

## The Pennine Trust: History Knowledge Curriculum

<b>Concepts</b>	Build an overview of local/British/world history	Build an overview of local/British/world history	Build an overview of local/British/world history
	Understand chronology and concepts	Understand chronology and concepts	Understand chronology and concepts
	Communicate historically	Communicate historically	Communicate historically
	Investigate and interpret the past	Investigate and interpret the past	Investigate and interpret the past

<b>EYFS</b>	<b>EYFS Understanding the World Early Learning Goal</b>					
	In their time in Early Years, children will have talked about the lives and roles of people around them. They will have compared things in the past to how they are now, drawing on their own experiences and on texts they have shared, and they will have used the settings, characters, and events they encounter in these stories to develop their understanding of the past.					
	Exploring our families	Homes	Toys	School	Transport	Holidays
	Create a family tree using children's family pictures. Observing similarities and differences  How we've changed from when we were a baby?	Compare what homes were like in the past to now  Compare photographs.	Compare toys now and toys of the past.  Bring in a range of different toys for children to explore  <b>Trip to Cliff Castle</b>	Compare schools now and schools of the past  Compare photographs	Compare transport now and transport of the past  Watch video footage from British Pathe  <b>Embassy Railway</b>	Compare holidays now and holidays of the past  Compare photographs of places we have visited  <b>Lighthouse Lytham</b>
	<b>AUTUMN TERM</b> <i>LOCAL HISTORY</i>		<b>SPRING TERM</b> <i>BRITISH HISTORY</i>		<b>SUMMER TERM</b> <i>GLOBAL HISTORY</i>	
<b>YEAR 1</b>	<i>Changes within living memory:</i>		<i>The lives of significant individuals in the past who have contributed to national and international achievements:</i>		<i>Events beyond living memory that are significant nationally or globally:</i>	
<b>Enquiry</b>	Enquiry: How has technology changed in the lifetimes of my family?		Enquiry: Compare the lives and works of two British inventors: Ada Lovelace and Alan Turing		Enquiry: How did the technology of flight change people's lives?	
<b>N.C skills</b>	<i>Create timelines to show how things change over time within living memory of my family, discuss whether</i>		<i>Compare the lives of inventors (historical similarity and difference), which had the greatest contribution</i>		<i>Use facts, evidence reasons and interpretations to answer an enquiry question.</i>	

	<i>change has made life better or worse for my family</i>	<i>to our lives today?</i>	
<b>Areas of Comparison</b>	Society, industrialisation, <b>technology</b> , government, military	<b>Society</b> , industrialisation, <b>technology</b> , government, military	<b>Society</b> , industrialisation, <b>technology</b> , government, military
<b>Vocabulary</b>	Year, decade, century, date, order, timeline, living memory, long ago	Year, decade, century, date, order, timeline, living memory, long ago Inventor, Computer, 1960s, Jobs, Scientist	Year, decade, century, date, order, timeline, living memory, long ago technology (flight and spaceflight)
<b>Links</b>	<i>Geography link: local area Laneshawbridge</i>	<i>Geography link: weather</i>	<i>Geography link: our world</i>
<b>Key knowledge and concepts</b>	<ul style="list-style-type: none"> <li>• Past and present sorting pictures (chronology, change over time)</li> <li>• Ordering objects /pictures of technology (change over time, historical evidence - using primary sources)</li> <li>• Vocabulary – technology</li> <li>• Interviews with members of school community about technology they use now and in the past (interpretations, historical evidence - using primary sources)</li> <li>• Create simple pictorial timelines to show findings from interviews (chronology, change over time)</li> <li>• Answering the enquiry question – how has technology changed and has it made life better or worse for people? (change over time, interpretations)</li> </ul>	<ul style="list-style-type: none"> <li>• Link to prior learning – recap technology vocabulary and change over time</li> <li>• Life of Ada Lovelace through pictures and objects (chronology, historical evidence)</li> <li>• Life of Alan Turing through pictures and objects (chronology, historical evidence)</li> <li>• Vocabulary – inventor</li> <li>• Placing lifetimes in order and linking to prior history learning (chronology)</li> <li>• Comparing lives of inventors (historical similarity and difference) – double bubble</li> <li>• Which person do you think was the most important? (significance, reasons and results)</li> </ul>	<ul style="list-style-type: none"> <li>• Link to prior learning – recap technology vocabulary</li> <li>• Vocabulary – flight</li> <li>• Zoom out to flight timeline in the 20<sup>th</sup> Century (chronology)</li> <li>• Zoom into first flight – Wright Brothers (historical evidence - primary and secondary sources)</li> <li>• Zoom into holidays – then and now (change over time, reasons and results)</li> <li>• Zoom into space exploration – Moon landings (looking at primary and secondary sources)</li> <li>• Answering the enquiry question (reasons and results, interpretations)</li> </ul> <p><b>Trip to Manchester Airport Viewing Park</b></p>

	<b>AUTUMN TERM</b> <i>LOCAL HISTORY</i>	<b>SPRING TERM</b> <i>BRITISH HISTORY</i>	<b>SUMMER TERM</b> <i>GLOBAL HISTORY</i>
<b>YEAR 2</b>	<i>Significant historical events, people and places in their own locality:</i>	The lives of significant individuals in the past who have contributed to national and international achievements.	<i>Events beyond living memory that are significant nationally or globally:</i>

<b>Enquiry</b>	Enquiry: Why was cotton important for Lancashire and specifically our local area?	Enquiry: Compare the lives and works of two British artists: John Constable and LS Lowry.	Enquiry: Why was Queen Victoria's reign important in world history?
<b>N.C skills</b>	<i>Compare photos and maps to show how Lancashire and our local area changed over time due to cotton industry (change over time, historical evidence)</i>	<i>Compare sources of evidence to show how the UK changed over time, discuss what the evidence shows about the reasons for a nature of change</i>	<i>Assess a time period (Victoria's reign) through secondary sources (historical evidence, change over time, interpretations)</i>
<b>Areas of Comparison</b>	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military
<b>Vocabulary</b>	Chronological order, Significant, Investigate, Research, Evidence, artefact, Industry, Industrial revolution	Chronological order, Significant, Investigate, Research, Evidence, artefact Industry, Industrial revolution, Empire,	Chronological order, Significant, Investigate, Research, Evidence, artefact Industry, Industrial revolution, Empire, Trade, Exploration
<b>Links</b>	<i>Geography link: local Geography</i>	<i>Geography link :UK geography</i>	<i>Geography link: World Geography</i>

<p><b>Key knowledge and concepts</b></p>	<ul style="list-style-type: none"> <li>• What is cotton and how was it made? Look at artefacts and photos (historical evidence)</li> <li>• Vocabulary – industry</li> <li>• Timeline of cotton manufacture in Lancashire and specifically our local area, bridging back to chronological events from Year 1 history (chronology)</li> <li>• Ask questions about the life of a mill worker and answer them using evidence from trip (historical evidence, interpretations)</li> <li>• Compare photos and maps to show how Lancashire and our local area changed over time due to cotton industry (change over time, historical evidence)</li> <li>• Discuss signs of cotton industry in Lancashire and specifically our local area today and discuss importance now and in the past (historical evidence, interpretations,significance)</li> <li>• <b>Trip to Helmshore Mill</b></li> </ul>	<ul style="list-style-type: none"> <li>• Link to prior learning looking at industrial landscapes from LS Lowry’s paintings (link to art curriculum spring term)</li> <li>• Vocabulary – landscape</li> <li>• Ordering events within Lowry’s lifetime (chronology)</li> <li>• Comparing scenes from Manchester now with Lowry’s paintings (change over time, historical evidence)</li> <li>• Zoom out to place lifetimes of Lowry and Constable on timeline (chronology)</li> <li>• Compare scenes in Lowry and Constable paintings and discuss reasons for similarities and differences (historical similarity and difference, interpretations, reasons and results)</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions based on a photo of Queen Victoria (historical evidence, interpretations)</li> <li>• Vocabulary – reign</li> <li>• Zoom out to place Queen Victoria’s reign on overview timeline including Industrial Revolution and Queen Elizabeth II up to present day (chronology)</li> <li>• Zoom into timeline of Queen Victoria’s reign (chronology)</li> <li>• Zoom into industry (year 2 autumn and spring term) looking at changesbetween start and end of Queen</li> <li>• Victoria’s reign through secondary sources (historical evidence, change overtime, interpretations)</li> <li>• Vocabulary – empire</li> <li>• Marking world map with British Empire including India (link to geography curriculum summer term)</li> <li>• Zoom into Empress of India medal primary source (historical evidence,interpretations)</li> </ul>
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<p><b>YEAR 3</b></p>	<p><i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i></p>	<p><i>Changes in Britain from the Stone Age to the Iron Age:</i></p>	<p><i>The achievements of the earliest civilizations – an in-depth study of the Shang Dynasty in China:</i></p>
<p><b>Enquiry</b></p>	<p>Enquiry: How did life change for children in North West England during the Industrial Revolution?</p>	<p>Enquiry: How did life change in Britain from the Stone Age to the Iron Age?</p>	<p>Enquiry: How do the achievements of the ShangDynasty contrast to those of Bronze Age Britain?</p>
<p><b>N.C skills</b></p>	<p><i>Discuss whether lives changed for better or worse.</i></p>	<p><i>What changed and what stayed the same from Stone</i></p>	<p><i>Compare Shang Dynasty to Bronze Age Britain. Which was</i></p>

	<i>Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results).</i>	<i>Age to Iron Age? (change over time, historical similarity and difference)</i>	<i>the most advanced civilisation? (similarity and difference, significance)</i>
<b>Areas of Comparison</b>	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military
<b>Vocabulary</b>	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, Continuity/change, First hand/second hand, evidence, Settlements, Historian Industry, Industrial revolution, Empire, Trade	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, Continuity/change, First hand/second hand, evidence, Settlements, Historian stone age, bronze age, iron age, settlements, food: hunting and farming,	BCE CE BC AD, Period, Thousands of years, Archaeology/archaeologist, Sources, Significance, Continuity/change, First hand/second hand, evidence, Settlements, Historian Advanced, Shang dynasty, China, Empire
<b>Links</b>	<i>Geography link: Lancashire</i>	<i>Geography link: UK agriculture</i>	<i>Geography link: world transport and global trade</i>

<p><b>Key knowledge and concepts</b></p>	<ul style="list-style-type: none"> <li>• Bridge back to Year 2 knowledge on cotton industry in Lancashire and specifically our local area (retrieval) and Year 2 geography</li> <li>• Compare images of NW England pre-andpost Industrial Revolution (change over time, chronology, reasons and results)</li> <li>• Timeline of Industrial Revolution linking to Year 1 and 2 history topics (chronology)</li> <li>• Quarry Bank Mill introduction - links to cotton trade from Year 2 and slave trade Year 4 (historical evidence) – place on map to link with geography autumn and spring term</li> <li>• Learn about children’s lives at Quarry Bank Mill within work, education, health and play (historical evidence)</li> <li>• Factory Acts 1833 - 1850 – how did these change life for children? (reasons and results)</li> <li>• Discuss whether lives changed for better or worse. Discuss how things may have seemed for people at the time as well as through the lens of the present day (interpretations, reasons and results). Link to children’s rights</li> </ul> <p><b>Trip to Bradford Industrial Museum</b></p>	<ul style="list-style-type: none"> <li>• Big Picture toilet paper timeline in hall to chart back from present day to Stone Age, marking in Stone Age, Iron Age, Bronze Age and bridging back to history topics covered at KS1 (chronology) Use of BC and CE as historical conventions</li> <li>• How do we know about prehistory without written records? Look at archaeology (historical evidence, interpretations)</li> <li>• Zoom into old Stone Age – look at stone spearheads (historical evidence - primary sources)</li> <li>• Zoom into New Stone Age - first farmers. How did farming change how people lived? (change over time, reasons and results)</li> <li>• Zoom into Bronze Age – bronze age tool (historical evidence - primary sources)</li> <li>• Zoom into Iron Age – compare pictures to see changes (historical evidence, interpretations)</li> <li>• What changed and what stayed the same from Stone Age to Iron Age? (change over time, historical similarity and difference)</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge back to Stone Age-Iron Age Britain. Overview of Ancient civilisations in the world – map and large toilet paper timeline in hall (chronology, link to geography)</li> <li>• Zoom into Shang Dynasty – where and when? (chronology)</li> <li>• Bridge back to archaeology – Zoom into Fu Hao’s tomb discovered in 1976. What can we learn about the Shang Dynasty from this tomb? (historical evidence, interpretations)</li> <li>• Zoom into bronze artefacts – link back to Bronze Age Britain and compare (historical evidence, similarity and difference)</li> <li>• Zoom into jade artefacts, compare to Bronze Age Britain (historical evidence, similarity and difference)</li> <li>• What else do we still want to know? Raise historical questions and use secondary sources to find answers (interpretations)</li> <li>• Compare Shang Dynasty to Bronze Age Britain. Which was the most advanced civilisation? (similarity and difference, significance)</li> </ul>
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	<p><b>AUTUMN TERM</b> <i>LOCAL HISTORY</i></p>	<p><b>SPRING TERM</b> <i>BRITISH HISTORY</i></p>	<p><b>SUMMER TERM</b> <i>GLOBAL HISTORY</i></p>
<p><b>YEAR 4</b></p>	<p><i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i></p>	<p><i>The Roman Empire and its impact on North West England:</i></p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</i></p>

<b>Enquiry</b>	Enquiry: What was the impact of the slave trade on North West England?	Enquiry: What was the impact of the Roman Empire on North West England?	Enquiry: Can we thank the Ancient Greeks for anything in our lives today?
<b>N.C skills</b>	<i>Place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD.</i>	<i>What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance)</i>	<i>Analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity)</i>
<b>Areas of Comparison</b>	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military
<b>Vocabulary</b>	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change Slave	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change Romans: trade army government ore invasion, buildings, settlements, Resistance, Sophisticated Trade	Conversion, Achievements, Impact, Effects/consequences, Contrast, Change Greeks: Government, Olympics, army, city state democracy, architecture, religion, democratic, amphora, engineering
<b>Links</b>		<i>Geography link: map skills, latitude and longitude</i>	<i>Geography link: modern day comparison UK and Greece</i>

<p><b>Key knowledge and concepts</b></p>	<ul style="list-style-type: none"> <li>• What is slavery? (vocabulary) Where did the slave trade take place and who was involved?</li> <li>• Overview timeline of period linking to prior learning – reign of Queen Victoria, Industrial Revolution, slave trade and abolition and key dates (chronology) Bridge back to vocab of /concepts of industrialisation and government (Y2 and Y3)</li> <li>• Zoom in and bridge back to Quarry Bank Mill – examine links to the slave trade (historical evidence, reasons and results)</li> <li>• Zoom in to compare photos of Liverpool and Manchester before and after Industrial Revolution – link to impact of slavery (change over time, reasons and results)</li> <li>• Zoom in to look at primary and secondary sources linked to abolition of slavery – choose one campaigner (historical evidence, interpretations)</li> <li>• Cause and effect of slave trade on NW England (reasons and results)</li> <li>• Answer Enquiry question: what was the impact of slavery on north west England? Present arguments and evidence in written and verbal form</li> </ul>	<ul style="list-style-type: none"> <li>• When and where – map and timeline to link back to Iron Age Y3 (link to geography, chronology)</li> <li>• Zoom into Roman Invasion - how and why did the Romans invade? (reasons and results)</li> <li>• Link back to geography Y4 autumn to zoom in on area of Lancashire before and after Roman Invasion (change over time)</li> <li>• Look at pictures of Roman street in A Street through time and analyse changes (change over time, interpretations)</li> <li>• What evidence can we see today of the Romans in NW England? (historical evidence - primary sources, significance)</li> </ul> <p><b>Trip to Ribchester Roman Museum</b></p>	<ul style="list-style-type: none"> <li>• Bridge Back to Year 3 ancient civilisations overview (chronology)</li> <li>• Zoom in on Ancient Greece – when and where? (chronology with overview timeline and link to Geography)</li> <li>• Zoom into literature – Myths in guided reading (historical evidence, interpretations)</li> <li>• Zoom into theatre (historical evidence, interpretations)</li> <li>• Zoom into sport and first Olympic Games (historical evidence - primary sources e.g. vases)</li> <li>• Zoom into democracy – bridge forward to Year 5 autumn topic</li> <li>• Answer the enquiry question to analyse legacy of Ancient Greece on modern Western world (significance, interpretations, change and continuity)</li> </ul>
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<b>YEAR 5</b>	<i>A study of an aspect in British history that extends pupils' chronological knowledge:</i>	<i>Britain's settlement by Anglo-Saxons:</i>	<i>A non-European society that provides contrast with British history: early Islamic civilization, including a study of Baghdad c. AD 900:</i>
<b>Enquiry</b>	Enquiry: How did the Suffragettes change the lives of people in our local area?	Enquiry: How did the Anglo-Saxons change Britain?	Enquiry: How does The Golden Age of Islam contrast with the Anglo-Saxon Britain?
<b>N.C skills</b>	<i>Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events.</i>	<i>Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference.</i>	<i>Think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events.</i>
<b>Areas of Comparison</b>	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military
<b>Vocabulary</b>	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, My conclusion is that... Suffragette, Equality	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, My conclusion is that... Culture, Religion,	Era, Millennium / century / decade, Extent of : change/continuity, Weigh up both sides, Primary evidence, Secondary evidence, Eye witness, Reliable, Legacy, My conclusion is that... Ancient Islam: Bagdad, knowledge, science, mathematics, influential, tolerance, caliphate, silk roads
<b>Links</b>			<i>Geography link: transport river Euphrates/Tigris, UK rivers</i>
<b>Key knowledge and concepts</b>	<ul style="list-style-type: none"> <li>• Bridge back to definition of democracy from Year 4 summer term Ancient Greece. Why is democracy important? (significance)</li> <li>• Big Picture - track timeline back from current day voting rights to beginning of 19th century. When do children think all adults were able to vote? Plot events on timeline. (chronology, change over time)</li> <li>• Add on previous events - abolition of slavery (1833) - bridge back to Y4 local history and Factory Act (1833) - bridge back to Y3 local history. Link to big picture of Industrial Revolution (chronology)- explore</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge back to Roman Britain Year 4 – what happened after the Romans left?</li> <li>• Overview timeline of Anglo-Saxon period (chronology) – Include invasions from Irish and Scots</li> <li>• Compare pics from A Street Through Time – Roman Britain to Anglo Saxon Britain (interpretations) Why was it called the Dark Ages? Why is it difficult to find out about this period? (historical evidence, change over time)</li> <li>• Zoom into Anglo Saxon place names</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge back to Anglo Saxon Britain and show Baghdad and London on map. Construct overview timeline to show AD900 in context of other history topics already learned (chronology)</li> <li>• Zoom into citizens of Baghdad – everyday life, school and education (historical evidence)</li> <li>• Zoom into The House of Wisdom (historical evidence)</li> <li>• Zoom into Al-Zahrawi and contributions to medicine (historical evidence, significance)</li> </ul>

	<p>what life was like for women before the suffragettes.</p> <ul style="list-style-type: none"> <li>• Look at Statue of Emmeline Pankhurst in Manchester (2018). Children raise questions. Why is this person important?(significance, interpretations)</li> <li>• Zoom into life of Emmeline Pankhurst and notable events (chronology, significance)</li> <li>• Look at campaign posters/photos. What can we learn about the campaign? (historical evidence -primary sources, interpretations)</li> <li>• Zoom into the suffrage campaign database website <a href="#">Database - Women's Suffrage Resources</a> to find women in Manchester who signed the 1866 petition and/or appear in the 1914 Home Office arrest records (historical evidence - primary sources). Choose one notable story to analyse and fit to bigger picture</li> <li>• Zoom into militant tactics and arrests from primary sources. Debate - were the Suffragettes right to break the law? (reasons and results, interpretations)</li> <li>• Big picture - answer enquiry question - how did the Suffragettes change life for women in Manchester? (historical cause and effect, significance) comparison of life before and after suffragette movement.</li> </ul>	<p>(primary sources, reasons and results)</p> <ul style="list-style-type: none"> <li>• Old English language (primary sources, significance)</li> <li>• Sutton Hoo excavation 1939 (historical evidence, interpretations)</li> <li>• Zoom in – what can we learn from an Anglo Saxon coin? (historical evidence -primary sources)</li> <li>• Answer enquiry question (significance, reasons and results, change over time)</li> </ul> <p><b>Trip to Clitheroe Castle</b></p>	<ul style="list-style-type: none"> <li>• Compare achievements to those of Anglo-Saxon Britain (historical similarity and difference)</li> <li>• What is the legacy of the Golden Age of Islam on the world today? (significance, reasons and results)</li> </ul>
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<b>YEAR 6</b>	<i>A study of an aspect in British history that extends pupils' chronological knowledge – a significant turning point in British history:</i>	<i>Viking and Anglo-Saxon struggle for the Kingdom of England:</i>	<i>A non-European society that provides contrast with British history: Mayan civilization c. AD 900:</i>
<b>Enquiry</b>	Enquiry: What was the impact of the WWI on local people's lives?	Enquiry: How and why did the Vikings invade Britain?	Enquiry: How does Mayan civilisation contrast with Anglo-Saxon Britain?
<b>N.C skills</b>	<i>Demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference.</i>	<i>Understand that the past can be represented and interpreted in many different ways.</i>	<i>Select, organise and evaluate a range of historical sources, making deductions about their reliability.</i>
<b>Areas of Comparison</b>	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military	Society, industrialisation, technology, government, military
<b>Vocabulary</b>	Anachronism, Culture, Stereotype, Excavate, This source omits to mention, Reliability and intent of source WW1: alliance, war, navy, army	Anachronism, Culture, Stereotype, Excavate, This source omits to mention, Reliability and intent of source Invader Viking Anglo-Saxon Religion Conversion	Anachronism, Culture, Stereotype, Excavate, This source omits to mention, Reliability and intent of source Glyphs Codices Cacao
<b>Links</b>	<i>Geography link: migration link</i>	<i>Geography link: weather, climate zones, climate change</i>	<i>Geography link: north and south America study.</i>

<p><b>Key Knowledge and concepts</b></p>	<ul style="list-style-type: none"> <li>• Bridge back to Year 5 local history to extend timeline from 1900s onwards to include WWI (chronology)</li> <li>• Zoom into WWI 1914-1918 – overview of events (chronology)</li> <li>• Zoom out to what changes did WWI have on Britain at that time – why did this happen (reasons and results)</li> <li>• Zoom in to Accrington pals – why did this happen (reasons and results)</li> <li>• Look at photos and evidence to analyse impact of Accrington Pals on the local area (historical evidence – primary sources)</li> <li>• Look at evidence and written accounts to identify population trends during WWI ‘The Lost Generation’ (historical evidence – primary sources, interpretations)</li> <li>• Multi-flow graphic organiser to show cause and effect of WWI on population movements and changes (reasons and results, change over time)</li> </ul>	<ul style="list-style-type: none"> <li>• Bridge back to Year 5 Anglo Saxons – extend timeline to show Viking Raids (chronology)</li> <li>• Who were the Vikings and where did they come from? Show on map</li> <li>• Zoom in - why did the Vikings come to Britain? (historical cause and effect)</li> <li>• How do we know about Viking Britain? (historical evidence)</li> <li>• Zoom in - What was a Viking ship like? (historical evidence primary sources, interpretations)</li> <li>• Anglo Saxon resistance – debate - does Alfred deserve to be called the ‘Great’? (significance)</li> </ul> <p><b>Trip to Yorvik Centre, York</b></p>	<ul style="list-style-type: none"> <li>• Overview timeline to show context within history already learned – bridge back to Y5 Anglo Saxons</li> <li>• Where were the Maya? Place on map (link to geography)</li> <li>• How do we know about the Maya? Look at primary sources (historical evidence, interpretations)</li> <li>• Zoom into Maya writing (historical evidence)</li> <li>• Zoom into Maya trade and number system (historical evidence)</li> <li>• Zoom into Maya sports (historical evidence)</li> <li>• Compare to Anglo Saxons. Which was the most advanced civilisation? (historical similarity and difference)</li> <li>• Zoom into the Maya today (change and continuity, significance)</li> </ul>
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