



Burlington Junior School History



History LTP 2024/2025

	KS1 Burlington Infants	Year 3	Year 4	Year 5	Year 6	Year 7
Autumn	Year 1 - Cycle A – Toys from the Past Cycle B – What is History? My history – timeline of my life Year 2 - Cycle A – The Titanic Cycle B - The Great Fire of London/Samuel Pepys	Local History What is the legacy of Bridlington from the past? What does the Great Gale teach fishermen today? <i>(4 sessions)</i> What can we learn about the Bayle Gate? <i>(2 sessions)</i>	How important were the Ancient Greeks? <i>(6 sessions)</i>	Raiders or Traders? Were the Vikings really marauders? <i>(6 sessions)</i> <i>(Cover the Scots)</i>	Were the Maya magnificent? <i>(6 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)
Spring	Year 1- Cycle A – Queen Elizabeth II & Queen Victoria Cycle B – Florence Nightingale, Edith Cavell & Mary Seacole Year 2 - Cycle A – Explorers – Amy Johnson Cycle B – Grace Darling	Who lived in Britain during the Stone Age to the Iron Age? <i>(6 sessions)</i> <i>(Iron Age leads into the Celts and links into Romans taught in Year 4)</i>	Were the Romans really rotten? What did the Romans do for us? <i>(6 sessions)</i>	How does Tudor monarchy compare to today? <i>(6 sessions)</i>	World History Local History: How did WW2 Bridlington & the wider UK? <i>(6 sessions)</i>	Medieval Beliefs (E&A) Foreign Wars (K&U)
Summer	Year 1- Cycle A – Buildings in the Past Cycle B – Transport from the past Year 2 - Cycle A – Mae Jemison Cycle B – Seaside in the past	What did the Ancient Egyptians do for us? <i>(6 sessions)</i>	How did Britain change under Anglo-Saxon rule? <i>(6 sessions)</i>	What is the Victorians legacy? <i>(6 sessions)</i>	How has crime and punishment changed over time in Britain? <i>(6 sessions)</i>	Medieval Challenges (I) Medieval culture and Medieval Women (E&A)

KS2 Timeline	Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Tudors, 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.
Recurring Themes:	Life of a child, crime and punishment, Daily Life
Focus Substantive Concepts:	legacy, empire and democracy

Working Historically

	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum: 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"> • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically 	<p>What is the legacy of Bridlington from the past? What does the Great Gale teach fishermen today? What can we learn about the Bayle Gate?</p> <p><u>Chronology</u> To be able to recognise that history can be divided into different periods of time</p> <p><u>Knowledge and Understanding</u> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.</p> <p><u>Communication and Language</u> 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><u>Enquiry using sources of Evidence</u> to use sources in ways which go beyond simple observations</p> <p>Who lived in Britain during the Stone Age to the Iron Age?</p> <p><u>Chronology</u> To make appropriate use of chronological conventions (e.g. BC, AD, century, decade),</p> <p><u>Knowledge and Understanding</u> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.</p>	<p>How important were the Ancient Greeks?</p> <p><u>Chronology</u> 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><u>Knowledge and Understanding</u> to demonstrate deeper understanding of history by making some connections between the different periods studied.</p> <p><u>Enquiry using sources of Evidence</u> to use sources in a more critical way by thinking about their utility and/or accuracy.</p> <p><u>Communication and Language</u> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.</p> <p><u>Continuity and Change</u> to describe some of the changes between historical periods.</p> <p><u>Similarity and Difference</u> 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><u>Cause and effect</u> to go beyond identification of actions to suggest the reasons for and impact of actions and events.</p> <p>What did the Romans do for us?</p>	<p>Raiders or Traders? Were the Vikings really marauders? How did the Vikings impact on the life of the Scots</p> <p><u>Chronology</u> 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><u>Knowledge and Understanding</u> to demonstrate deeper understanding of history by making some connections between the different periods studied.</p> <p><u>Communication and Language</u> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.</p> <p><u>Continuity and Change</u> to describe some of the changes between historical periods.</p> <p><u>Interpretation</u> to recognise that some representations of the past may be more valid than others.</p> <p>How does Tudor monarchy compare to today?</p>	<p>Were the Mayans magnificent?</p> <p><u>Chronology</u> 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><u>Knowledge and Understanding</u> 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><u>Enquiry using sources of Evidence</u> 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><u>Communication and Language</u> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><u>Similarity and Difference</u> To suggest reasons why there are similarities and differences when considering substantive historical concepts within or between contemporary regions, nations or cultures.</p> <p><u>Significance</u> to undertake simple comparison to determine and give reason for the most important person, event or change</p> <p>How did WW2 Bridlington & the wider UK?</p>

<p>valid questions about change, cause, similarity and difference, and significance</p> <ul style="list-style-type: none"> ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information ● Understand how our knowledge of the past is constructed from a range of sources 	<p><u>Interpretation</u> to recognise that there are different representations of the past to begin to question these viewpoints.</p> <p><u>Similarity and Difference</u> 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><u>Communication and Language</u> to begin to make use of key words and phrases relating to the periods studied.</p> <p><u>Continuity and Change</u> 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><u>Enquiry using sources of Evidence</u> 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>What did the Ancient Egyptians do for us?</p> <p><u>Chronology</u> To be able to create timelines and sequence events or artefacts.</p> <p><u>Knowledge and Understanding</u> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.</p> <p><u>Significance</u> to consider which people or events were historically important relative to each other.</p> <p><u>Communication and Language</u> 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><u>Cause and effect</u> 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><u>Chronology</u> to reflect the passing of time to create timelines and sequences using dates.</p> <p><u>Knowledge and Understanding</u> to demonstrate deeper understanding of history by making some connections between the different periods studied.</p> <p><u>Enquiry using sources of Evidence</u> to use sources in a more critical way by thinking about their utility and/or accuracy.</p> <p><u>Communication and Language</u> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.</p> <p><u>Similarity and Difference</u> 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><u>Significance</u> to suggest reasons for historical importance.</p> <p>How did Britain change under Anglo-Saxon rule?</p> <p><u>Chronology</u> 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><u>Knowledge and Understanding</u> to demonstrate deeper understanding of history by starting to recognise the impact of people and events.</p> <p><u>Enquiry using sources of Evidence</u> to use sources in a more critical way by thinking about their utility, accuracy and reliability.</p> <p><u>Communication and Language</u> to draw conclusions about the past reflecting their studies and understanding of the historical context</p> <p><u>Similarity and Difference</u> to identify and describe similarity and difference when considering substantive historical</p>	<p><u>Chronology</u> 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><u>Knowledge and Understanding</u> to demonstrate deeper understanding of history by starting to recognise the impact of people and events.</p> <p><u>Enquiry using sources of Evidence</u> to use sources in a more critical way by thinking about their utility, accuracy and reliability.</p> <p><u>Communication and Language</u> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><u>Continuity and Change</u> to suggest some reasons for the described changes between historical periods.</p> <p><u>Similarity and Difference</u> 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>What is the Victorians legacy?</p> <p><u>Chronology</u> 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><u>Knowledge and Understanding</u> to demonstrate deeper understanding of history by starting to recognise the impact of people and events.</p> <p><u>Enquiry using sources of Evidence</u> to use sources in a more critical way by thinking about their utility, accuracy and reliability.</p> <p><u>Communication and Language</u> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p>	<p><u>Chronology</u> 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><u>Knowledge and Understanding</u> 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><u>Enquiry using sources of Evidence</u> 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><u>Communication and Language</u> to draw conclusions about the past reflecting their studies and understanding of the historical context.</p> <p><u>Cause and effect</u> to provide some explanation of their reasons relating to the impact of historical events or developments.</p> <p><u>Interpretation</u> to reflect upon why there are different interpretations of the past and the impact of time, author & place.</p> <p>How has crime & punishment changed over time in Britain?</p> <p><u>Chronology</u> 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><u>Knowledge and Understanding</u> 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><u>Enquiry using sources of Evidence</u></p>
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	<p><u>Enquiry using sources of Evidence</u> 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>concepts within or between contemporary regions, nations or cultures. (Legacy, Empire, Democracy) <u>Interpretation</u> to reflect upon why there are different interpretations of the past.</p>	<p><u>Continuity and Change</u> to suggest some reasons for the described changes between historical periods. <u>Similarity and Difference</u> to identify and describe similarity and difference when considering substantive historical concepts within or between contemporary regions, nations or cultures. (Legacy, Empire, Democracy) <u>Cause and effect</u> to consider what went before and after when suggesting the impact of historical events or developments. <u>Interpretation</u> to reflect upon why there are different interpretations of the past. <u>Significance</u> to suggest reasons for how they order historical importance.</p>	<p>to use sources in a more critical way by thinking about their utility, accuracy and reliability and suggesting some reasons for their judgements. <u>Significance</u> to undertake simple comparison to determine and give reason for the most important person, event or change. <u>Continuity and Change</u> to see that there are links between historical periods that could account for levels of change and continuity. <u>Similarity and Difference</u> To suggest reasons why there are similarities and differences when considering substantive historical concepts within or between contemporary regions, nations or cultures.</p>
<p>Key Vocabulary:</p>	<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>
<p>Substantive Concepts</p>	<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"> • Changes in Britain from the Stone age to the Iron age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>What is the legacy of Bridlington from the past? What does the Great Gale teach fishermen today? What can we learn about the Bayle Gate?</p> <p>Research what life was like in Bridlington. (knowledge & understanding)</p> <p>Create a timeline to present the passing of time in Bridlington. (chronology)</p> <p>Know about the Great Gale and its impact on Bridlington (significance)</p> <p>Know about the life of Kit Brown (Sources of evidence)</p> <p>Know what the Bayle museum is used for and what we can learn about Bridlington from it (Local history)(Sources of evidence)</p> <p>Know about crime & punishment in Bridlington (crime & punishment)</p>	<p>How important were the Ancient Greeks?</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 locate Ancient Greece, Crete, Athens and Sparta on a map and identify key geographical features of the landscape (Knowledge and Understanding)</p> <p>Know how to draw inferences and make deductions about Greek life based on evidence found on Greek Pottery (Enquiry using sources of Evidence)</p> <p>Know about the life of a child in Ancient Greece (Knowledge and Understanding)</p> <p>Know the similarities and differences between crime and punishment in Ancient Greece and crime and punishment now Similarities and Differences)</p> <p>Know what democracy looked like in Ancient Greece and the impact Greek democracy has on the world today (democracy)</p> <p>How did Britain change under Anglo-Saxon rule?</p> <p>Know why the Anglo-Saxons invaded and how can we possibly know where they settled (migration)</p>	<p>Raiders or Traders? Were the Vikings really marauders?</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) & how the Vikings gained their reputation</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>Know what the concept of democracy looked like then – did it exist?</p> <p>Know about the Scots invasions from Ireland to north Britain (now Scotland)</p>	

		<p>Know how great Alfred the Great really was (monarchy)</p> <p>Know just how effective was Saxon justice (rule of law)</p> <p>Know what the life of a child was like in Anglo-Saxon times</p> <p>To study the archaeological effect of the Sutton Hoo burial site (significance)</p> <p>Know about the daily life in Anglo-Saxon times</p>		
legacy	<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 how people's lives changed when Christianity came to Britain and how can we be sure</p>	<p>Know how people's lives changed when Christianity came to Britain and how can we be sure</p>	
empire		<p>Know how were the Saxons able to see off the Viking threat</p>		
democracy		<p>Know what the concept of democracy looked like during Anglo-Saxon times – did the people get a say?</p>	<p>Know what the concept of democracy looked like then – did it exist?</p>	
Key Vocabulary:	<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, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p>	<p>democracy, Acropolis, city-state, Parthenon, economy, banishment, marathon, Olympics, citizen, philosopher, alphabet, tragedy, agora, Hellenistic, phalanx, aristocrat, mythology, column, hoplite, peninsula, oracle, terraced, amphitheatre, pankration, wrestling, chariot racing, marathon, wreath, Athens, Sparta, Olympia, discus, boxing, javelin, Ancient Greece, champion</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, weregild, 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</p>	<p>longboat, longhouse, chieftain, berserker, danegeld, feast, raid, trade, Yggdrasil, farmer-warrior, Danelaw, Asgard, Jarl, Karl, figurehead, chainmail, Valhalla, stereotype, Lindisfarne, raider, conqueror, archaeological, Jorvik, sagas, Scandinavian</p>	

		Great		
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"> • A local study that could extend beyond 1066 • An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty • Choose one of: <ul style="list-style-type: none"> • Mayan civilization • Early Islamic civilization • Benin civilization 	<p>Who lived in Britain during the Stone Age to the Iron Age?</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>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>What did the Ancient Egyptians do for us?</p> <p>Know about the life of a child in Ancient Egypt</p> <p>Know about the mummification process</p>	<p>Were the Romans really rotten? What did the Romans do for us?</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>Know Boudicca's revolt and the image we have of her today</p> <p>Know how the Romans were able to control such a vast empire</p> <p>Know why the Great Roman Empire ended and know what the Romans did for us.</p> <p>Know what the concept of democracy looked like in Ancient Rome</p>	<p>How does Tudor monarchy compare to today?</p> <p>Know what about Henry Tudor and what sort of monarch he was (absolute monarchy) Know how Henry's rule changed the face of British history forever</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>How does Elizabeth the First compare to today's queen? (queen, nobility, monarchy) Know why and how the house of Tudor ended</p> <p>What did the Tudors do for us? How do Tudor innovations compare to Roman times? Today?</p> <p>Know what the Empire looked like in the world during this era Know how Tudor society was ruled – did democracy exist? Know about crime and</p>	<p>Were the Maya magnificent?</p> <p>Know how to draw conclusions about the Maya from Catherwood sources (civilisation)</p> <p>Know about Maya life and culture (include life of a child as part of this)</p> <p>Know about the daily life in Maya settlements (include life of a child as part of this)</p> <p>Know how the Maya hierarchy compares to monarchy today and in different periods studied (monarchy/hierarchy) & Know how the rule of law in Maya culture differs to today</p> <p>Know how to evaluate sources of information linked to the Mayan period</p> <p>Know how the Ancient Maya civilization changed over time</p> <p style="background-color: #D9E1F2; padding: 5px;">How did WW2 affect Bridlington & the wider UK?</p>

	<p>Know the significance of the Pharaoh Hatshepsut (significance) and know about crime and punishment in Ancient Egypt (ruler)</p> <p>Know how Egyptian inventions are relevant today</p> <p>Know what the Egyptian Empire looked like and how long it lasted</p> <p>Know what the rule of law looked like in ancient Egypt and if democracy existed</p>		<p>punishment during this era</p> <p>What is the Victorians legacy? 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>Know what the Victorian’s legacy is and the scale of their inventions</p> <p>Know what the rule of law looked like in Victorian times</p> <p>Know what everyday life was like for the rich and poor in Victorian times</p> <p>Know how to use sources in a more critical way by thinking about their utility, accuracy and reliability. (interpretation)</p>	<p>To know the chronology of the key events from WW2 (chronology; cause and effect) & To identify why WWII started and the allies and axis who fought (Knowledge and Understanding) (military) (alliance)</p> <p>To understand rationing and the reasons why it was introduced (similarity and difference) (society)</p> <p>To explain differing views of why places in the UK were bombed (interpretation)</p> <p>Know what life was like for children during the war years and how it compares to today (Enquiry using sources as evidence)</p> <p>To know how propaganda influenced the reader (Communication and Language; Interpretation)</p> <p>Know how it compares to previous eras studied and how does it compare to today (significance; similarity and difference) & Know the legacy left behind and reflect on how our lives might be different now if the Germans had won the war (Continuity and Change)</p> <p>How has Crime & Punishment changed over time in Britain? Know about what crime & punishment was like in Roman times</p> <p>Know about what crime & punishment</p>
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				<p>was like in Anglo-Saxon times</p> <p>Know about what crime & punishment was like in Tudor times</p> <p>Know about what crime & punishment was like in Victorian times</p> <p>Know how the police force developed through the 20th century</p> <p>Know about how crime & punishment today compares to the past</p>
legacy	<p>Know about what the Bayle was used for and what we can learn about Bridlington from it</p> <p>know about the Great Gale</p> <p>Know how Egyptian inventions are relevant today</p>	<p>Know what the Romans did for us.</p> <p>Know the sheer scale and variety of the Greek achievement in so many areas</p>	<p>What did the Tudors do for us? How do Tudor innovations compare to Roman times? Today?</p> <p>Know what the Victorian's legacy is and the scale of their inventions</p>	<p>Know the legacy left behind and reflect on how our lives might be different now if the Germans had won the war</p>
empire	<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</p> <p>Know how the Romans were able to control such a vast empire</p> <p>Know why the Great Roman Empire ended.</p> <p>Geography links:</p> <p>Know how to locate land occupied by the Roman Empire and understand the difficulties they faced.</p> <p>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.</p> <p>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</p> <p>Know how the Ancient Mayan civilization changed over time</p> <p>Know how the British Empire changed during the war years and how it impacts on our lives today</p>
democracy	<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</p> <p>Know what democracy looked like in Ancient Greece and the impact Greek democracy has had on world history</p>	<p>Know how Tudor society was ruled – did democracy exist?</p> <p>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</p> <p>Know about democracy during the war years and how it compares to Ancient Greece</p>
Key Vocabulary	<p>Great Gale, Kit Brown, fishing industry, coxswain, tourism, harbour, Swiftsure, commercial fishing, North Sea, William John and Frances Lifeboats, quayside, The Bayle Museum, local history</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>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,</p>	<p>Empire, monarchy, rebellion, civilisation, crime, period, chronology, court, tithing, wergild, jury, treason, jailer, oakum, industrial, prevention, detection, rehabilitation</p>

	<p>William Wilberforce, slavery, slave trade, Politian, abolition, campaign, merchant. Parliament, emancipation</p> <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, Mummification, Irrigation, Shaduf , Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</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>Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo , Circus Maximus, Legionary</p>	<p>compulsory, coronation, slum, Industrial Revolution, oakum</p> <p>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>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</p> <p>Ahau, dynasty, maize, codex, hieroglyphics, stela, scribe, haab, jade, sacrifice, city-states, terraced, pyramid, peasant, bloodletting, cacao, cenote, Huipil, Popol Vuh, Tzolk'in</p>
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