

Off With her Head Yr 5/6 Cycle B	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
Intent	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing describing and explaining historical events.</p>	<p>Yr 5 Demonstrate some knowledge of an aspect or a theme in British history that extends their chronological knowledge beyond 1066</p> <p>Yr 6 Demonstrate knowledge of an aspect or a theme in British history that extends their chronological knowledge beyond 1066.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Evaluate sources and make simple inferences.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>

<p>Activities</p>	<p>Reinforcement of where Tudors fit into a chronological timeline of different periods of history. Use a range of source materials to sequence a Tudor timeline from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit in our history.</p> <p>Use portraits to create a family tree for the Tudor dynasty. Work in groups to find out each monarch's, birth and death dates, length of reign and key events, writing these on information cards to add to their Tudor timeline.</p> <p>Construct a timeline of Henry's marriages and annotate it with additional information</p>	<p>Tudor dynasty Henry VII Henry VIII King Edward, VI Queen Mary I Queen Elizabeth I Catherine of Aragon, Anne Boleyn , Jane Seymour, Anne of Cleves Catherine Howard, The Tudors Roman Catholic male heir, The Pope, The Break with Rome , Protestant, divorce Reformation , Dissolution of the monasteries, crime punishment ,execution, capital punishment, the state, sentence ,penalty, impact ,legacy, change, infer ,effects, causes significance, continuity</p>	<p>Who was Henry V111 ? Biography of a man and a king. His beliefs, motives and lifestyle What was Henry VIII really like? Appearance? How can we find out? What can we learn from the evidence? Can we trust what the evidence tells us? Was Henry V111 the worst English Monarch ?</p> <p>Who were Henry's wives and why did they marry him? Children explore who Henry's 6 wives were and the reasons for the marriages. Would you want to marry someone who had had their wife beheaded?</p> <p>How were Tudors punished when they committed crimes ? Work in teams to find out and feedback to the rest of the class. Give their view of the punishment of the time.</p> <p>Do you thin Anne Boleyn's death was inevitable? Discuss the meaning of the quote by the Duke of Norfolk sentencing Anne Boleyn to death for treason. How would you react if you were Anne ? What would you say to persuade the king to overrule the death sentence? Read Anne's actual letter to the King afterwards.</p> <p>Visit to Astley Hall Chorley interview a historical expert and find out how the local area was influenced or changed during Henry VIII's reign. Plan questions, listen to speakers and make notes. Summarise their learning in a recount about their</p>	<p>Number of sources including any portraits from spanning his lifetime. Videos Simple to more complex BBC Bite size history.com On the one hand.... On the other hand However... In conclusion....</p> <p>Generating historical questions eg Why did Henry marry 6 times? Which marriage lasted the longest? What did Henry V111 really want from a wife?</p> <p>Using a quote from the Duke of Norfolk as he passed the sentence of Treason on Anne Boleyn,</p> <p>Formulating questions, Making notes</p>	<p>Highlight and make notes organised under headings Turn the notes into a short Biography.</p> <p>Record questions on a research wall.</p> <p>illustrated mind maps to record their findings adding facts, diagrams and illustrations,- Presenting ideas to the class.</p> <p>Persuasive letter</p> <p>Recount</p>	
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visit, including drawings and photographs to illustrate.
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Revolution Cycle B Yr5/6	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and Using Sources	Communication	Knowledge
Intent	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing describing and explaining historical events.</p>	<p>Yr 5 To demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Yr 6 To demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Evaluate sources and make simple inferences.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p>

<p>Activities</p>	<p>Who were the Victorians? Place key dates on a Victorian timeline.</p>	<p>The industrial revolution, Victoria , monarch, century, era, Empire, expansion, manufacturing, mills, factories, slums, child labour, servants, epidemics, legislation, inventions, exploration, scientific discoveries, primary, secondary evidence crime, punishment ,execution, capital punishment, the state, sentence ,penalty, impact ,legacy, change, infer ,effects, causes significance, continuity</p>	<p>Would you rather have attended a Victorian school or one now? Experiencing Victorian lessons. Write on slates, learn the three 'Rs' experience rote learning and object lessons Victorian drill lesson. .Find out about the daily routines of the Victorian school day and make comparisons with life in schools today.</p> <p>Who were the Victorians? Use a range of source materials to gather initial ideas,.</p> <p>What was it like to grow up in Victorian Britain? Children work in teams to Investigate and compare the lives of rich and poor children during Victorian times.</p> <p>Photography was a new invention. What can we tell about Victoria and her family by looking at Royal photographs? What do they reveal about the past? How reliable are visual materials as a historical source?</p> <p>How has crime and punishment changed over time? Find out about crime and punishment in Victorian England. Which types of crime were the most common and which were considered the most serious? Compare Victorian crime and punishment with Tudor Punishments. Any Trends? Punishment of children in Tudor England/Victorian England/Present day.</p> <p>Why did the development of steam power bring about so much change to Victorian Britain and why was coal such an important raw material?</p>	<p>photographs, samplers, Victorian children's toys</p> <p>Use a range of source materials to gather initial ideas,</p> <p>Use a variety of historical source materials</p> <p>Formulate questions an historian would ask</p> <p>Were punishments worse in Tudor England than in Victorian England ?</p> <p>Use a variety of historical source materials</p>	<p>Role play Comparisons</p> <p>Information collage</p> <p>Making notes in a systematic and organised way.</p> <p>Summarising and explaining. This source suggests that.. This source doesn't show... Could have been, Might have been...</p> <p>Comparison between three different eras. Extent of change.... Extent of continuity... My conclusion is...</p> <p>Feedback to class Class mind map</p>	<p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Punishments varied greatly from transportation to hanging, hard labour, imprisonment and fines. Just picking a pocket or two could see you in the gallows!</p> <p>Steam driven inventions included Newcomen Steam engine. Watts Steam engine , The locomotive, The modern factory Henry Bessemer's method of converting iron into steel was pivotal to Britain's</p>
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			<p>Group work- One invention per group: Reading Race to find facts and complete challenge.</p>		<p>The invention of the.... was important because.....Its legacy.....</p>	<p>status as a ship building nation.</p>
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Darwin's Delights Cycle B	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
intent	<p>Yr 5 Identify where people, places and periods of time fit into a chronological framework.</p> <p>Yr6 Develop chronologically secure knowledge of the events and periods of time studied.</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing describing and explaining historical events.</p>	<p>Yr5 Describe some of the greatest achievements of mankind.</p> <p>Yr 6 Describe some of the greatest achievements of mankind and explain why they are important.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p>
Activities	<p>Create a timeline to illustrate Darwin's life up until his death on 19th April 1882.</p>	<p>Prominent scientist, controversial, evolution, evolutionary theory, scientific expedition.</p>	<p>Who was Charles Darwin and why was he so important? Where was he born? How long did he live? Why was he part of the scientific expedition on HMS Beagle ? Why was this so significant to his theory of Evolution?</p>	<p>Use a range of historical sources to answer a question.</p>	<p>Annotated timeline</p>	

A child's War Cycle A	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
Intent	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing describing and explaining historical events.</p>	<p>Yr 5 To demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Yr 6 To demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Evaluate sources and make simple inferences.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>

<p>Activities</p>	<p>Create a timeline of key events in WW2.</p>	<p>Second World War, Monarch, Dictator, Alliance, evacuation, evacuee, The Blitz, Blackout, rationing, food shortages, Rationing, Propaganda, bias, alliances, allies, Axis ,Churchill, Hitler, Stalin, Mussolini, Roosevelt, impact, effects, significance, consequences legacy change, continuity,</p>	<p>What was it like to be evacuated? Experience Day. Bring a shoe box with belongings you would take with you if you had to leave home. Experience separation from family and friends.</p> <p>What was The Blitz ? How long did it last? Which communities suffered the most? What was its effect on the morale of the British people? What measures were taken to reduce the effects of the bombing and what did people have to do to survive it?</p> <p>Who were the wartime leaders ? Which side were they on Axis or Allies ? What were their beliefs ?</p> <p>What were homes like in the 1940's ? What did the family do to entertain themselves? What were mealtimes like ? How did rationing affect special celebrations like weddings? Christmas? How did people cope with shortages?</p> <p>Was Britain a better place for children to grow up in, as a result of the war? Sort consequences into positive and negative</p>	<p>Empathising with others photographs, artefacts from the period, letters written by evacuees.</p> <p>Internet searches</p> <p>Research using historical sources</p> <p>Formulating questions and challenging ideas.</p> <p>Using photographs from the period Wartime recipes</p> <p>Deciding whether consequences have a positive or negative effect on children's lives.</p>	<p>Role play Letter writing</p> <p>Ordering dates and events</p> <p>Safety guide-information/explanation text</p> <p>Hot seating as different world leaders Role on the Wall</p> <p>Compare and contrast homes then and now.</p> <p>Comparison Table Weighing up the evidence, I believe..... My conclusion is.....</p>	<p>The Blitz was a sustained aerial bombing of Britain by Nazi Germany between September 1940 and May 1941. It was a very significant part of the Second World War. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities.</p> <p>In the wartime home toilets were often outside and there was often no bathroom but a jug and basin for washing. Imagine – no TVs or computer games! There were widespread shortages eg no bananas, not much sugar, flour, meat and petrol. Not many people owned cars.</p> <p>Children's diet improved-very few children overweight Evacuees from very poor homes mixed with more affluent families and it lead to a change in attitude towards the poor. Slum clearance</p>
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Pharaohs Cycle A	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
intent	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing describing and explaining historical events.</p>	<p>Yr 5 Demonstrate some in depth knowledge of the Ancient Egyptian civilisation.</p> <p>Yr 6 Demonstrate more in depth knowledge of the Ancient Egyptian civilisation.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Evaluate sources and make simple inferences.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	

<p>Activities</p>	<p>Create a Timeline Research other important events and people, adding them to the timeline. Compare the chronology with other periods of history that they are familiar with.</p>	<p>Ancient Egypt, hierarchy, Pharaoh, Visier , Priests, noblemen, scribes, craftsmen, farmers, slaves, tombs mummification, embalming, sarcophagus, canopic jars, papyrus, After Life, pyramid, hieroglyphics, Rosetta Stone, Nile, quarrying, architecture, irrigation,</p>	<p>Shadow Theatre mummification KWL grid Mummification of a tomato</p> <p>How do we know so much about The Ancient Egyptians? How did we learn to read hieroglyphics? Discovery of the Rosetta stone Using primary sources, children interpret the past and make inferences about life in Ancient Egypt</p> <p>What were the 5 social classes in Ancient Egypt and what were their roles ? In groups create a large poster showing status and role of the five groups. Any other civilizations that were similar- Anglo Saxons Yr3/4</p> <p>Which Pharaohs were the most famous and why? Children work in groups to make a character profile of a favourite, describing their personality, how long they ruled for and any special achievements. Compete in 'Pharaoh's Got Talent'</p> <p>Why did the Ancient Egyptians spend so much of their life preparing for their death ? Discuss what they think about the Egyptians' beliefs and compare them with other religions and their own beliefs. Children add information around a central picture about what they think the Ancient Egyptians thought would happen to them when they died.</p> <p>What are the major achievements of Ancient Egypt? Which ones were the most important</p>	<p>Formulating questions Explaining what they already know</p> <p>Video of discovery of Tutankhamun's tomb in 1922 Photographs of artefacts found, tomb paintings</p> <p>Use a number of different sources</p> <p>Internet search Recording information in an organised manner.</p> <p>Interpreting different sources</p> <p>Reasoned answers</p>	<p>Role Play Class KWL grid</p> <p>Ordering dates and events</p> <p>Constructing responses and explaining their interpretation of the evidence.</p> <p>Annotated diagram showing status and role</p> <p>Class Presentation</p> <p>Discussion about beliefs In my opinion... This source suggests that.... It gives the impression that....</p>	<p>significant events; the reign of Tutankhamun (1332–1323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). The Rosetta stone was one of the most important elements in unlocking the "code" of Egyptian Hieroglyphics, making translation of the pictorial writing system possible .</p> <p>A pharaoh was the king or queen of Egypt. Famous pharaohs to find out about include Akhenaten, Pepy II, Amenhotep III, Djoser, Khufu, Hatshepsut, Ramesses the Great, Narmer, Nefertiti and Cleopatra VII.</p> <p>The ancient Egyptian beliefs about the afterlife were very complex, and although aspects of it were recorded, the information we have isn't complete or consistent.</p> <p>Achievements are invention of paper, calendars, mathematics, quarrying, constructing buildings- temples and tombs, medicine and science, Art and farming techniques</p>
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			<p>Children rank achievement- Diamond 9 activity</p>		<p>Explanation and defending their choices</p>	
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Hola Mexico Cycle A	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
intent	<p>Yr 5 Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr 6 Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p>	<p>Ancestor, archaeology, astronomy, ball court, calendar, ceramics, city, class, compound, courtyard, festival, hieroglyphs, jade, Meso-America, mural, mythology, noble, palace, plaza, priest, pyramid, re-enactor, sacrifice, slave, stelae, temple, tortilla,</p>	<p>Yr5 Describe and compare some of the characteristic features and achievements of the earliest civilizations including where and when they appeared.</p> <p>Yr6 Describe and compare many of the characteristic features and achievements of the earliest civilizations including where and when they appeared.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Evaluate sources and make simple inferences.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>There is debate about how to use the term 'Maya' or 'Mayan'. In academic use, 'Mayan' is restricted to referring to their languages; 'Maya' is the adjectival form used for non-linguistic aspects. We have followed this convention in our project, although when searching for online resources you may use either term.</p>

<p>Activity</p>	<p>Timeline to show where and when the first civilizations appeared. How long did these civilizations last ?</p>	<p>Ancestor, archaeology, astronomy, ball court, calendar, ceramics, city, class, compound, courtyard, festival, hieroglyphs, jade, Meso-America, mural, mythology, noble, palace, plaza, priest, pyramid, re-enactor, sacrifice, slave, stelae, temple, tortilla,</p>	<p>Divide the children into 5 groups- Each group research to find the answer to a question. YR5 If the Mayans were Stone Age, does this mean they were a primitive people? Yr5/6 What were Mayan cities like? Yr 6 Pyramids and hieroglyphs-how were these similar to, and different from, those in Ancient Egypt? Yr5/6 How do we know about the Maya Y5/6 Why should we remember the Maya?</p>	<p>Internet research, scale(maths skills)</p> <p>Using several sources Independent research</p>	<p>Corridor display</p> <p>Information posters Feedback to class in groups</p>	
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Local History	Chronology	Vocabulary	Events, People and Places	Interpretation, Enquiry and using sources	Communication	Knowledge
<p>To be incorporated into history units</p>	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p>		<p>Yr5 Demonstrate some understanding of significant historical events, people, and places in their own locality</p> <p>Yr 6 Demonstrate a sound understanding of significant historical events, people, and places in their own locality.</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Evaluate sources and make simple inferences.</p> <p>Describe the impact of historical events and changes.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	

<p>Activities</p>		<p>census, records, statistics, data, planning, trends, changes, primary sources, interpretation,</p>	<p>What is a census? Linked to the revolution topic. Investigate a local street over time From Victorian Times to the present day using information from the census. Focus on names, age, sex, employment. What trends do you notice? What changes do you notice?</p> <p>Linked to A child's War</p> <p>What were the experiences of the children who were evacuated to Fleetwood and the surrounding area? Visit from Dick Gillingham to talk about Wartime in Fleetwood.</p>	<p>archive maps and Google Maps photographs from around 100 years ago and now; census records.</p> <p>WW2 people's memory BBC archive</p> <p>Ken McGuire's memories BBC archives An awful evacuation experience in Cleveleys Evacuees first Christmas in Fleetwood.</p>		<p>The census is a count of all people and households in the UK, which takes place every 10 years. It is the only exercise that provides a detailed snapshot of the whole population and is unique because everyone in the country answers the same questions about the same day.</p> <p>800 children were evacuated to Fleetwood from Salford Alleyn's Secondary school SouthEast London stayed at Rossall Private school</p>
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