

Hopton History Curriculum



Key concepts: Chronology; Cause and Effect; Change and Progress; Using Evidence

Key questions: *What did this civilisation achieve and how has the human influence impacted on our society? What has this significant individual achieved? What is the importance of this period to our locality? What is the same, what is different about this culture? How reliable is this source? Why was this event a significant turning point?*

Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
----------	--------------------	-----------------	-----------------	------------	---------------	----------------

EYFS	Historical Knowledge	Historical Concepts	Historical Enquiry
F1 Ongoing throughout the year children will:	<ul style="list-style-type: none"> - knowledge of events and people - understanding chronology - using historical vocabulary <p>Discuss changes within living memory of themselves and their family. Begin to make sense of their own life-story and family's history.</p> <p>Retell a simple past event in correct order, e.g. went down slide, hurt finger.</p>	<ul style="list-style-type: none"> - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends <p>Develop an understanding of growth, decay and change over time.</p>	<ul style="list-style-type: none"> - asking and answering questions - using and evaluating sources <p>Comment and ask questions about aspects of my familiar world, such as the place where they live or the natural world. Discuss how things change through the passing of time; days/weeks/seasons/years.</p>
F2 All about me: Past and Present <i>By studying the differences between themselves now and when they were a baby, children will:</i>	<p>Begin to develop chronological understanding. Know the difference between long ago and now.</p> <p>Compare modern and old objects or events in order. Know 'my life' is different from the lives of people in the past. Begin to show understanding of time.</p> <p>Talk about past and present events in own life and lives of family members.</p>	<p>Give one cause of an event. Look at or touch objects from their own past and comment on their appearance.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Show an interest in the past. Begin to ask questions about artefacts, suggesting what they might be used for.</p> <p>Begin to make some accurate comparisons between modern and old objects. Find answers to simple questions from writing or a pictures.</p> <p>Give own view on why something happened in the past or how they know.</p>
F2 Black History Month – Mae Jemison <i>By studying the life of a significant individuals in the past who has contributed to national and international achievements, children will:</i>	<p>Begin to develop chronological understanding, that some events happened a long time ago, others in the past but not as long ago. Know the difference between long ago and now.</p> <p>Talk about past and present events in own life and lives of family members, identify family members were alive when Mae went to Space.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know that Mae Jemison will be remembered for her role in creating History being the first Black African American woman to travel in Space.</p>	<p>Know that this event changed people's views on the role of women in Space travel, so a significant event.</p>

<p>F2 James Brindley (1716-1772) Canal pioneer</p> <p><i>By studying the life of a significant individuals in the past who has contributed to national and international achievements, children will:</i></p>	<p>Comment on images of familiar situations in the past.</p> <p>Know the background to the canal, why they were built, how this developed the area.</p> <p>Know about the importance of the work of James Brindley and how this influenced how Mirfield looks today. Know that James Brindley was alive during Georgian times. Identify this as before Victorian times.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past. How has the canal changed in appearance and use?</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Show an interest in the past. Begin to ask questions about artefacts, suggesting what they might be used for.</p> <p>Begin to make some accurate comparisons between modern and old objects.</p> <p>Find answers to simple questions from writing or a pictures.</p>
<p>F2 Water</p> <p><i>By studying 'wash day' in the past and compering with today, children will:</i></p>	<p>Comment on images of familiar situations in the past.</p> <p>Know that over 100 years ago, wash day was very different.</p> <p>Refer to 'Victorian Times' when making comparisons between wash day in the past and now.</p>	<p>Develop an understanding of growth, decay and change over time. Know the difference between past and present.</p> <p>Tell a few similarities and differences between ways of life in Victorian times and now. (Magic Grandad)</p> <p>Put a few objects / events in order e.g. irons/ wash day artefacts.</p>	<p>Show an interest in the past. Begin to ask questions about artefacts, suggesting what they might be used for. Begin to make some accurate comparisons between modern and old objects.</p> <p>Give own view on why something happened in the past or how they know.</p>
<p>F2 Castles</p> <p><i>By studying different types of castles and comparing with a modern day castle, children will:</i></p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know that castles were built before Victorian times. Look at a timeline of castles.</p>	<p>Develop an understanding of growth, decay and change over time. Know the difference between past and present.</p> <p>Understand that we have a Queen who rules the UK and Britain has had a king or queen for many years. Spot old and new things in a picture.</p> <p>Tell a few similarities and differences between ways of life in Medieval times and now.</p>	<p>Show an interest in the past. Begin to ask questions about artefacts, suggesting what they might be used for. Begin to make some accurate comparisons between modern and old objects.</p> <p>Find answers to simple questions from writing or a pictures</p>

Year 1 and 2 - Cycle 1	Historical Knowledge <ul style="list-style-type: none"> - knowledge of events and people - understanding chronology - using historical vocabulary 	Historical Concepts <ul style="list-style-type: none"> - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends 	Historical Enquiry <ul style="list-style-type: none"> - asking and answering questions - using and evaluating sources
<p>How did the Great Fire of London start and what was its impact? By studying the Great Fire of London children will:</p>	<p>(Year 1) *sequence the history of the Great Fire of London on a timeline *Know some facts about Samuel Pepys</p> <p>(Year 2) *Describe the differences in housing in London between then and now *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, century, Stuarts,1666 *can use some key dates as important markers of events</p>	<p>(Year 1) *recall some facts about the Great Fire of London *describe what London housing was like during this period</p> <p>(Year 2) *identify cause and effect, for example, how the Great Fire of London changed architecture and building plans in London. Fire Brigade was founded and its impact on safety in homes (British Values – right to be safe, respect for a British institution)</p>	<p>(Year 1) *be encouraged to ask and answer questions about the past and suggest how they could answer them</p> <p>(Year 2) *ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts, (Samuel Pepys) posters, buildings and statues, secondary sources</p>
<p>What jobs did people have in the past? By studying different jobs in the past children will:</p>	<p>(Year 1) *identify jobs in Mirfield - the jobs of chimney sweeper, bargeman, housemaid, butler, lamplighter, knocker upper, town crier *know that some jobs no longer exist and jobs that we have today may not have existed 50 years ago</p> <p>(Year 2) *Understand that jobs have changed due to changes in technology or society *place some jobs on a timeline</p>	<p>(Year 1) *recall some facts about jobs in Mirfield in the Victorian period *describe what Victorian Mirfield was like during this period</p> <p>(Year 2) *identify cause and effect, for example, how technology changed what people do – what is done on a computer that used to be done by a human being.</p>	<p>(Year 1) *be encouraged to ask and answer questions about the past and suggest how they could answer them</p> <p>(Year 2) *ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts, posters, buildings and statues, secondary sources</p>
<p>How have modes of transport changed over time and why? By studying different modes of transport in the past children will:</p>	<p>(Year 1) *read time lines (3D with objects/ sequential pictures) Sequence modes of transport into then and now.</p> <p>(Year 2) Look at the past modes of transport in Mirfield – barges/trains *create a timeline showing how transport has changed over time using terminology such as Steam train, electric train, horse and cart, motorcar, bicycle ,carriage, stage coach, aero plane, sailing ship, steam ship,</p>	<p>(Year 1) *recall some facts about the Railways *Describe what modes of transport were like during the Stuart/Victorian periods and now.</p> <p>(Year 2) *Describe the differences between modes of transport available in Stuart times/Victorian times and now</p>	<p>(Year 1) *begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) *use a range of sources to find out characteristic features of the past events of time studied *sort artefacts into “then” and “now”</p> <p>(Year 2) *compare pictures or photographs of transport in the past *study collections of artefacts and confidently describe similarities and differences *use a source – why, what, who, how, where to ask questions and find answers</p>

Year 1 and 2 - Cycle 2	Historical Knowledge - knowledge of events and people - understanding chronology - using historical vocabulary	Historical Concepts - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends	Historical Enquiry - asking and answering questions - using and evaluating sources
<p>Homes: Past and Present <i>By studying the differences between our modern day homes and homes of the past, children will:</i></p>	<p>(Year 1) *Recall some facts about people/events before living memory *identify recent changes in the local environment, for example, the changes to the playground during the summer holidays; local houses being built. *Describe things that happened to themselves and other people in the past. *order a set of images of homes from the past (Year 2) *Say why people may have acted the way they did in building their houses where they are *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past</p>	<p>(Year 1) recall some facts about people/events before living memory. Homes of grandparents, homes of people from the past (British Values – self- knowledge, esteem and confidence) (Year 2) *find out about the past in different ways: making observations about changes, studying photographs, talking to adults, particularly family members, reading texts (British Values self- knowledge/esteem and confidence)</p>	<p>(Year 1) *be encouraged to ask and answer questions about the past and suggest how they could answer them. (British Values – self- knowledge, esteem and confidence) (Year 2) *ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts (diaries and letters), secondary sources (British Values – self- knowledge, esteem and confidence)</p>
<p>Why was Florence Nightingale an important person? <i>By studying the life of a significant individual in the past who has contributed to national and international achievements, children will:</i></p>	<p>(Yer 1) *learn about the achievements of Florence Nightingale, Mary Seacole and Edith Cavell (British Values – equality of opportunity) *sequence their achievements in chronological order on a timeline *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, Crimean War, WWI, 19th century, 20th century (Year 2) *Look at different resources and artefacts (evidence) to give and explain reasons why Florence, Mary and Edith may have acted in the way they did. (British Values – equality of opportunity) *Recount the main events from a significant event in history – The Crimean War</p>	<p>(Year 1) *recall some facts about Florence and Mary *describe what nursing looked like during the Crimean War (British Values – equality of opportunity) (Year 2) *identify similarities and differences between conditions and treatments in the Crimean War, WWI and today ; and between conditions before and after the nurses’ improvements *identify the significance and impact of the nurses’ improvements and achievements, in both the short- and long-term (British Values – right to a live healthy lives)</p>	<p>(Year 1) *be encouraged to ask and answer questions about the past and suggest how they could answer them (Year 2) *ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts (diaries and letters), secondary sources</p>

<p>How does the Victorian Seaside compare to today?</p> <p><i>By studying the Yorkshire seaside resort of Scarborough in greater depth, children will:</i></p>	<p>(Year 1) *sequence the history of Scarborough on a timeline</p> <p>(Year 2) *Describe the differences between then and now *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, century, Victorian, 1950s, 1960s etc *can use some key dates as important markers of events</p>	<p>(Year 1) *identify similarities and differences between Scarborough as a Victorian seaside resort and today *use evidence to describe seafront and town buildings and their uses by people from the past.</p> <p>(Year 2) *identify cause and effect, for example, why Scarborough lost popularity as a holiday destination and the impact this had on the community why the RNLI was founded and its impact on safety at sea <i>(British Values – right to be safe, respect for a British institution)</i></p>	<p>(Year 1) *be encouraged to ask and answer questions about the past and suggest how they could answer them</p> <p>(Year 2) *ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts, posters, buildings and statues, secondary sources</p>
--	--	---	---

Year Three and Year Four Cycle 2

Year 3 and 4 – Cycle 1	Historical Knowledge <ul style="list-style-type: none"> - knowledge of events and people - understanding chronology - using historical vocabulary 	Historical Concepts <ul style="list-style-type: none"> - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends 	Historical Enquiry <ul style="list-style-type: none"> - asking and answering questions - using and evaluating sources
<p>The Romans: What impact did they have on Britain? <i>By studying the period in which the Roman Empire included much of Britain, children will:</i></p>	<p>(Year 3) *learn about the extent of the Roman Empire and the power of its army; attempted and successful invasions of Britain; *learn about Boudicca and resistance to invasion; the impact of the Romans on British culture, technology and beliefs *identify this period in history on a chronological timeline *be taught historical vocabulary: AD, BC, century, archaeology, Celts, tribes, gladiator, amphitheatre, empire (Year 4) *learn about the extent of the Roman Empire and the power of its army; attempted and successful invasions of Britain; *evaluate why Boudicca was initially successful and resistance to invasion; *sequence developments within this period on a timeline</p>	<p>(Year 3) *identify similarities and differences in Britain before and after the Roman invasion *explore why the Romans wanted to extend their empire *identify which aspects of Roman life they think had the most significant impact on Britain (Year 4) *identify similarities and differences in Britain before and after the Roman invasion explaining the causes *evaluate why the Romans wanted to expand their empire *evaluate which aspects of Roman life they think had the most significant impact on Britain, explaining why</p>	<p>(Year 3) *address and devise historically valid questions relating to cause, effect, change and significance *compare and contrast different accounts of Boudicca *construct responses to questions *write an evaluation of the impact of the Romans on life in Britain, using a variety of sources (Year 4) *explore how and why there are different viewpoints about Boudicca *construct responses to questions, selecting relevant evidence *identify and compare primary (British Museum website) and secondary sources *begin to evaluate the usefulness of different sources <i>(British Values – freedom of speech)</i> *write an evaluation of the impact of the Romans on life in Britain, using and starting to evaluate a variety of sources</p>
<p>What was life like in an Anglo-Saxon settlement? <i>By studying Anglo-Saxon life in early Britain children will:</i></p>	<p>(Year 3) *discuss and understand the meaning of the terms ‘invaders’ and ‘settlers.’ *place significant dates concerning the Anglo-Saxons on a timeline of British history. *appreciate the importance of the archaeological finds at Sutton Hoo. * create a captioned diagram and description of a Sutton Hoo burial artefact. *research King Alfred the Great (Year 4) * understand that Britain has been invaded and settled numerous times and place these into context *appreciate and discuss the importance of the archaeological finds at Sutton Hoo. * create a captioned diagram and description of a Sutton Hoo burial artefact. *research King Offa of Mercia, a powerful Anglo-Saxon King and King Alfred the Great</p>	<p>(Year 3) *compare Anglo-Saxon society with today’s way of life. *write about the daily life of a member of a particular Anglo-Saxon class. *describe the types of punishment that were given to criminals *know that trial by jury was introduced to Britain during Anglo-Saxon times. (Year 4) *compare Anglo-Saxon society with today’s way of life .using a wide range of sources *write about the daily life of a member of a particular Anglo-Saxon class. * describe the types of punishment that were given to criminals and understand and describe the Anglo-Saxon system of recompense, called ‘wergild’. *compare and contrast King Offa of Mercia with King Alfred the Great</p>	<p>(Year 3) discuss what the items buried in the grave at Sutton Hoo tell us about the person. (Year 4) *identify and compare primary (British Museum website) and secondary sources *begin to evaluate the usefulness of different sources *evaluate what the items buried in the grave at Sutton Hoo tell us about the person considering the quality of the evidence.</p>

Year Three and Year Four Cycle 2

<p>The Vikings – what is their legacy? By studying this period, children will:</p>	<p>(Year 3 & 4) *understand the reason for Viking raids and invasion and resistance by Alfred the Great and Athelstan (British Values – right to live free from persecution) *identify this period in history on a chronological timeline of the Vikings Romans and the Normans *sequence events within this period *be taught historical vocabulary: Romans, Anglo-Saxons, Vikings, AD, BC, century, monarchy, reign</p>	<p>(Year 3) *identify the power struggle for sovereignty of Britain between AD 410 and 1066 (British Values – Rule of Law, Democracy – Danelaw) *identify the Viking legacy: people’s names, place names, English language (British Values self-knowledge) *evaluate push and pull factors for invaders/settlers in coming to Britain (Year46) *consider why not all invaders wished to settle in addition to why invaders did want to settle</p>	<p>(Year 3) *address and devise historically valid questions relating to cause, effect, change and significance *construct responses to questions, using relevant evidence *using a range of sources, write a comparison of Alfred the ‘Great and Athelstan’ *examine Viking and Anglo-Saxon artefacts and source materials and draw conclusions from them (Year 4) *examine the validity of the traditional portrayal of Vikings *use evidence to dramatize the power struggle between AD 410 and 1066, in response to the overarching question</p>
<p>Year 3 and 4 – Cycle 2</p>	<p>Historical Knowledge - knowledge of events and people - understanding chronology - using historical vocabulary</p>	<p>Historical Concepts - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends</p>	<p>Historical Enquiry - asking and answering questions - using and evaluating sources</p>
<p>Ancient Egypt: What did the Ancient Egyptians achieve? By studying this early civilisation, children will:</p>	<p>(Year 3) *realise that Ancient means thousands of years ago; begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) *learn about everyday life and significant achievements in the Ancient Egypt civilisation (Year 4) *identify this period of history on a chronological timeline, comparing it to other ancient civilisations Use terms related to the period and begin to date events *be taught historical vocabulary: civilisation, ancient, AD, BC, century, millennium, monarchy, primary and secondary sources, legacy</p>	<p>(Year 3) *identify the role the River Nile played in the growth of this early civilisation *evaluate the significance of Ancient Egyptian achievements and their impact on modern life: farming, written language, social structure, building (Year 4) *identify the role of the Pharaoh – absolute power (British Values – rule of law, rights of the individual) *identify the cause and effect of Ancient Egyptians’ death rituals (beliefs about the afterlife and the lasting legacy of the pyramids) (British Values –respect for other cultures and faiths)</p>	<p>(Year 3) *Use evidence to describe the culture and leisure activities from the past (British Values – respect for other cultures and faiths) *explore the idea that there are different accounts of history *address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence * (Year 4) *use evidence to describe what was important to the ancient Egyptians. *use evidence to show how the lives of rich and poor Egyptians differed *identify and compare primary (British Museum website) and secondary sources *begin to evaluate the usefulness of different sources (British Values – freedom of speech)</p>

Year Three and Year Four Cycle 2

<p>Stone Age to Iron Age: How and why did early Britain change? By studying the changes that occurred during this period in history, children will:</p>	<p>(Year 3) *learn about life, developments and significant places during the Stone and Iron Ages, including Skara Brae, Stone Henge, Lascaux *identify this period in history on a chronological timeline understanding the meaning of BC or BCE (Year 4) *sequence developments within this period on a timeline *be taught historical vocabulary: prehistoric, Neolithic, Palaeolithic, Mesolithic, AD, BC, century, archaeology, hunter gatherer, Celts, tribes *can accurately differentiate within a longer period e.g. Stone Age, Iron Age</p>	<p>(Year 3) *identify similarities and differences between the Stone Age, Bronze Age, Iron Age and today (Year 4) *learn about the impact of the discovery of bronze, iron and the smelting process *consider why people began to live in tribes and the consequences this had in the short and long-term (British Values – respect for different faiths – druids)</p>	<p>(Year 3) *address and devise historically valid questions relating to cause, effect, change and significance (British Values – self-awareness) *construct responses to questions, selecting relevant evidence (Year 4) *identify sources of evidence from a time period with no writing (cave paintings and artefacts from archaeological digs)</p>
--	---	--	--

Years 5 and 6 Cycle 1	Historical Knowledge	Historical Concepts	Historical Enquiry
<p>Ancient Greece: What is its legacy? <i>By studying the life, achievements and legacy of this ancient civilisation, children will:</i></p>	<p>Historical Knowledge</p> <ul style="list-style-type: none"> - knowledge of events and people - understanding chronology - using historical vocabulary <p>(Year 5) *learn about ancient Greek life: politics, art, alphabet, thinking (science, maths and philosophy), literature and sport (British Values – respect for other cultures and faiths) *identify this period of history on a chronological timeline *sequence key developments during this period on a timeline</p> <p>(Year 6) *learn about ancient Greek life: politics, art, alphabet, thinking (science, maths and philosophy, literature and sport) (British Values – respect for other cultures and faiths) *explore why its impact on western life is still evident 3000 years later (British Values – freedom of speech, democracy) *identify this period of history on a chronological timeline *sequence key developments during this period on a timeline</p>	<p>Historical Concepts</p> <ul style="list-style-type: none"> - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends <p>(Year 5) *explain and evaluate the significance of ancient Greece to modern day life in Britain, focus on democracy (British Values – democracy) *consider, in broad terms, the influence of ancient Greece on modern day life * Life for women in Greece and slaves (British Values – equality, right to live free from persecution) *contrast the opposing city states of Athens and Sparta (British Values – rights of women/rights of helots)</p> <p>(Year 6) *explain and evaluate the significance of ancient Greece to modern day life in Britain, focusing on democracy, education, medicine, military strategy, (British Values – democracy) *consider, in broad terms, the influence of ancient Greece on modern day life * compare life for women in Greece and slaves and compare to other societies already studied. (British Values – equality, right to live free from persecution) *contrast the opposing city states of Athens and Sparta and compare other societies studied.</p>	<p>Historical Enquiry</p> <ul style="list-style-type: none"> - asking and answering questions - using and evaluating sources <p>(Year 5) *address and devise historically valid questions relating to cause, effect, change and significance * responds to questions using evidence and some correct historical terminology *begin to evaluate a range of primary and secondary sources. *consider a range of primary and secondary sources *can explore how there can be different interpretations of the same historical event.</p> <p>(Year 6) *address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology *evaluate a range of primary and secondary sources *can consider the worthiness of a source by reference to what is known about the topic. *can explore how there can be different interpretations of the same historical event. (British Values – freedom of speech) *describe why there is little evidence of ancient Greece left and why the images on pottery are so important.</p>
<p>WW2: –Why was the Battle of Britain a significant turning point in history?- <i>By studying the Battle of Britain in WW2, children will:</i></p>	<p>(Year 5) *sequence key events during WW2 on a timeline</p> <p>(Year 6) *can use dates and specific terms confidently to establish period detail within the war e.g. different phases of evacuation, phoney war.</p>	<p>(Year 5) * evaluate and explain the causes of the outbreak of WW2 * evaluate the key reasons why we won the Battle of Britain * explain the significance of the Battle of Britain within WW2 and understand why it was a key turning point in the war. * identify the jobs women had during WW2 (British Values – equality) * evaluate why winning the war was significant - the treatment of the Jews during the rise of the Nazis and the holocaust. (British Values – freedom from persecution)</p> <p>(Year 6) * evaluate and explain the causes of the outbreak of WW2 * evaluate the key reasons why we won the Battle of</p>	<p>(Year 5) *offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. (British Values – freedom of speech)</p> <p>(Year 6) *start to think of reasons why a source might be unreliable *shows awareness of the need to think about why the source was produced without prompting. ‘How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?’ (British Values – freedom of speech)</p>

		<p>Britain and debate</p> <ul style="list-style-type: none"> * explain the significance of the Battle of Britain within WW2 and understand why it was a key turning point in the war. * identify how the war changed the roles of women forever <p>(British Values – equality)</p> <ul style="list-style-type: none"> * evaluate why winning the war was significant - the treatment of the Jews during the rise of the Nazis and the holocaust. (British Values – freedom from persecution) 	
Years 5 and 6 Cycle 2	<p>Historical Knowledge</p> <ul style="list-style-type: none"> - knowledge of events and people - understanding chronology - using historical vocabulary 	<p>Historical Concepts</p> <ul style="list-style-type: none"> - Identifying similarities and differences - Identifying cause and effect - Identifying change and trends 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> - asking and answering questions - using and evaluating sources
<p>What was the impact of the Industrial Revolution on Mirfield? By an in-depth study of the industrialization of Mirfield and the impact of luddites, children will:</p>	<p>(Year 5)</p> <ul style="list-style-type: none"> *learn about the Victorian period as a time of great change in terms of urbanisation and technological progress, particularly the birth of the railways *identify this period of history on a chronological timeline <p>(Year 6)</p> <ul style="list-style-type: none"> *identify this period of history on a chronological timeline detailing all periods studied throughout school. *understand that the Victorian was a period of great growth in Mirfield and as a time of great change in terms of urbanisation and technological progress, particularly the birth of the railways over the traditional canals. – link to growth of settlement *use key vocabulary: urbanization, industrial revolution, luddites, technological innovation 	<p>(Year 5)</p> <ul style="list-style-type: none"> *learn about the causes of the rise of the luddites in the local area. (The death of the mill owner William Horsfall) <p>(British Values – Rule of law, equality of opportunity and freedom of speech)</p> <ul style="list-style-type: none"> *identify cause, effect and change when considering how the inventions of the Victorian period changed the lives of Mirfield residents. <p>(British Values – self knowledge)</p> <ul style="list-style-type: none"> *explain and evaluate the significance of Victorian inventions to modern day life <p>(Year 6)</p> <ul style="list-style-type: none"> *learn about the causes of the rise of the luddites in the local area. (The death of the mill owner William Horsfall) compare to the growth of unions and other forms of protest <p>(British Values – Rule of law, equality of opportunity and freedom of speech)</p> <ul style="list-style-type: none"> *identify cause, effect and change when considering how the inventions of the Victorian period fit into a historical trend of humans striving to improve and enrich their lives <p>(British Values – self knowledge)</p>	<p>(Year 5 & 6)</p> <ul style="list-style-type: none"> *A study of local Victorian Census information to look at the families, occupations and industry in the local area. (British Values – self knowledge) *address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence *draw conclusions from evidence such as pictures, artefacts and writing <p>(Year 6)</p> <ul style="list-style-type: none"> *Give own reasons why changes may have occurred, backed up by evidence. *make links between some of the features of past Mirfield (e.g. religion, houses, society, technology.) *evaluate the quality of the resources used e.g. why is a census a credible source for historians?
<p>What did the Mayans achieve? By studying a non-European society that provides contrasts with Britain, children will:</p>	<p>(Year 5 & 6)</p> <ul style="list-style-type: none"> *investigate what life was like at the height of the Mayan Civilization. <p>(British Values – respect for other cultures and religions)</p> <ul style="list-style-type: none"> *investigate reasons for the decline of the Mayan civilisation. *draw comparisons with Britain –Anglo-Saxons, Vikings – break the Mayan period into early/middle/late periods 	<p>(Year 5)</p> <ul style="list-style-type: none"> *evaluate different evidence to compare and contrast Mayan society with other known societies. <p>(British Values – respect for other cultures and religions)</p> <ul style="list-style-type: none"> *discuss the impact of colonisation of central America <p>(Year 6)</p> <ul style="list-style-type: none"> *create evaluation criteria to compare and contrast Mayan society with other known societies. *consider the question: If the Maya were so civilized, 	<p>(Year 5)</p> <ul style="list-style-type: none"> * start to raise questions about what the evidence tells us. Show awareness of the need not to rush to conclusions based on flimsy evidence. <p>(British Values – freedom of speech)</p> <ul style="list-style-type: none"> *construct informed responses to questions, involving thoughtful selection and organisation of evidence <p>(Year 6)</p> <ul style="list-style-type: none"> *speculate and make deductions about an unknown society from a range of visual clues

		<p>why then did they believe in human sacrifice?</p> <p>*discuss the impact of colonisation of central America and compare to the colonisation of other parts of the world</p>	<p>*address and devise historically valid questions relating to cause, effect, change and significance</p> <p>*construct informed responses to questions, involving thoughtful selection and organisation of evidence</p>
<p>Early Islamic Empire: What did they achieve?</p> <p>By studying this early civilisation, children will:</p>	<p>(Year 5 and 6)</p> <p>*learn about significant achievements in the Early Islamic Empire</p> <p>*learn about the city of Baghdad as the centre of the Early Islamic Empire</p> <p>(British Values – respect for other cultures and religions)</p> <p>*identify this period of history on a chronological timeline, comparing it to other ancient civilisations</p> <p>*be taught historical vocabulary: civilisation, ancient, AD, BC, century, millennium, caliph, prophet, empire</p>	<p>(Year 5& 6)</p> <p>*evaluate the significance of Early Islamic achievements and their impact on modern life: mathematics, science, literature, philosophy, geography, astronomy, medicine (British Values – rights to self-knowledge/esteem and confidence)</p> <p>*make comparisons between life in the Early Islamic Empire and Anglo-Saxon Britain and identify reasons why life in Baghdad was more advanced</p> <p>(Year 6)</p> <p>*identify why the empire was able to expand so far and so rapidly</p> <p>*explore this expansion as part of an overarching theme of imperialism, referring back to the Romans, Anglo-Saxons and Vikings</p> <p>(British Values- morality – right/wrong?)</p>	<p>(Year 5)</p> <p>*address and devise historically valid questions relating to cause, effect, change and significance</p> <p>*start to construct informed responses to questions, involving thoughtful selection and organisation of evidence</p> <p>*write a letter in role, describing life in Baghdad</p> <p>*describe why there is little evidence of early Baghdad left (Year 6)</p> <p>*address and devise historically valid questions relating to cause, effect, change and significance</p> <p>*construct informed responses to questions, involving thoughtful selection and organisation of evidence</p> <p>*write a letter in role, describing life in Baghdad, prioritising and carefully selecting evidence</p> <p>*draw conclusions from evidence such as pictures, artefacts and writing</p>