



# Burlington Junior School History



## History LTP 2021/2022

	<b>KS1</b> Burlington Infants	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>Autumn</b>	<b>Year 1</b> Toys from the past - changes in living memory <b>Year 2</b> Changes to London Remembrance Day	<b>Local History</b> <b>Who was William Wilberforce and Amy Johnson and why were they important to our local history?</b> <i>(9 sessions)</i>	<b>How important were the Ancient Greeks?</b> <i>(9 sessions)</i>	<b>Raiders or Traders? Were the Vikings really marauders?</b> <i>(9 sessions)</i> <i>(Cover the Scots)</i>	<b>Local History:</b> <b>What is the legacy of Bridlington from the past? What does the Great Gale teach fishermen today?</b> <i>(6 sessions)</i> <b>How did WW2 affect Bridlington?</b> <i>(3 sessions)</i>	Catch-up curriculum – pre 1066 York and benchmark. (K&U) How did the Normans gain control of England? (K&U) Medieval Life (I)
<b>Spring</b>	<b>Year 1</b> Neil Armstrong Tim Peake Blackbeard <b>Year 2</b> Florence Nightingale and Mary Seacole	<b>Who lived in Britain during the Stone Age to the Iron Age?</b> <i>(9 sessions)</i> <i>(Iron Age leads into the Celts and links into Romans taught in Year 4)</i>	<b>Were the Romans really rotten? What did the Romans do for us?</b> <i>(9 sessions)</i>	<b>How does Tudor monarchy compare to today?</b> <i>(9 sessions)</i>	<b>What was life like for the children of the war years? How does it compare to previous eras studied and how does it compare to today?</b> <i>(9 sessions)</i>	Medieval Beliefs (E&A) Foreign Wars (K&U)
<b>Summer</b>		<b>What did the Ancient Egyptians do for us?</b> <i>(9 sessions)</i>	<b>How did Britain change under Anglo-Saxon rule?</b> <i>(9 sessions)</i>	<b>What is the Victorians legacy?</b> <i>(9 sessions)</i>	<b>Were the Mayans magnificent?</b> <i>(9 sessions)</i>	Medieval Challenges (I) Medieval culture and Medieval Women (E&A)
<b>KS2 Timeline</b>	Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Gunpowder Plot, Great Fire of London, Victorian era, World War I, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.					
<b>Recurring Themes:</b>	Life of a child, crime and punishment.					
<b>Focus Substantive Concepts:</b>	legacy, empire and democracy					

Working Historically

	Year 3	Year 4	Year 5	Year 6
<p><b>National Curriculum:</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Construct informed responses that involve</li> </ul>	<p><b>Who was William Wilberforce and Amy Johnson and why were they important to our local history?</b></p> <p><b>Chronology</b> To be able to recognise that history can be divided into different periods of time</p> <p><b>Knowledge and Understanding</b> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.</p> <p><b>Communication and Language</b> to communicate their knowledge and understanding in a variety of ways (e.g. writing, discussion, drama) to begin to make use of key words and phrases relating to the periods studied.</p> <p><b>Enquiry using sources of Evidence</b> to use sources in ways which go beyond simple observations</p> <p><b>Who lived in Britain during the Stone Age to the Iron Age?</b></p> <p><b>Chronology</b> To make appropriate use of chronological conventions (e.g. BC, AD, century, decade),</p> <p><b>Knowledge and Understanding</b> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.</p> <p><b>Interpretation</b> to recognise that there are different representations of the past to begin to question these viewpoints.</p> <p><b>Similarity and Difference</b> To be able to recognise and understand that there are similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods.</p> <p><b>Communication and Language</b> to begin to make use of key words and phrases relating to the periods studied.</p> <p><b>Continuity and Change</b></p>	<p><b>How important were the Ancient Greeks?</b></p> <p><b>Chronology</b> to recognise that history can be divided into different periods of time, to make appropriate use of dates and chronological conventions (e.g. BC, AD, century, decade)</p> <p><b>Knowledge and Understanding</b> to demonstrate deeper understanding of history by making some connections between the different periods studied.</p> <p><b>Enquiry using sources of Evidence</b> to use sources in a more critical way by thinking about their utility and/or accuracy.</p> <p><b>Communication and Language</b> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.</p> <p><b>Continuity and Change</b> to describe some of the changes between historical periods.</p> <p><b>Similarity and Difference</b> to recognise similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods to suggest some reasons for such occurrences.</p> <p><b>Cause and effect</b> to go beyond identification of actions to suggest the reasons for and impact of actions and events.</p> <p><b>What did the Romans do for us?</b></p> <p><b>Chronology</b> to reflect the passing of time to create timelines and sequences using dates.</p> <p><b>Knowledge and Understanding</b> to demonstrate deeper understanding of history by making some connections between the different periods studied.</p> <p><b>Enquiry using sources of Evidence</b> to use sources in a more critical way by thinking about their utility and/or accuracy.</p>	<p><b>Raiders or Traders? Were the Vikings really marauders? How did the Vikings impact on the life of the Scots</b></p> <p><b>Chronology</b> to recognise that history can be divided into different periods of time, to make appropriate use of dates and chronological conventions (e.g. BC, AD, century, decade) to reflect the passing of time to create timelines and sequences using dates.</p> <p><b>Knowledge and Understanding</b> to demonstrate deeper understanding of history by making some connections between the different periods studied.</p> <p><b>Communication and Language</b> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.</p> <p><b>Continuity and Change</b> to describe some of the changes between historical periods.</p> <p><b>Interpretation</b> to recognise that some representations of the past may be more valid than others.</p> <p><b>How does Tudor monarchy compare to today?</b></p> <p><b>Chronology</b> to organise their written work using a chronological framework (conventions and sequences learnt in Y3 and Y4) to reflect the passing of time.</p> <p><b>Knowledge and Understanding</b> to demonstrate deeper understanding of history by starting to recognise the impact of people and events.</p> <p><b>Enquiry using sources of Evidence</b> to use sources in a more critical way by</p>	<p><b>What is the legacy of Bridlington from the past? What does the Great Gale teach fishermen today?</b></p> <p><b>Chronology</b> to create timelines to an accurate scale to represent the passing of time, and historical impact is effectively considered as a result of chronological understanding.</p> <p><b>Knowledge and Understanding</b> to demonstrate contextual understanding of the period and consider such context when working with substantive subject matter and second order concepts. (Empire, Democracy, Legacy and other appropriate concepts within the period studied)</p> <p><b>Communication and Language</b> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><b>Enquiry using sources of Evidence</b> to use sources in a more critical way by thinking about their utility, accuracy and reliability and suggesting some reasons for their judgements.</p> <p><b>Similarity and Difference</b> To suggest reasons why there are similarities and differences when considering substantive historical concepts within or between contemporary regions, nations or cultures.</p> <p><b>How did WW2 affect Bridlington?</b></p> <p><b>What was life like for the children of the war years?</b></p> <p><b>How does it compare to previous eras studied and how does it compare to today?</b></p> <p><b>Chronology</b> to create timelines to an accurate scale to represent the passing of time, and historical impact is effectively considered as a result of</p>

<p>thoughtful selection and organisation of relevant historical information</p> <ul style="list-style-type: none"> <li>● Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<p>To be able to recognise and understand that some aspects of life change and some aspects stay the same across periods of time.</p> <p><b><u>Enquiry using sources of Evidence</u></b> to use sources in ways which go to ask and answer questions about the past in order to build a picture of a period, person or event.</p> <p><b>What did the Ancient Egyptians do for us?</b></p> <p><b><u>Chronology</u></b> To be able to create timelines and sequence events or artefacts.</p> <p><b><u>Knowledge and Understanding</u></b> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.</p> <p><b><u>Significance</u></b> to consider which people or events were historically important relative to each other.</p> <p><b><u>Communication and Language</u></b> to communicate their knowledge and understanding in a variety of ways (e.g. writing, discussion, drama) to begin to make use of key words and phrases relating to the periods studied.</p> <p><b><u>Cause and effect</u></b> To be able to identify some reasons for why people acted in the way they did To be able to give some of the reasons why events occurred.</p> <p><b><u>Enquiry using sources of Evidence</u></b> to use sources in ways which go to ask and answer questions about the past in order to build a picture of a period, person or event.</p>	<p><b><u>Communication and Language</u></b> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.</p> <p><b><u>Similarity and Difference</u></b> to recognise similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods to suggest some reasons for such occurrences.</p> <p><b><u>Significance</u></b> to suggest reasons for historical importance.</p> <p><b>How did Britain change under Anglo-Saxon rule?</b></p> <p><b><u>Chronology</u></b> to organise their written work using a chronological framework (conventions and sequences learnt in Y3 and Y4) to reflect the passing of time.</p> <p><b><u>Knowledge and Understanding</u></b> to demonstrate deeper understanding of history by starting to recognise the impact of people and events.</p> <p><b><u>Enquiry using sources of Evidence</u></b> to use sources in a more critical way by thinking about their utility, accuracy and reliability.</p> <p><b><u>Communication and Language</u></b> to draw conclusions about the past reflecting their studies and understanding of the historical context</p> <p><b><u>Similarity and Difference</u></b> to identify and describe similarity and difference when considering substantive historical concepts within or between contemporary regions, nations or cultures. (Legacy, Empire, Democracy)</p> <p><b><u>Interpretation</u></b> to reflect upon why there are different interpretations of the past.</p>	<p>thinking about their utility, accuracy and reliability.</p> <p><b><u>Communication and Language</u></b> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><b><u>Continuity and Change</u></b> to suggest some reasons for the described changes between historical periods.</p> <p><b><u>Similarity and Difference</u></b> to identify and describe similarity and difference when considering substantive historical concepts within or between contemporary regions, nations or cultures. (Legacy, Empire, Democracy)</p> <p><b>What is the Victorians legacy?</b></p> <p><b><u>Chronology</u></b> to organise their written work using a chronological framework (conventions and sequences learnt in Y3 and Y4) to reflect the passing of time.</p> <p><b><u>Knowledge and Understanding</u></b> to demonstrate deeper understanding of history by starting to recognise the impact of people and events.</p> <p><b><u>Enquiry using sources of Evidence</u></b> to use sources in a more critical way by thinking about their utility, accuracy and reliability.</p> <p><b><u>Communication and Language</u></b> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><b><u>Continuity and Change</u></b> to suggest some reasons for the described changes between historical periods.</p> <p><b><u>Similarity and Difference</u></b> to identify and describe similarity and difference when considering substantive historical concepts within or between contemporary regions, nations or cultures. (Legacy, Empire, Democracy)</p> <p><b><u>Cause and effect</u></b> to consider what went before and after when suggesting the impact of historical events or</p>	<p>chronological understanding.</p> <p><b><u>Knowledge and Understanding</u></b> to demonstrate contextual understanding of the period and consider such context when working with substantive subject matter and second order concepts. (Empire, Democracy, Legacy and other appropriate concepts within the period studied)</p> <p><b><u>Enquiry using sources of Evidence</u></b> to use sources in a more critical way by thinking about their utility, accuracy and reliability and suggesting some reasons for their judgements.</p> <p><b><u>Communication and Language</u></b> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><b><u>Continuity and Change</u></b> to see that there are links between historical periods that could account for levels of change and continuity.</p> <p><b><u>Cause and effect</u></b> to provide some explanation of their reasons relating to the impact of historical events or developments.</p> <p><b><u>Interpretation</u></b> to reflect upon why there are different interpretations of the past and the impact of time, author &amp; place.</p> <p><b>Were the Mayans magnificent?</b></p> <p><b><u>Chronology</u></b> to create timelines to an accurate scale to represent the passing of time, and historical impact is effectively considered as a result of chronological understanding.</p> <p><b><u>Knowledge and Understanding</u></b> to demonstrate contextual understanding of the period and consider such context when working with substantive subject matter and second order concepts. (Empire, Democracy, Legacy and other appropriate concepts within the period studied)</p> <p><b><u>Enquiry using sources of Evidence</u></b> to use sources in a more critical way by thinking about their utility, accuracy and reliability and suggesting some reasons for their</p>
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			<p>developments.</p> <p><b>Interpretation</b> to reflect upon why there are different interpretations of the past.</p> <p><b>Significance</b> to suggest reasons for how they order historical importance.</p>	<p>judgements.</p> <p><b>Communication and Language</b> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><b>Similarity and Difference</b> To suggest reasons why there are similarities and differences when considering substantive historical concepts within or between contemporary regions, nations or cultures.</p> <p><b>Significance</b> to undertake simple comparison to determine and give reason for the most important person, event or change.</p>
<b>Key Vocabulary:</b>	<p>object, primary source, secondary source, museum, old, ancient, chronological</p> <p>BC, AD, century, decade, now, then, old, new, yesterday, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BCE, AD/CE, chronology, long time ago ..., last week..., pre-1066..., pre-history, a hundred years ago, pre-history</p> <p>historian, aviation, aviatrix, career, continent, slave trade, politician, campaign, vote</p>	<p>Artefact, object, discovery, invention, primary source, secondary source, museum, change, cause, similarity, difference</p> <p>BC, AD, century, decade, now, then, old, new, ancient, pre-history, yesterday, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BC(E), AD/CE, chronology, long time ago ..., last week..., during the Roman period...</p>	<p>Artefact, object, evidence, discovery, invention, primary source, secondary source, archaeology, museum, compare/contrast, connections, legacy</p> <p>BC, AD, century, decade, now, then, old, new, yesterday, pre-history, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BC(E), AD/CE, chronology, chronological conventions, long time ago ..., last week..., during the Victorian period..., during the reign of Queen Victoria, throughout the Victorian period...</p>	<p>Artefact, object, evidence, discovery, invention, interpretation, primary source, secondary source, significance, oral history, archaeology, museum, reliability, validity, bias, trends, significance, continuity</p> <p>BC, AD, century, decade, now, then, old, new, yesterday, pre-history, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BC(E), AD/CE, chronology, chronological conventions, long time ago ..., last week..., during the Mayan period..., during the reign of ..., throughout the Viking period..., towards the end of World War Two..., Pre-1939..., In 1945...</p>
<b>Substantive Concepts</b>	<p>age (period), ancient, century, civilisation, country, decade, enemy, estate (land), famine, freedom, king, kingdom, millennium, nation, peasant, period, ruler, settlement, slave, trade, tribe, village</p>	<p>army, border, city, conflict, conquest, conquer, emperor, empire, invasion, power, rules, war, migration</p>	<p>absolute monarchy, ancestor, church (institution), coronation, culture, democracy, migration, invasion, lord, merchant, monarchy, nationality, nobility, queen, rights, law</p>	<p>alliance, civil war, colony, court, diplomacy, frontier, General, immigration, military, monk, navy, nun, peace, political party, prime minister, public, religion, republic, society, tax, trade route, heirarchy</p>

## Chronology of Life in Britain ( from Stone age to 1066)

National Curriculum:	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught about</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone age to the Iron age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p><b>Who lived in Britain during the Stone Age to the Iron Age?</b></p> <p>Know why it is hard to accurately explain events in the past. (chronology, prehistory)</p> <p>Know about the migration of early humans across the globe.(concept migration)</p> <p>Know when and where the Stone Age to Iron Age existed and its place on the KS2 timeline (chronology)</p> <p>Know that there were different homes from the Palaeolithic, Mesolithic and Neolithic times (settlement)</p> <p>Know what life was like for a child in these times.</p> <p>Know about the rule of law in the period from the Stone age to the Iron age (freedom)</p>	<p><b>How did Britain change under Anglo-Saxon rule?</b></p> <p>Know why the Anglo-Saxons invaded and how can we possibly know where they settled (migration)</p> <p>Know how great Alfred the Great really was (monarchy)</p> <p>Know just how effective was Saxon justice (rules)</p> <p>Know what the life of a child was like in Anglo-Saxon times</p>	<p><b>Raiders or Traders? Were the Vikings really marauders?</b></p> <p>Know how to infer about the life of past cultures from secondary sources (chronology)</p> <p>Know that people's views of the Vikings differ (invasion)</p> <p>Know what crime and punishment looked like in Viking times and compare to other period studied (law)</p> <p>Know how the life of a child in Viking times differed to other periods studied (rights)</p> <p>Geography Links: Know how to locate places with different Viking endings on modern maps</p>	
<b>legacy</b>	<p>Know why Stonehenge was an important site</p> <p>Know and understand the tools, development of technology and the use of fire during this period of history</p>	<p>Know what the mystery of the empty grave tell us about Saxon Britain</p> <p>Know how people's lives changed when Christianity came to Britain and how can we be sure</p>	<p>Know how the Vikings gained their reputation</p> <p>Know how to grasp the significance of archaeological evidence</p>	
<b>empire</b>	<p>Know what the Stone age, bronze age and iron age society looked like</p>	<p>Know how were the Saxons able the see off the Viking threat</p>	<p>Know how the Vikings gained their reputation (</p> <p>Know that that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors</p>	
<b>democracy</b>	<p>Know about how society was organised during Stone age to Iron age (democracy) - did it exist?</p>	<p>Know what the concept of democracy looked like during Anglo-Saxon times – did the people get a say?</p>	<p>Know about how society was built during Viking times</p> <p>Know what the concept of democracy looked like then – did it exist?</p>	
<b>Key Vocabulary:</b>	<p>Artefact, Bronze, Celt, Dwelling, Evidence, Homo sapiens, Hillfort, Hunter gatherer, Mesolithic, Nomad, Neolithic, Palaeolithic, Quern, Roundhouse, Settlement, Stone Age</p> <p>Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics,</p>	<p>democracy, Acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy, agora, Hellenistic, phalanx, aristocrat, mythology, column, hoplite, peninsula, oracle, terraced, amphitheatre, pankration, wrestling, chariot racing, marathon, wreath, Olympia, discus, boxing, javelin, Ancient Greece, champion</p>	<p>longboat, longhouse, chieftain, berserker, danegeld, feast, raid, trade, Yggdrasil, farmer-warrior, Danelaw, Asgard, Jarl, Karl, figurehead, chainmail, Valhalla, stereotype, Lindesfarne, raider, conqueror, archaeological, Jorvik, sagas, Scandinavian</p>	

	<p>Mummification, Irrigation, Shaduf , Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p>	<p>Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo , Circus Maximus, Legionary</p> <p>Angles, Saxons, Jutes, rune, wattle and daub, thatch, farmer-warrior, Sutton Hoo, Bede, Iona, Cuthbert, Lindisfarne, Monastery, illumination, manuscript, wergeld, Christianity, Augustine, Alfred the Great, pagan, dark ages, justice, settlement, Mercia, Bretwalda (meaning super king), Tiw, Woden, Thor, Frig, missionary, Danelaw, Bishop Asser, Alfred the Great</p>		
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World History

National Curriculum:	Year 3	Year 4	Year 5	Year 6
<p>Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>• A local study that could extend beyond 1066</li> <li>• An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> <li>• Choose one of: <ul style="list-style-type: none"> <li>• Mayan civilization</li> <li>• Early Islamic civilization</li> <li>• Benin civilization</li> </ul> </li> </ul> </li> </ul>	<p><b>Who was William Wilberforce and Amy Johnson and why were they important to our local history?</b></p> <p>Know when Amy Johnson and William Wilberforce existed and their places on the KS2 timeline (chronology – age, period, century)</p> <p>Know how to ask and answer questions about sources</p> <p>Know about how Amy Johnson felt in her career</p> <p>Know about key events in William Wilberforce and order them on a timeline (chronology)</p> <p>Know about the slave trade triangle (trade) (slave)</p> <p>Know how to compare past and present campaign methods</p> <p><b>What did the Ancient Egyptians do for us?</b></p> <p>Know about the Egyptian time period and place it in context with the rest of history studied so far (chronology – age, period, century)</p> <p>Know about the mummification process</p> <p>Know the significance of the Pharaoh Hatshepsut (significance)</p> <p>Know about the life of a child in Ancient Egypt</p> <p>Know about crime and punishment in Ancient Egypt (ruler)</p>	<p><b>Were the Romans really rotten? What did the Romans do for us?</b></p> <p>Know why the Romans invaded Britain. (invasion) (conquest) (army)</p> <p>Know how Roman life was different to that of the Celts (prehistory/civilisation)</p> <p><b>How important were the Ancient Greeks?</b></p> <p>Know where Ancient Greece is placed on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age (chronology)</p> <p>Know how to draw inferences and make deductions about Greek life based on evidence found on Greek Pottery (culture)</p> <p>Know how to draw conclusions about different interpretations of the past (Battle of Marathon) (interpretation)</p> <p>Know the similarities and differences between crime and punishment in Ancient Greece and crime and punishment now (rights) (law)</p> <p>Know about the life of a child in Ancient Greece</p> <p><i>Geography linked objectives:</i></p> <p>Know how locate Ancient Greece, Crete, Athens and Sparta on a map and identify key geographical features of the landscape</p>	<p><b>How does Tudor monarchy compare to today?</b></p> <p>Know what about Henry Tudor and what sort of monarch he was (absolute monarchy)</p> <p>Know how life in Tudor Britain compares to past periods studied (chronology)</p> <p>Know about what life was like for children in Tudor times</p> <p>Know why and how the house of Tudor ended</p> <p>How does Elizabeth the First compare to today's queen? (queen, nobility, monarchy)</p> <p><b>What is the Victorians legacy?</b></p> <p>Know how to use sources in a more critical way by thinking about their utility, accuracy and reliability. (interpretation)</p> <p>Know what the life of a child was like in Victorian Britain</p> <p>Know about Queen Victoria and her life – what sort of monarch was she? How does she compare to Queen Elizabeth? (coronation, monarchy)</p>	<p><b>What is the legacy of Bridlington from the past? What does the Great Gale teach fishermen today?</b></p> <p>Know about the Great Gale and its impact on Bridlington (significance)</p> <p>Know about the life of Kit Brown</p> <p>Know how Bridlington became a thriving holiday destination (trade, route)</p> <p><b>How did WW2 affect Bridlington?</b></p> <p>Know what life like for children in Bridlington during the war years</p> <p>Know how it compares to previous eras studied and how does it compare to today (similarity and difference)</p> <p>Know why WWII started and the allies and axis who fought (military) (alliance)</p> <p>Know about rationing and the reasons why it was introduced (society)</p> <p>Know how to explain differing views of why places in the UK were bombed (interpretation)</p> <p>Know about the life of a child during WW2 and how it compares to today</p> <p><b>Were the Mayans magnificent?</b></p> <p>Know how to draw conclusions about the Maya from Catherwood sources (civilisation)</p> <p>Know about Mayan life and culture</p> <p>Know about the life of a Mayan child</p> <p>Know how the Mayan hierarchy compares to monarchy today and in different periods studied (monarchy/hierarchy)</p>

<p><b>legacy</b></p>	<p>Know about key aspects of Amy Johnson's life and the legacy she left behind          Know about William Wilberforce's life and the legacy he left behind          Know how Egyptian inventions are relevant today</p>	<p>Know what the Romans did for us.          Know the sheer scale and variety of the Greek achievement in so many areas</p>	<p>Know how Henry's rule changed the face of British history forever          What did the Tudors do for us? How do Tudor innovations compare to Roman times? Today?          Know what the Victorian's legacy is and the scale of their inventions</p>	<p>Know about the history of the fishing industry in Bridlington          Know the legacy and inventions that the Mayans left behind – do they impact our lives today?          Know the legacy left behind and reflect on how our lives might be different now if the Germans had won the war</p>
<p><b>empire</b></p>	<p>Know what the Egyptian Empire looked like and how long it lasted</p>	<p>Know Boudicca's revolt and the image we have of her today          Know how the Romans were able to control such a vast empire          Know why the Great Roman Empire ended.          Geography links:          Know how to locate land occupied by the Roman Empire and understand the difficulties they faced.          Know about the vast growth of the Roman Empire and the amount of land they occupied.</p>	<p>Know what society looked like in Tudor times.          Know why empire was not a priority for Henry VIII and how that changed over the Tudor rule (explorers)          Know what the Empire looked like in the world during this era</p>	<p>Know how to evaluate sources of information linked to the Mayan period          Know how the Ancient Mayan civilization changed over time          Know how the British Empire changed during the war years and how it impacts on our lives today</p>
<p><b>democracy</b></p>	<p>Know what the rule of law looked like in ancient Egypt and if democracy existed</p>	<p>Know what the concept of democracy looked like in Ancient Rome          Know what democracy looked like in Ancient Greece          Know the impact Greek democracy has had on world history</p>	<p>Know how Tudor society was ruled – did democracy exist?          Know what the rule of law looked like in Victorian times</p>	<p>Know how the rule of law in Mayan culture differs to today          Know about democracy during the war years and how it compares to Ancient Greece</p>
<p><b>Key Vocabulary</b></p>	<p>Artefact, Bronze, Celt, Dwelling, Evidence, Homo sapiens, Hillfort, Hunter gatherer, Mesolithic, Nomad, Neolithic, Palaeolithic, Quern, Roundhouse, Settlement, Stone Age          Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p>	<p>Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary          democracy, Acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy, agora, Hellenistic, phalanx, aristocrat, mythology, column, hoplite, peninsula, oracle, terraced, amphitheatre, pankration, wrestling, chariot racing, marathon, wreath, Olympia, discus, boxing, javelin, Ancient Greece, champion          Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary</p>	<p>Queen Victoria, Victorian era, Prince Albert, factory, factory acts, mining, cotton mill, workhouse, chimney sweep, Dr Barnardo, pauper, poverty, upper class, lower class, working class, rich, affluent, industrial, empire, British Empire, compulsory, coronation, slum, Industrial Revolution, oakum          Catholic, protestant, monarch, obligarchy, dissolution of the Monasteries, Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, peasantry, nobility, Spanish Armada, explorer, John Cabot, Sir Frances Drake, Sir Henry Frobisher, Sir Walter Raleigh, John Hawkins, Christopher Columbus, empire, galleon, William Shakespeare, primogeniture, succession</p>	<p>Great Gale, Kit Brown, fishing industry, coxswain, tourism, harbour, Swiftsure, commercial fishing, North Sea, William John and Frances Lifeboats, quayside          Allies, air raid, ARP warden, Home guard, blackout, bomb, bomber, concentration camp, evacuee, evacuated, soldier, refugee, Gestapo, Adolf Hitler, Nazi, Swastika, Blitz, bomber, doodlebug, gas mask, hand grenade, prisoner of war, rationing, identity card, soldier, rifle, spitfire, Winston Churchill, Neville Chamberlain, treaty, prejudice, Holocaust, Victoria Cross          Ahau, dynasty, maize, codex, hieroglyphics, stela, scribe, haab, jade, sacrifice, city-states, terraced, pyramid, peasant, bloodletting, cacao, cenote, Huipil, Popol Vuh, Tzolk'in</p>



