle that would be effective when defending against attacks. * L6- To suggest what a monarch was like in the past. | L1- What was London like in 1966?  L2- What happened on the 2nd September 1666?  L3- How did the fire spread?  L4- What was left in London?  L5- How was London rebuilt? | * L1- Why do historians divide up time? * L2- What do people remember about the 1960s? * L3- How do the most popular toys and games of the 1960s compare with those of today? * L4- Why were there no smart toys and games in the 1960s? * L5- How can we make sure we play with smart toys and games safely and securely? * L6- What do adults I know remember about the 1960s? |
| Knowledge Capture Task | Assessment – History Y1: What is a monarch? | Assessment – History Y1: The impact of the Great Fire on the community of London? | Assessment – History Y1: How have toys changed? |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors | Clitheroe/ Skipton castle |  |  |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 2** | **How was daily life at Gawthorpe Hall different to ours?**  **On completion of the unit, pupils will know…**   * That Gawthorpe Hall is in Padiham * Gawthorpe was originally built in the 1600s (before the Great Fire of London – prior knowledge) * In the mid 19th century, Gawthorpe was rebuilt by Charles Barry, the same architect as the Houses of Parliament (prior knowledge – London landmarks) * Gawthorpe Hall was owned by the Shuttleworth family until 1963. * How Gawthorpe looked in Victorian times and how this is different to homes now. * Gawthorpe is owned by the National Trust for visitors. | **How was school different in the past?**  **On completion of the unit, pupils will know…**   * A timeline is a line to show the order of important events in the past. * Photographs, maps, and books can show us what school was like in the 1900’s. * Children will know that classroom furniture, clothes, school subjects, equipment, use of technology, class size, and playground games are different to today. | * **Have we had more than one Queen?**   **On completion of the unit, pupils will know…**   * A monarch is someone who is a queen, king or emperor of a country. * Queen Elizabeth became queen when she was 25. * Queen Elizabeth stopped Spanish ships from taking over England. * Queen Victoria was queen at 18 for almost 64 years. * This time was called the Victorian period. * Cars and trains were invented during this time. * Queen Victoria made changes so that more children were able to go to school instead of working. |
| Lesson Sequence  Learning challenges in a sequenced order. | * L1 – Where is Gawthorpe Hall and when was it built? * L2 – When were the Victorian times? Who lived in the hall during Victorian times? * L3 – How did people at Gawthorpe spend their time? * L4 - What was life like for the people living in the house -family and servants? * L5 – What did people at Gawthorpe wear? * L6 - What are the differences between the rooms at Gawthorpe and modern homes? | * L1- To find out how schools have changed over time. * L2- To investigate what school was like in the past. * L3- To investigate what schools were like in the 1900s. * L4- To compare a modern classroom with a classroom 100 years ago. * L5- To compare three periods of time. * L6- To express a personal response to history. | * L1- What is a monarch and where do they live? * L2- Who was Queen Elizabeth I? * L3- Who was Queen Victoria? * L4- What impact did she have on the Victorians? * L5- Who was Elizabeth II? * L6- How do they compare to each other? |
| Knowledge Capture Task | Assessment – History Y2: Have we had more than one Queen? | Assessment – History Y2: How was school different in the past? | Assessment – History Y2: Have we had more than one Queen? |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors | Gawthorpe Victorian Christmas |  |  |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 3** | **What was important to the Ancient Egyptians?**    **On completion of the unit, pupils will know…**   * The Ancient Egyptian civilisation was in North Africa and was successful due to the richness offered by the River Nile. * The River Nile was very important because it supported farming to help feed the population. * The Nile allowed them to use boats to trade or battle. * The Ancient Egyptian civilisation lasted from around 3100 BCE to 30 BCE when the Romans conquered it. * Howard Carter was a meticulous archaeologist who discovered Tutankhamun’s tomb in 1922. * Tutankhamun’s tomb was the first tomb to be discovered that had been untouched by thieves. * Artefacts from Tutankhamun’s tomb have allowed us to learn a great deal about the Ancient Egyptians. * The Ancient Egyptians worshiped many gods who they believed would judge them when they died. * They believed that they would live on in the afterlife. | **Why did the Romans settle in Britain?**  **On completion of the unit, pupils will know…**   * Rome was founded in 753BC. * The Romans conquered many lands to create a huge empire. * Julius Caesar tried to conquer Britain twice but was unsuccessful. * In 43AD, Emperor Claudius launched an attack with around 40,000 men and was successful. * Boudicca led a rebellion against the Romans after they took land and wealth from a tribe. * In 122AD, Emperor Hadrian gave an order to build a wall in the north of the country. * The Romans were famous for building long, straight roads to help with trade and communication. * Towns all had similar features, marketplace, town hall, shops, temples and houses. Some had an amphitheatre and bath houses. * Wealthy Romans built large homes called villas that land used for farming. | **What changes were there from the Stone Age to the Iron Age?**  **On completion of the unit, pupils will know…**   * The Stone Age, Bronze Age and Iron Age are all prehistory meaning that there are no written records. * People were hunter-gatherers during the Stone Age and moved around. * Towards the end of the Stone Age, they began to settle in permanent settlements. * Farming tools were developed during the Bronze and Iron Age which made farming quicker and more effective. * Stone Age people completed some great achievements: creating fire, making sharp wooden and stone tools, taming horses, farming, inventing wheels, pottery, using metals, trading with others and building houses. * People lived in caves, as their knowledge developed they built better structures. * They used animal fur/skins and using a wider range of materials. * In the Iron Age, they built hillforts to protect their settlement. * People began to have more power during the Bronze Age because they had access to more food and better materials. * Skara Brae told archaeologists a lot about prehistoric settlements. |
| Lesson Sequence  Learning challenges in a sequenced order. | * L1- Who were the Ancient Egyptians? * L2- What was life like in Ancient Egypt? * L3- Why was the River Nile so important? * L4- What can sources tell us about Tutankhamun? * L5- Why was the afterlife so important to the Ancient Egyptians? * L6- How do the different Egyptian Gods compare? | * L1- Who were the Romans? * L2- Why did they invade Britain? * L3- Why did they build roads and towns? * L4- Who was Boudicca and why did she lead a rebellion? * L5- Why was Hadrian’s wall important? * L6- Why do we remember the Romans? | * L1- When was this period of history? * L2- What did people in the Stone Age achieve? * L3- How did houses change from the Stone Age to Iron Age? * L4- How did society change from the Stone Age to the Iron Age? * L5- How did prehistoric people collect food? * L6- How do prehistoric settlements compare to today? |
| Knowledge Capture Task | Assessment – History: What did the ancient Egyptians believe? | Assessment – History: Why did the Romans settle in Britain? | Assessment – History: Bronze Age, Iron Age or Stone Age? |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors | Towneley | Ribchester |  |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 4** | **What did the Greeks ever do for us?**  **On completion of the unit, pupils will know…**   * The Ancient Greek civilisation lasted from around 800 BCE to 30 BCE. * Alexander the Great, took over the empire along with other lands that he conquered. After he died, the Romans slowly took over parts of the empire. * The Olympics were first held in ancient Greece in 776 BC. * The Athenians were known for their cultural development and learning. * Ancient Athens is where democracy began in around 508 BC. * The ancient Greeks believed in many different gods and goddesses e.g. Athena and Zeus. * Each god/ goddess represented a certain aspect of humanity and each was responsible for certain parts of life too. * The Greeks built grand temples for their gods and superb sculptures of brave heroes e.g. The Parthenon was built for Athena. | **What was the impact of WW1 on Britain?**  **On completion of the unit, pupils will know…**   * The dates of WW1 * Key people involved in the war * The political and social context of the war * Comprehend the tactics and strategies used in these battles. * The role of women in British society during the war * The impact on children during and after the war. * The long term impacts of the war * The location of fighting in the war * The importance of events * Sacrifices people made to serve their country | **What did the Anglo-Saxons bring to Britain?**  **On completion of the unit, pupils will know…**   * By 410AD, the last of the Romans had left Britain leaving it vulnerable to invasion. * The warriors that invaded became known as the first Anglo-Saxons. * Most of Britain was divided into seven Anglo-Saxon kingdoms. * Anglo-Saxons preferred living in small villages. * Anglo-Saxon influence can still be seen in some place names today (Wessex and Sussex). * The religion of early Anglo-Saxons was called Paganism where they worshipped many gods and made sacrifices. * At the end of the Anglo-Saxon period, Christianity became the main religion in Britain. * King Ethelbert of Kent was one of the first to be converted and during the next 100 years, the rest of the kingdoms converted to Christianity. * Places of worship were built at this time. |
| Lesson Sequence  Learning challenges in a sequenced order. | L1- What are the similarities between our schools and schools in Ancient Greece?  L2- What can we learn from our language about Ancient Greece?  L3- What do some of our buildings tell us about how we view ancient Greece today?  L4- How were the Ancient Greeks governed and are there any similarities with how we are governed today? L5- How have the Olympic Games changed since they were first held in Ancient Greece?  L6- Which is the most important legacy of the Ancient Greeks? | * L1- Introduction to World War 1 * L2- Major Battles of World War 1 * L3- What was life like on the Front Line? * L4- What did women do on the Home Front? * L5- Armistice and Aftermath * L6- Why do we have Remembrance Day? | L1- Why, where and when did the Scots and Anglo-Saxons invade Britain?  L2- How did the Anglo-Saxons influence place names? L3- What was village life like?  L4- What can artefacts teach us about Anglo-Saxon culture?  L5- What religious beliefs and practices did early Anglo-Saxon people follow?  L6- Why did Anglo-Saxons convert to Christianity? |
| Knowledge Capture Task | Assessment – History: What did the Greeks ever do for us? | Assessment – History: What was the impact of World War 1 on the people of Britain? | Assessment – History: How hard was it to settle in Britain? |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors |  |  |  |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 5** | **What is the real story of the Pendle Witches?**    **On completion of the unit, pupils will know…**     * The family tree of the Pendle witches * Pendle Hill is situated in East Lancashire near Burnley, Nelson, Colne, Clitheroe and Padiham. * The Pendle Witches were infamously tried and executed for witchcraft in 1612. * Pendle Hill was used as a practice firing range for training soldiers. * The Religious Society of Friend (Quaker) movement was a vision from George Fox (1652) | **How did the Maya civilisation compare to the Anglo-Saxons?**  **On completion of the unit, pupils will know…**   * The Maya first developed their civilisation in around 2000 BC. * During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. * Ordinary Maya homes were not built on platforms like the city temples and palaces but on ground level. They were built in an oval shape, from wooden poles with clay and mud (wattle and daub) or stone walls (which was rare) and a thatch roof, or plants, to keep the rain and snow out where as Saxon houses were small wooden huts with a straw roof, and inside was just one room in which the whole family lived. * The Maya believed in many gods, each representing a different part of life e.g. Chaac the god of rain. * These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. * From around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people. | **Who were the Vikings?**  **On completion of the unit, pupils will know…**   * The Vikings came from Norway, Sweden and Denmark. * They invaded Britain to gain the riches and find farmland as Scandinavia was becoming overpopulated. * he Vikings used sailing as the quickest way to get around and their ships were known as longboats. * The Vikings began their raids on England in 793 on a monastery taking gold, silver and jewels. * People continued farming and raising animals. * Women worked in the home, preparing food and looking after the children. * Children did not go to school so could not read or write. * Some Vikings learnt to read and write using runes. * King Alfred prepared England to have a stronger position in battles. * He set up a court school for children of nobles and he was keen to get as many books written in English as possible. * After different battles, Cnut and Edmund agreed to split the lands of England equally between them. When one of them died, the other would get all the lands. * Cnut became the first king to be ruler of all the kingdoms of England. * King Harold was killed during the Battle of Hastings which allowed William I to become king. * He was commonly known as William the Conqueror. * This ended the struggle between the Vikings and Anglo-Saxons for the kingdom of England. |
| Lesson Sequence  Learning challenges in a sequenced order. | * L1- Who were the Pendle witches and why is it important * L2- To understand the ruling powers back in the 17th century * L3- What was said/ believed/ acted upon * L4- The trial of the Pendle witches * L5- What is the significance of the dissolution of the monasteries with regards to the Pendle witches. | L1- To recognise when and where the ancient Maya lived.  L2- To evaluate the challenges of settling in the rainforest.  L3- To compare and contrast Anglo-Saxon and Maya houses.  L4- To explain the importance of Maya gods and goddesses.  L5- To design a map of a Maya city.  L6- To evaluate the reasons for the decline of the Maya cities. | L1- When and where were the first Viking invasions?  L2- What was life like for the Vikings living in Britain?  L3- Why was King Alfred called ‘Alfred the Great’?  L4- How and when did England become a unified country?  L5- How significant was the Battle of Hastings? |
| Knowledge Capture Task | Assessment – History: How the Pendle witches | Assessment – History: How did the Maya civilisation compare to the Anglo-Saxons? | Assessment – History: Were the Vikings raiders, traders or settlers? |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors | Pendle |  |  |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 6** | **How has medicine changed through time?**  **On completion of the unit, pupils will know…**   * Witch doctors and medicine men were used during the prehistoric period who believed that illnesses were caused by evil spirits. * The Egyptians also believed that evil spirits caused illnesses. They believed the body was made up of 46 tubes or channels and when one was blocked, people become ill. * Most Greek scholars and physicians would have followed the teachings of Hippocrates. He believed that the observation and recording of a patient’s symptoms were vital to medical care. * The Romans realised that public health helped to have a healthy body and mind. They had bath houses which included a gym and massage houses. Towns have sewers and public toilets meaning streets and houses were cleaner. * During the Medieval period, sanitation declined. Bad air was believed to be the cause of many illnesses and diseases. * Studying a human body was forbidden by religious laws. * The Black Plague killed nearly a third of the population within two years. * Religious establishments were used to care for the sick. * Plague doctors wore a thick leather outfit covered in vinegar, with the beak being stuffed with flowers and herbs. They didn’t treat the victims, just diagnosed them so they could be quarantined or sent to a pest house. * The Tudors believed the body was made up of four humours, red bile, yellow bile, black bile and phlegm. You became ill if these were out of balance. * Only the rich could afford doctors so everyone else relied on apothecaries. * During the Victorian times, Edward Jenner discovered the use of vaccinations. * Main figures during this period are Florence Nightingale, Joseph Lister, James Young Simpson, John Snow and Louis Pasteur. * The NHS was introduced in 1948 to provide everyone with equal, accessible healthcare. * Life expectancy has increased dramatically. Doctors and nurses are now trained before being classed as qualified. | **What was life like in Tudor England?**  **On completion of the unit, pupils will know…**   * That King Henry VIII was the King from 1509 to 1547 and he was strong-willed and bullish. * Know that King Henry VII had six wives – Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr. * Henry VIII’s marriage to Anne Boleyn led to the establishment of the Church of England. * That Elizabeth I was the last of the Tudors. She was the younger daughter of Henry VIII by his second wife, Anne Boleyn. * Inventories contain information about many aspects of the lives of rich and poor people, such as occupations, clothing, furniture, and houses. | **What happened during WW2?**  **On completion of the unit, pupils will know…**   * In 1939, Hitler invaded Poland after making an agreement to not invade any other countries. Poland, France and Britain had made a pact to support each other, so France and Britain declared war on Germany. * Women were needed to do a wide variety of jobs that men had previously done before being called up. * They made weapons, drove buses or trains and worked in shipbuilding. * Jewish people were blamed for the problems in Germany before the war began. They were openly bullied, persecuted, abused and discriminated against. They were sent to concentration camps where they were forced to work like slaves. Many died in the camps due to illness, starvation or exhaustion. * Over 3.5 million children were evacuated with other vulnerable people. They were sent to the countryside where it was thought to be safer. * Supply ships were targets by German bombers so food was limited. * Ration books told people how much of each item they could have. People were encouraged to ‘Dig for Victory’ and grow their own crops. * Primary sources are original pieces of evidence from a period of history and secondary sources are information recounted or described from another’s view. * Manchester’s infrastructure was badly affected by the air raids in December 1940. Both of the city’s main railway stations were hit, as was the bus station. |
| Lesson Sequence  Learning challenges in a sequenced order. | L1- How different was prehistoric medicine to Ancient Egyptians medicine?  L2- How did the Greeks influence Roman attitudes towards medicine?  L3- How did people try to cure the Black Plague during Medieval times?  L4- What medical practices were used during the Tudor period?  L5- What medical advancements were made during the Victorian period?  L6- How has medicine changed during the 20 th and 21st century? | L1- To use different types of evidence to interpret the character of Henry VIII.  L2- To make deductions about Anne Boleyn from a range of primary and secondary sources.  L3- To understand why Henry VIII had many wives.  L4- To extract evidence from primary sources about the Royal Progresses of Elizabeth I.  L5- To reconstruct a Royal Progress using a range of primary sources.  L6- To make deductions about the people in Tudor England using inventories.  L7- To create a realistic inventory for a person living in Tudor times. | L1- What events led to the outbreak of WWII?  L2- What was evacuation and why did it happen?  L3- Why and how did people’s diets change in WWII?  L4- What was the Holocaust?  L5- What key events contributed to the end of WWII?  L6- What impact did WWII have on our local area? |
| Knowledge Capture Task | Assessment – History: How has medicine changed over time? | Assessment – History: What was life like in Tudor England? | Assessment – History: What was the impact of World War 2 on the people of Britain? |
| National Curriculum  End Points | Please see the document attached showing National Curriculum links across the history topics. | | |
| Possible Endpoints and support for the least able | **The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.** As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. | | |
| Trips and visitors |  |  | Air raid shelter – Stockport |
| Prior Learning links | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. | | |