

Long Term Subject Plan: History

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Nursery	<p>Topic/theme Why am I special? Begin to make sense of their own life-story and family's history</p> <p>Vocab: old, new, past, family tree</p> <p>Skills: Remember and talk about significant events in their own experiences.</p> <p>Enrichment: All About Me Bags-children show and tell the class about their 3 personal items that they have chosen from home</p>	<p>Topic/Theme What happened once upon a time? Begin to make sense of their own life-story and family's history</p> <p>Vocab: old, new, past, family tree</p> <p>Skills: Remember and talk about significant events in their own experiences.</p> <p>Enrichment: Traditional Tale Day-children come to school dressed as their favourite character from a traditional tale</p>		<p>Topic/Theme Who could you ask for help? Begin to make sense of their own life-story and family's history</p> <p>Vocab: old, new, past, family tree</p> <p>Skills: Know about similarities and differences between themselves and others.</p> <p>Enrichment: Big Me Day – children come to school dressed as what they aspire to be when they grow up Visits from parents to explain all about their job / career</p>	<p>Topic/Theme How does your garden grow? Begin to make sense of their own life-story and family's history</p> <p>Vocab: old, new, past, family tree</p> <p>Skills: Talk about events in their own experiences that are important to them.</p> <p>Enrichment: Living Caterpillars / Frog Spawn in school – children to observe Visit to Hesketh Farm</p>	<p>Topic/Theme Where shall we go today? Being to make sense of their own life-story and family's history</p> <p>Vocab: old, new, past, family tree</p> <p>Skills: Know and recount episodes from their own past.</p> <p>Enrichment: Transition</p>

<p>Reception</p>	<p>Topic/theme Who am I? Where am I from? Look at pictures of themselves as a baby and discuss the similarities/ differences Look at their homes. How do they compare to homes in the past?</p> <p>Vocab: Now, next, old, new, ago, past, Parent, Grandparent, Mother, Father, Grandad, Grandmother, family, comparison</p> <p>Skills: <u>Historical Terms:</u> Talk about the lives of people around them and their roles in society <u>Chronological Understanding:</u> Understand the past through settings, characters and events encountered in books</p>	<p>Topic/Theme How do people celebrate around the world? How were special occasions celebrated in the past? Look at features of different celebrations.</p> <p>Vocab: Now, next, old, new, ago, past</p> <p>Skills: <u>Historical Terms:</u> Talk about the lives of people around them and their roles in society <u>Chronological Understanding:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Historical Enquiry:</u> Ask questions <u>Similarities and Differences:</u> Know some similarities and differences between things in the past and</p>	<p>Topic/Theme What lives in the deep dark woods? Look at and describe settings in books. How do they differ from those in the past?</p> <p>Vocab: Now, next, old, new, ago, past</p> <p>Skills: <u>Historical Terms:</u> Talk about the lives of people around them and their roles in society <u>Chronological Understanding:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Historical Enquiry:</u> Ask questions <u>Similarities and Differences:</u> Know some similarities and</p>		<p>Topic/Theme Where in the world would you like to go? Look at and compare transport from the past to the present. How has it changed? What types of transport do we use most now compared to the past?</p> <p>Vocab: Now, next, old, new, ago, past</p> <p>Skills: <u>Historical Terms:</u> Talk about the lives of people around them and their roles in society <u>Chronological Understanding:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Topic/Theme Do all superheroes have super powers? Discuss how roles in society have changed from the past to present. E.g. policeman, fireman, doctor</p> <p>Vocab: Now, next, old, new, ago, past</p> <p>Skills: <u>Historical Terms:</u> Talk about the lives of people around them and their roles in society <u>Chronological Understanding:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Historical Enquiry:</u> Ask questions <u>Similarities and Differences:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>read in class and storytelling. <u>Historical Enquiry:</u> Ask questions <u>Similarities and Differences:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>Historical Interpretations:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enrichment: All about me bags Family showcase (parents come into school to talk about their family and traditions with their child)</p>	<p>now, drawing on their experiences and what has been read in class. <u>Historical Interpretations:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enrichment: Celebration Day- children come to school dressed in their party clothes and take part in lots of celebration activities</p>	<p>differences between things in the past and now, drawing on their experiences and what has been read in class. <u>Historical Interpretations:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enrichment: Visit to Nell Bank</p>		<p><u>Historical Enquiry:</u> Ask questions <u>Similarities and Differences:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <u>Historical Interpretations:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enrichment: Visit to local Café in Baildon (Café Nine) Big Red bus to school</p>	<p><u>Historical Interpretations:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enrichment: Superhero day- children design and create their own superhero and come dressed as that superhero on the day</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 1		<p>Topic/Theme Out of this world! Who on Earth was Neil Armstrong and what did he do?</p> <p>Vocab: When I was little, long time ago, before I was born, then/now, event, explain, source, predict, evidence, famous, sequence, recent, remember, same/different, moon, rocket, NASA, Tim Peak, moon landing, shuttle launch, Neil Armstrong</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using simple historical language. <u>Chronological Understanding:</u> Order the people, objects and events studied according to when they happened. <u>Historical Enquiry:</u> Ask historical questions</p>	<p>Topic/Theme Who was Alexander Graham Bell and what were his achievements?</p> <p>Vocab: When I was little, long time ago, before I was born, then/now, event, explain, source, predict, evidence, famous, sequence, recent, remember, same/different</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using simple historical language. <u>Chronological Understanding:</u> Order the people, objects and events studied according to when they happened. <u>Historical Enquiry:</u> Ask historical questions <u>Similarities and Differences:</u> Identify some simple similarities and differences between ways of life in</p>		<p>Topic/Theme How has Shipley Glen changed over time?</p> <p>Vocab: When I was little, long time ago, before I was born, then/now, event, explain, source, predict, evidence, famous, sequence, recent, remember, same/different</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using simple historical language. <u>Chronological Understanding:</u> Order the people, objects and events studied according to when they happened. <u>Historical Enquiry:</u> Ask historical questions <u>Similarities and Differences:</u> Identify some simple similarities and differences between ways of life in the</p>	
--------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p><u>Similarities and Differences:</u> Identify some simple similarities and differences between ways of life in the different periods they study</p> <p><u>Historical Interpretations:</u> Use books, stories, objects, people and places to find out about the past</p> <p>Enrichment: Space Day Planetarium in school</p> <p>Key texts: Man on the Moon by Simon Bartram The Skies above my eyes by Charlotte Gullian The Marvellous Moon Map by Teresa Heapy Field trip to the moon by Jeanne Willis</p> <p>Cross Curricular Links: English: Focussed text the Man on the Moon</p>	<p>the different periods they study</p> <p><u>Historical Interpretations:</u> Use books, stories, objects, people and places to find out about the past</p>		<p>different periods they study</p> <p><u>Historical Interpretations:</u> Use books, stories, objects, people and places to find out about the past</p> <p>Enrichment: Shipleigh Glen Walk & Community Garden trips</p> <p>Cross Curricular links: Geography: Locational knowledge and field work English: Poetry about nature Science: Plants</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Year 2</p>	<p>Topic/theme</p> <p>What happened to Titanic? How has sea safety changed in the 150 years?</p> <p>Vocab: When I was younger, past, present, chronological order, earlier, later, research, timeline, historical event, artefact, similarities, differences, eye witness account, locality, historian, titanic, New world, America, voyage, passengers, captain, discovery, treasure, ruins</p> <p>Skills: <u>Historical Terms:</u> Use common words or phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. <u>Chronological Understanding:</u> Know</p>	<p>Topic/Theme</p> <p>What happened to Titanic? How has sea safety changed in the 150 years?</p> <p>Vocab: When I was younger, past, present, chronological order, earlier, later, research, timeline, historical event, artefact, similarities, differences, eye witness account, locality, historian, titanic, New world, America, voyage, passengers, captain, discovery, treasure, ruins</p> <p>Skills: <u>Historical Terms:</u> Use common words or phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. <u>Chronological Understanding:</u> Know where the people or periods they study fit within a chronological framework.</p>				<p>Topic/Theme</p> <p>Who was Florence Nightingale and what did she do that was special?</p> <p>Vocab: past, present, chronological order, earlier, later, research, timeline, historical event, artefact, similarities, differences, Crimean War, medicine, hospital, lamp, Red Cross, medal, charity.</p> <p>Skills: <u>Historical Terms:</u> Use common words or phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. <u>Chronological Understanding:</u> Know where the people or periods they study fit within a chronological framework. <u>Historical Enquiry:</u> Ask and answer questions <u>Similarities and Differences:</u> Identify similarities and differences between ways of life in different periods. <u>Historical Interpretations:</u> Understand some of the</p>
---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>where the people or periods they study fit within a chronological framework.</p> <p><u>Historical Enquiry:</u> Ask and answer questions</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between ways of life in different periods.</p> <p><u>Historical Interpretations:</u> Understand some of the ways we find out about the past and the different ways it is represented. Understand key features of events from stories or other sources</p> <p>Enrichment: Titanic Drama workshops (outside agency)</p> <p>Key texts: Polar the Titanic Bear by Daisy Corning Stone</p> <p>Cross Curricular Links:</p>	<p><u>Historical Enquiry:</u> Ask and answer questions</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between ways of life in different periods.</p> <p><u>Historical Interpretations:</u> Understand some of the ways we find out about the past and the different ways it is represented. Understand key features of events from stories or other sources</p> <p>Enrichment: Titanic Drama workshops (outside agency)</p> <p>Cross Curricular Links: Overarching topic of Land Ahoy this term in year 2.</p> <p><u>Geography:</u> Coastal features</p>				<p>ways we find out about the past and the different ways it is represented. Understand key features of events from stories or other sources</p> <p>Key texts: Florence Nightingale by Maria Isabel Sánchez Vegar a</p> <p>Cross Curricular Links: <u>DT:</u> Cooking and nutrition</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Overarching topic of Land Ahoy this term in year 2.</p> <p><u>Geography</u>: recapping continents and introduction to North America.</p> <p><u>Science</u>: Materials</p>					
Year 3			<p>Topic/Theme Were the Romans really rotten? (Focus on the building of the Roman Empire)</p> <p>Vocab: BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre,</p>	<p>Topic/Theme Were the Romans really rotten? (Focus on Roman Britain)</p> <p>Vocab: BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic, toga republic, chariot, legionary</p>	<p>Topic/Theme The invaders are coming!</p> <p>Vocab: BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, exile, invade, Kingdom, outlawed, pagans, pillaged, raid, ruins, bronze helmet, lyre, thatched wooden houses, Bayeux tapestry, jewellery,</p>	<p>Topic/Theme Vocab: The invaders are coming!</p> <p>Vocab: BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, longship, Freyja, Thor, Odin, thatched house, Freeman, warrior, King, slave, coins, shield, spear, sword</p> <p>Skills: <u>Historical Terms</u>: Talk about the past and present using</p>

			<p>Hadrian's Wall, Colosseum, fortress, mosaic, toga republic, chariot, legionary</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using appropriate dates, centuries and time vocabulary <u>Chronological</u> <u>Understanding:</u> Order people, objects and events drawn from British, local and world history using a time line. <u>Historical Enquiry:</u> Ask valid historical questions and use a wide variety of evidence to find answers. <u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study.</p>	<p>Skills: <u>Historical Terms:</u> Talk about the past and present using appropriate dates, centuries and time vocabulary <u>Chronological</u> <u>Understanding:</u> Order people, objects and events drawn from British, local and world history using a time line. <u>Historical Enquiry:</u> Ask valid historical questions and use a wide variety of evidence to find answers. <u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study. <u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and begin to explain</p>	<p>Northumbria, Mercia, East Anglia, Sutton Hoo, Wessex, Essex, Sussex, Kent</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using appropriate dates, centuries and time vocabulary <u>Chronological</u> <u>Understanding:</u> Order people, objects and events drawn from British, local and world history using a time line. <u>Historical Enquiry:</u> Ask valid historical questions and use a wide variety of evidence to find answers. <u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study.</p>	<p>appropriate dates, centuries and time vocabulary <u>Chronological</u> <u>Understanding:</u> Order people, objects and events drawn from British, local and world history using a time line. <u>Historical Enquiry:</u> Ask valid historical questions and use a wide variety of evidence to find answers. <u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study. <u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and begin to explain why there may be differences.</p> <p>Enrichment: Leeds Royal Armouries: Viking Workshop Trip to Murton Park, Viking Experience Day</p> <p>Key texts:</p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and begin to explain why there may be differences.</p> <p>Enrichment: Roman Day in school. Outdoor learning activities including Roman training camp, building Roman roads and making Roman shields.</p> <p>Key texts: Escape from Pompeii by Christina Balit Romans on a Rampage by Jeremy Strong. Roman Soldiers Handbook by Lesley Sims</p> <p>Cross Curricular Links: <u>English:</u> Focus text Escape from Pompeii <u>Art:</u> Sculpture 3D model of a volcano</p>	<p>why there may be differences.</p> <p>Enrichment: Online workshops run by Leeds Royal Armouries.</p> <p>Key texts: Queen of Darkness by Tony Bradman Roman Soldiers Handbook by Lesley Sims Horrible Histories Rotten Romans by Terry Deary</p>	<p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and begin to explain why there may be differences.</p> <p>Enrichment: Outdoor learning: building Anglo Saxon round houses</p> <p>Key texts: Saxon Tales by Terry Deary The History Detective Investigates by Neil Tonge</p> <p>Cross Curricular Links: <u>RE:</u> Christianity <u>Geography:</u> Europe and land use</p>	<p>How to train your dragon by Cressida Cowell Arthur and the Golden Rope by Joe Todd Stanton The Vikings: Raiders, Traders and Adventurers by Marcia Williams You wouldn't want to be a Viking Explorer! By Andrew Langley</p> <p>Cross Curricular Links: <u>English:</u> Focussed text How to train your dragon <u>Music:</u> developing singing technique (Theme The Vikings) <u>Geography:</u> Maps and land use</p>
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 4			<p>Topic/Theme What was Britain like in the Stone Age to the Iron Age?</p> <p>Vocab: Time difference, shape our lives, religious differences, accurate picture of the past , version, historical argument, point of view, Orkney, Stonehenge, bronze, copper mines, Celtic, tribal, iron, hillfort, roundhouses, Earthwork, Celt, sacrifice</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary. <u>Chronological Understanding:</u> Place people, events and objects drawn from British, local and world history that they have</p>	<p>Topic/Theme How was life in Britain the similar to or different from Ancient Egypt during the same time period?</p> <p>Vocab: Time difference, shape our lives, religious differences, accurate picture of the past , version, historical argument, point of view, BC, AD, irrigation, silt, hieroglyphics, cartouche, Pharaoh, Rosetta stone, Nile, tomb, pyramid, burial chamber, antechamber, Tutankhamun</p> <p>Skills: <u>Historical Terms:</u> Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary. <u>Chronological Understanding:</u> Place people, events and</p>		
--------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>found out about on a timeline.</p> <p><u>Historical Enquiry:</u> Ask valid historical questions and suggest a wide range of sources of evidence to find answers</p> <p>Present information about the past using a wide range of methods, that they choose themselves</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas.</p> <p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and explain why there may be differences</p> <p>Enrichment: Murton Park: Prehistoric Talk</p>	<p>objects drawn from British, local and world history that they have found out about on a timeline.</p> <p><u>Historical Enquiry:</u> Ask valid historical questions and suggest a wide range of sources of evidence to find answers</p> <p>Present information about the past using a wide range of methods, that they choose themselves</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas.</p> <p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and explain why there may be differences</p> <p>Enrichment: Ancient Egyptian 'hook' day.</p>		
--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

			<p>Outdoor learning building Stone Age home.</p> <p>Key texts: Stone Age Boy by Satoshi Kiamura Stig of the Dump by Clive King How to Wash a Woolly Mammoth by Michelle Robinson The Stone Age: Hunters and Gatherers by Marcia Williams The History Detectives by Clair Hibbert</p> <p>Cross Curricular Links: <u>English:</u> Focus text Stone Age Boy <u>Art:</u> Sculpture Stone Age Jewellery <u>Science:</u> Electricity (children make an electric circuit to add to their 'museum display box' for their Stone Age jewellery.</p>	<p>Key texts: The Egyptian Cinderella by Shirley Climo Tales of Gods and Pharaohs by Marcia Williams Egyptology: Search of the tomb of Osiris by Dugald Steer Egypt Magnified by David Long and Harry Bloom So you think you've got it bad? By Chae Strathie</p> <p>Cross Curricular Links: <u>English:</u> Focus text The Egyptian Cinderella</p>		
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Year 5</p>	<p>Topic/theme How did Ancient Greece influence how we live today?</p> <p>Vocab: hypothesis, influence, comparison, Ancient, Civilisation, city states, Empire, legacies, democracy, governments, law, ruler, citizens, Gods and goddesses, sacrifice, trojan war, Olympia, Olympic games, Chariot</p> <p>Skills: <u>Historical Terms:</u> Talk about the main changes in a period of history using appropriate vocabulary <u>Chronological</u> <u>Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world</p>	<p>Topic/Theme How did Ancient Greece influence how we live today?</p> <p>Vocab: hypothesis, influence, comparison, Ancient, Civilisation, city states, Empire, legacies, democracy, governments, law, ruler, citizens, Gods and goddesses, sacrifice, trojan war, Olympia, Olympic games, Chariot</p> <p>Skills: <u>Historical Terms:</u> Talk about the main changes in a period of history using appropriate vocabulary <u>Chronological</u> <u>Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.</p>			<p>Topic/Theme Titus Salt: Hero or Villain?</p> <p>Vocab: : hypothesis, influence, comparison, Victorian, modern, long ago, past, terrace semi - detached, detached, Titus Salt, model village, The Industrial Revolution, mill, shuttle, machinery, billowing, warehouse, steam</p> <p>Skills: <u>Historical Terms:</u> Talk about the main changes in a period of history using appropriate vocabulary <u>Chronological</u> <u>Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.</p>	<p>Topic/Theme Titus Salt: Hero or Villain?</p> <p>Vocab: hypothesis, influence, comparison, Victorian, modern, long ago, past, terrace semi - detached, detached, Titus Salt, model village, The Industrial Revolution, mill, shuttle, machinery, billowing, warehouse, steam</p> <p>Skills: <u>Historical Terms:</u> Talk about the main changes in a period of history using appropriate vocabulary <u>Chronological</u> <u>Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about. <u>Historical Enquiry:</u> Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to</p>
---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>history that they have found out about.</p> <p><u>Historical Enquiry:</u> Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas and begin to recognise trends over time.</p> <p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.</p> <p>Enrichment:</p>	<p><u>Historical Enquiry:</u> Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas and begin to recognise trends over time.</p> <p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.</p> <p>Enrichment: Online story telling: Ancient Greek by Royal Armouries</p> <p>Key texts:</p>			<p><u>Historical Enquiry:</u> Ask historical questions relating to cause, change, similarity and difference and choose reliable sources of evidence to find answers. Begin to realise that there often is not a single answer.</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas and begin to recognise trends over time.</p> <p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.</p> <p>Enrichment: Walk to Saltaire</p>	<p>realise that there often is not a single answer.</p> <p><u>Similarities and Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas and begin to recognise trends over time.</p> <p><u>Historical Interpretations:</u> Use a wide variety of sources to find out about the past and give clear reasons why there may be different accounts of history.</p> <p>Key texts: Street Child by Berlie Doherty Oliver Twist: Charles Dickens Queen Victoria by V&A</p> <p>Cross Curricular: <u>Geography:</u> Local study Saltaire</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Key texts: Greek Myths by Marcia Williams Greek Gods and Heroes by Sylvie Baussier So you think you've got it bad? By Chae Strathie A visitors guide to Ancient Greece by Lesley Sims</p> <p>Cross Curricular: <u>Geography:</u> Locational knowledge</p>	<p>Who let the Gods out? By Maz Evans Greek Myths by Marcia Williams Greek Gods and Heroes by Sylvie Baussier So you think you've got it bad? By Chae Strathie A visitors guide to Ancient Greece by Lesley Sims</p> <p>Cross Curricular: <u>English:</u> Focussed text Who let the Gods out?</p>			<p>Visitor in school to speak about the history of Saltaire.</p> <p>Key texts: Street Child by Berlie Doherty Oliver Twist: Charles Dickens Queen Victoria by V&A</p> <p>Cross Curricular: <u>Geography:</u> Local study Saltaire</p>	
Year 6	<p>Topic/theme A significant turning point in British History eg WW2 and Battle of Britain</p> <p>Vocab: Validity, world history, changing power, wealth, political, concept and aspect, alliance, armistice, assassinated, colonised, declare, invade, rationed, tranches, fighter, soldier, battle, evacuation, blitz,</p>		<p>Topic/Theme The Rise of Baghdad – Early Islamic Civilisation</p> <p>Vocab: Validity, world history, changing power, wealth, political, concept and aspect, Islamic, caliph, mosque, water mill, rebab, calligraphy, manuscript, Baghdad, territory.</p> <p>Skills: <u>Historical Terms:</u> Continue to develop chronologically secure</p>	<p>Topic/Theme The Rise of Baghdad – Early Islamic Civilisation</p> <p>Vocab: Validity, world history, changing power, wealth, political, concept and aspect, Islamic, caliph, mosque, water mill, rebab, calligraphy, manuscript, Baghdad, territory.</p> <p>Skills: <u>Historical Terms:</u> Continue to develop chronologically secure</p>		

	<p>axis, Nazi party, atomic bomb, annex, Propaganda</p> <p>Skills:</p> <p><u>Historical Terms:</u> Continue to develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><u>Chronological Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.</p> <p><u>Historical Enquiry:</u> Can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p><u>Similarities and Differences:</u> Construct</p>		<p>knowledge and understanding of British, local and world history.</p> <p><u>Chronological Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.</p> <p><u>Historical Enquiry:</u> Can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p><u>Similarities and Differences:</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p><u>Historical Interpretations:</u> Understanding how knowledge of the past</p>	<p>knowledge and understanding of British, local and world history.</p> <p><u>Chronological Understanding:</u> Use a timeline to talk about people, events and places drawn from British, local and world history that they have found out about.</p> <p><u>Historical Enquiry:</u> Can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p><u>Similarities and Differences:</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p><u>Historical Interpretations:</u> Understanding how knowledge of the past is constructed from a range of sources.</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p><u>Historical Interpretations:</u> Understanding how knowledge of the past is constructed from a range of sources.</p> <p>Enrichment: World War 2 Day Holocaust speaker in school</p> <p>Key texts: Goodnight Mr Tom by Michelle Mogorian The Missing by Michael Rosen Carrie's War by Nina Bawden Letters from the Lighthouse by Emma Carroll Woeful Second World War by Terry Deary</p> <p>Cross Curricular:</p>		<p>is constructed from a range of sources.</p> <p>Key texts: The History Detective Investigates by Claudia Martin Daily Life in the Islamic Golden Age by Don Nardo Sinbad the Sailor by Marcia Williams</p> <p>Cross Curricular: <u>Geography:</u> Locational knowledge, Baghdad and Silk Road</p>	<p>Enrichment: Bradford Museum and Galleries visit: Islamic Art</p> <p>Key texts: The Golden Horsemen of Baghdad – Saviour Pirotta The History Detective Investigates by Claudia Martin Daily Life in the Islamic Golden Age by Don Nardo Sinbad the Sailor by Marcia Williams</p> <p>Cross Curricular: <u>English:</u> Focussed text The Golden Horsemen of Baghdad – Saviour Pirotta <u>Geography:</u> Locational knowledge, Baghdad and Silk Road <u>Art:</u> Islamic Art workshop</p>		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<u>Geography</u> : Locational knowledge <u>Music</u> : Songs from WW2 <u>Dance</u> : WW2 paired dance					
--	-------------------------------------------------------------------------------------------------------------	--	--	--	--	--