

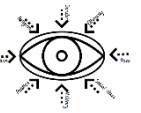

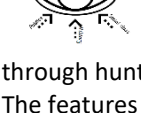
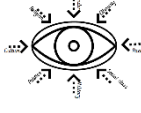
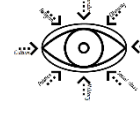
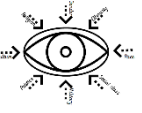































# Langshott Subject Leader Curriculum Map – History.

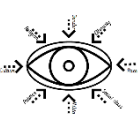









## Our History Vision

At Langshott Primary School, we provide all children with a high-quality history education that will help pupils gain a coherent knowledge and understanding of the past, both nationally and internationally. Through a range of inspirational opportunities, we aim to encourage a curiosity of discovery about the past and we support the children to reflect on the impact this has on the world presently and in the future.











EYFS
<p><b>All about me</b></p> <p><b>Outcome:</b> To comment on familiar situations in their past through role play.</p> <ul style="list-style-type: none"> <li>To explore pictures, stories, artefacts and accounts from the children's past, explaining similarities and differences.</li> <li>To use basic chronology, recognising that things happened before they were born.</li> <li>To think about and talk about the lives of the people around them and their roles in society</li> <li>To understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Once upon a time</b></p> <p><b>Outcome:</b> To compare and contrast characters from the past focusing on The Queen.</p> <ul style="list-style-type: none"> <li>To explore and share texts and images, that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling.</li> <li>To comment on the different characters drawing similarities and differences</li> <li>To draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes</li> </ul>

1	2	3	4	5	6
<p><b>Travel and Transport.</b></p> <p><b>Outcome-</b> to create a model airplane to recreate the 'first flight'</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> Who the Wright brother were and how they contributed to national and global achievements? Who George Stephenson was and his achievements?</p>	<p><b>The Great Fire of London</b></p> <p><b>Outcome-</b>To participate in Bread and house making recognising the relevance to this starting the fire.</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> What the fire was, how it started and what impact it had on people lives Who Samuel Pepys was and how he contributed to what we know today through his diary. Features of London's settlements and how these impacted the fire.</p>	<p><b>The Stone age into the Iron Age</b></p> <p><b>Outcome-</b>To re-tell the key events during Stone Age day.</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective:</b> What life was like during the stone age. How people survived through hunting, farming and mining. The features of settlements. The entertainment people had during this period. What religion was and meant to people during the Iron age to the Stone age. What was and is Stone Henge.</p>	<p><b>Ancient Greece (A study of ancient cultivations)</b></p> <p><b>Outcome-To create-</b> Video news report (see GL/PW)</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> Who the Greeks were and what influenced the way they live. What education was like during this era. What was involved in early democracy. The origin of the Olympics. What religion consisted off during the Greek era (gods and goddesses)</p>	<p><b>The Anglo Saxons- Vikings (A study of invasion and kingdoms)</b></p> <p><b>Outcome-</b> to re-enact the invasion of the Anglo- Saxons and Vikings in Great Britain.</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> To know what the invasion and raid of the Vikings from the Anglo-Saxons was and consisted of To name and reason for the 7 kingdoms. To identify the features of typical settlements during Anglo-Saxon Britain and compare these to changes post Viking invasion in Danelaw (Easter England)</p>	<p><b>The Victorians (A study of British History)</b></p> <p><b>Outcome-</b>To innovate like the Victorians, creating an exclusive invention.</p> <p><b>Knowledge :</b></p>  <p><b>Historical perspective</b> Who the Victorians were, recognising some as famous (Queen Victoria) What was life like during the Victorian period? Focusing on the differences between social classes (rich and poor)</p>

<p>The impact of transport to people’s lives and how people use transport in different ways</p> <div>  <p><b>Historical comparisons</b> Compare types of transport. Identifying similarities and differences. Explore developments of transport over time.</p> </div> <div> <p><b>Skills:</b></p>  <p><b>Historical enquiry</b> Use a range of historical sources to make comparisons between transport past and present (photos/artefacts)</p> </div> <div>  <p><b>Chronology</b> Use a timeline to represent events in order. Build chronological skills and understanding by sequencing a few events, pictures and objects.</p> </div> <p><b>Historical terms</b> Travelling, transportation, modern, old, new, living memory, cars, steam, century, steam train, truck, submarine, bike, air balloon, tractor ,boat, van, helicopter, Penny fathering, tram, horse and cart, pull, push, carry, move, journey.</p> <p><b>Resources:</b></p>  <p><a href="https://www.bbc.co.uk/iplayer/episode/b03x15xs/topsy-and-tim-series-1-20-old-toys">https://www.bbc.co.uk/iplayer/episode/b03x15xs/topsy-and-tim-series-1-20-old-toys</a></p>	<p>What life was like after the fire and how it impacted future architecture</p> <div>  <p><b>Historical comparisons:</b> Compare life pre and post The great Fire of London. Compare life today and life in 1666.</p> </div> <div> <p><b>Skills:</b></p>  <p><b>Historical enquiry:</b> Use a range of historical sources (paintings/diary) and artefacts to identify what life was pre, post and during the Great Fire of London.</p> </div> <div>  <p><b>Chronology:</b> Progress in chronological understanding using timelines for the events of the 5 days of the Great Fire. Use dates to show when the fire was. Use phrases and common words relating to the passing of time</p> </div> <p><b>Historical terms</b> Monument, King Charles II, Samuel Pepys, Diary, sources ash, escaping, leather bucket, axe, The tower of London, Thomas Farynor, St Paul’s Cathedral, London, flame, Christopher Wren, rebuild.</p> <p><b>Resources:</b></p>  BBC Bitesize video <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h</a>  Great Fire of London artefact box (staff room)  Great Fire of London tail story	<p>How Skara Brae was discovered.</p> <div>  <p><b>Historical comparisons:</b> Compare life during the stone age period to the developments of the Iron age. Draw similarities and differences between modern day Britain and the Stone Age era.</p> </div> <div> <p><b>Skills:</b></p>  <p><b>Historical enquiry</b> Explore evidence from Stonehenge and what it tells us about the past. Use a range of historical artefacts (tools, clothing, paintings, house models, food etc) to draw comparisons and make judgements.</p> </div> <div>  <p><b>Chronology:</b> Understand and represent that the past can be divided into different periods of time. (AD/ BC) Use dates to place events, people and eras on a timeline.</p> </div> <p><b>Historical terms</b> Tribe, community, gatherer, hunter, protect, spear, axe, mammoth, jewellery, AD, alliance, archaeologist, awl, BC, bronze, Celts, cemetery, climate, cremated, crop, domesticated, empire, evidence, flint, forage, fossil, glacier, harvest, homo-heidelbergensis, Iron Age, loom.</p> <p><b>Resources:</b></p>  Stone age resource box containing books (x6) and artefacts mixed  Stone age books library has a good selection for researching  Stone age twinkl resources <a href="https://www.twinkl.co.uk/resource">https://www.twinkl.co.uk/resource</a>	<p>What the Trojan War was and its impact on life.</p> <div>  <p><b>Historical comparisons:</b> Compare early civilisations during the same period of time across the world (Stone Age to Iron age- Year 3). Compare life today and during the Greeks.</p> </div> <div> <p><b>Skills:</b></p>  <p><b>Historical enquiry</b> Explore historical evidence to draw conclusions and make supported judgements about the past. Begin to develop an understanding of valid sources and how these tell us about the life during the Greek period and allow us to compare.</p> </div> <div>  <p><b>Chronology:</b> Understand and represent that the past can be divided into different periods of time. (AD/ BC) Use dates to place events, people and eras on a timeline including period they have already learnt about.</p> </div> <p><b>Historical terms</b> Acropolis, agoge, altar, ancestor, andron, archaeologist, architecture, atom, caryatid, chariot, city-state, comedy, courtyard, democracy, excavate, flax, foundation, gymnasium, hoplite, immortal, legend, myth, Oracle, oxen, Partheno, phalanx, philosophy, politician, priestess, prophecy, Sphinx, stadion, symptom, temple, Titan, tragedy</p> <p><b>Resources:</b></p>  Twinkl resources and lesson plans <a href="https://www.twinkl.co.uk/resources/planit-history-primary-teaching-resources-uks2/planit-history-primary-teaching-resources-uks2-ancient-greece">https://www.twinkl.co.uk/resources/planit-history-primary-teaching-resources-uks2/planit-history-primary-teaching-resources-uks2-ancient-greece</a>	<p>To recognise the impact of the law/legal system, the Early Monarchs and religion during this time. To know features of everyday life during this era. To understand and explain the ending of the Saxon and Viking rule of Britain (Normans, Harold and Battle of Hastings)</p> <div>  <p><b>Historical comparisons:</b> To compare life from AD 449-1066. Exploring the impact this had on Britain past and present. Make connections, contrasts and trends between different time periods.</p> </div> <div> <p><b>Skills:</b></p>  <p><b>Historical enquiry</b> To explore life during the Saxon/ Viking period of invasion by using a selection of artefacts and valid sources. Draw conclusions using supporting evidence selecting based on validity.</p> </div> <div>  <p><b>Chronology</b> Use dates precisely including BC and AD. Say, read and write dates accurately. Have a secure understanding of chronology of the British, local and international history they have studied.</p> </div> <p><b>Historical terms</b> Angles, Anglo-saxons, archaeological evidence, armoury barbarian, bretwalda, Britons, bronze, Celts, Christianity, conquer, dooms, estate, famine, gemot, hoard, court, Huns, Kingdom, Jutes, legend, loom, mead, mine, minster, mint, missionary, noblemen/women, miad, oath helper, oblate, old English, open fire, Pagan, Picts, pottage, raiders, settlement, source, tribe, Vikings, water mill, Witan.Afterlife, ally, amber, archaeologist, baptise, blood-fued, Christian, Danegeld, Danes, duchy, estate, excavation, excile.famine, fortify, fyrd, harvest, hilt,</p>	<p>What Victorian inventions existed and how these impacted lives and continue to impact modern life today. Features and the impact of the industrial revolution.</p> <div>  <p><b>Historical comparisons:</b> Compare life during the Victorian Era (focusing on social class) to Modern day Britian. Draw comparisons, connections and trends between life today and during this time using evidence to explain.</p> </div> <div> <p><b>Skills</b></p>  <p><b>Historical enquiry</b> Investigate life during the Victorian Era using a wide range of evidence to draw conclusions and make judgements. Develop an understanding of valid sources and how these tell us about the life during the Victorian period.</p> </div> <div>  <p><b>I chronology:</b> Use dates precisely and independently. Have a secure understanding of chronology of the British, local and international history they have studied. Describe characteristics of periods and societies studied and place them on a chronological framework such as a timeline.</p> </div> <p><b>Historical terms</b> Queen Victoria, Industrial revolution, poverty, inventions, chimney sweep, steam train, camera, washboard, iron, tin bath, butler, slate, Dr Barnardo, Prince Albert, post box , factory, mining, Social class, rich, poor.</p> <p><b>Resources:</b></p>  <b>Selection of Victorian artefatcs (see box in staff room)</b>  <b>Selection of texts for research and to support subject knowledge (see box in staff room and library)</b>  Twinkl plans
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<p> <a href="https://www.bbc.co.uk/iplayer/episode/b08nkp3z/sarah-duck-series-3-20-old-toys">https://www.bbc.co.uk/iplayer/episode/b08nkp3z/sarah-duck-series-3-20-old-toys</a> </p> <p> <a href="https://www.bbc.co.uk/bitesize/clips/zb79wmn">https://www.bbc.co.uk/bitesize/clips/zb79wmn</a> </p> <p>           Toys artefact boxes            Toys in the past lesson plans- Twinkl X6.         </p> <p><b>British History /History of the wider world</b></p> <p><u>Enrichment-</u> trip to toy museum.</p> <p><u>Cross curricular links-</u> Yr 6 Victorian inventions and toys. Art- sliders and levers.</p> <p><b>Toys - past and present.</b>  <b>Outcome-</b> to represent learning through role play (create toy museum experience)</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective:</b> Explore how toys have changed over time? Name and identify toys past and present from their appearance, material and their uses. Identify different materials used over time to make toys.</p> <p><b>Historical comparisons</b></p>  <p>Compare toys past and present. Identifying similarities and differences in their appearances and use.</p>	<p> <a href="https://www.youtube.com/watch?v=JuTamHkt318">https://www.youtube.com/watch?v=JuTamHkt318</a> </p> <p>           Twinkl resources and activities set  <a href="https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history/the-great-fire-of-london">https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history/the-great-fire-of-london</a> </p> <p>           Hamilton trust Great Fire of London resources  <a href="https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/">https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/</a> </p> <p>           Ingredients for bread making (flour, salt, water, parchment paper)         </p> <p><b>British History</b></p> <p><u>Enrichment-</u> bread making. House burning- linked to forest school.</p> <p><u>Cross curricular links-</u> DT Tudor houses. Art- collages.</p> <p><b>Significant people in the past ( Malala Yousafzai)</b>  <b>Outcome-</b>To create a comic strip re-telling the achievements of Malala)</p> <p><b>Knowledge:</b></p>  <p><b>Historical Perspective</b> To know who Malala Yousafzai is, what her upbringings was like and how this may have affected her later life.</p> <p>What did she do to contribute to history both internationally and nationally</p> <p><b>Historical comparisons:</b> Compare significant people in the past and present (Rosa Parks and Malala) and their achievements both international and national.</p> 	<p> <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">s/ks2-history-prehistoric/ks2-history-stone-age-through-to-iron-age/ks2-history-the-stone-age</a> </p> <p>           Pre-historic BBC bitesize videos  <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a> </p> <p>           Resources for stone age day (fruit stew ingredients, salt dough ingredients, craft activities)         </p> <p><b>History of the wider world</b></p> <p><u>Enrichment-</u> Stone age day</p> <p><u>Cross curricular links-</u> DT salt dough necklaces</p> <p><b>The Ancient Egyptians (A study of ancient civilisation)</b>  <b>Outcome-</b> To create Egyptian top trump cards using key historical figures and gods.</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> What everyday life was like for the Egyptians in early civilisation.</p> <p>What was important for people during this period of time. The process and importance of Mummification. Who Tutankhamun was. Who the important Egyptian gods were and the powers they had.</p> <p><b>Historical comparisons:</b> Compare life in early civilisations to life today. Draw upon similarities, exploring the impact early civilisation had on us today.</p> 	<p>           BBC bitesize videos  <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a> </p> <p>           Greek artefacts and matching activities in box from Staff room.            Selection of books from Library/ additional in staff room boxes         </p> <p><b>History of the wider world</b></p> <p><u>Enrichment-</u> Greek day</p> <p><u>Cross curricular links-</u> Early civilisation (Stone Age, Egyptians) Link to gods (Yr 3 History) Art- greek inspired clay portraits. Art- greek pots.</p> <p><b>Romans (A study of expansion and dissolution empires)</b>  <b>Outcome-</b> To use knowledge of the Romans to create Roman roads and settlements.</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> The Roman Empire invaded from Europe and this had an impact on Britain (link to geography in Year 3) What was life like during this Era (settlements, food, education) That the Romans had an impact on travel and transport in Roman Britain (make roads) The role of Boudicca. The development and building of Hadrian's Wall. The impact of Religion on Britain.</p> <p><b>Historical comparisons:</b> Compare life during the Roman era and today (differences in settlements, education and food/ drink)</p> 	<p>           hoard, international, ivory , justice system, knar, longship, legend, loot, massacre, mead, monastery, navigate, Normans, Norsemen, outlawing, overload, priory, raid, rune, ruenstone, saga, Stalemate, trade, treaty, Valhalla, wergild.         </p> <p><b>Resources:</b></p> <p>           Selection of materials (straw, clay, art straws etc) for making settlements.            Twinkl stone age lesson plans x6.            SllECTION of BBC bitesize videos  <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm</a>            TES plans – free to download 8 plans included  <a href="https://www.tes.com/teaching-resource/anglo-saxons-8-week-plan-6440916">https://www.tes.com/teaching-resource/anglo-saxons-8-week-plan-6440916</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhyrgwx">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhyrgwx</a>  <a href="https://www.youtube.com/watch?v=X0QnGvl3rJo">https://www.youtube.com/watch?v=X0QnGvl3rJo</a>  <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6">https://www.bbc.co.uk/bitesize/topics/ztyr9j6</a>  <a href="https://www.teachingideas.co.uk/subjects/vikings">https://www.teachingideas.co.uk/subjects/vikings</a>  <a href="https://www.youtube.com/watch?v=IDzGv2mEazs">https://www.youtube.com/watch?v=IDzGv2mEazs</a>  <a href="https://www.twinkl.co.uk/resource/ch-a-21-the-vikings-resource-pack">https://www.twinkl.co.uk/resource/ch-a-21-the-vikings-resource-pack</a> </p> <p>Viking comparison cards/ artefacts- in resource boxes British museum- free webinars/ virtual visits</p> <p><b>British History /History of the wider world</b></p> <p><u>Enrichment-</u> British museum virtual visit.</p> <p><u>Cross curricular links-</u> Invasion links between chronology. Battle of Hastings.</p>	<p> <a href="https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-british-history-history-subjects-key-stage-2/the-victorians">https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-british-history-history-subjects-key-stage-2/the-victorians</a> </p> <p>           TES free planning resources  <a href="https://www.tes.com/teaching-resource/the-victorians-topic-planning-6262118">https://www.tes.com/teaching-resource/the-victorians-topic-planning-6262118</a> </p> <p>           BBC bitesize videos –The Victorians  <a href="https://www.bbc.co.uk/bitesize/topics/zcjxhyc">https://www.bbc.co.uk/bitesize/topics/zcjxhyc</a> </p> <p>           Horrible Histories The Victorians  <a href="https://www.bbc.co.uk/cbbc/shows/horrible-histories">https://www.bbc.co.uk/cbbc/shows/horrible-histories</a> </p> <p>           English Heritage- inventions  <a href="https://www.english-heritage.org.uk/ingenious/victorian-ingenuity/">https://www.english-heritage.org.uk/ingenious/victorian-ingenuity/</a> </p> <p><b>British History</b></p> <p><u>Enrichment-</u></p> <p><b>Cross curricular links-</b> Victorian toys in Year 1. Inventions- DT (Brunel) Art- William Morris.</p> <p><b>WWII (A significant turning point in British History)</b>  <b>Outcome-</b> To re-tell the events of WW!! Day.</p> <p><b>Knowledge:</b></p>  <p><b>Historical perspective</b> The changes to life due to World War II including (rationing, entertainment, male and female roles. And evacuation). The war effort and peoples responsibilities. What life was like for different social classes and different groups of people during this time. The outbreak and impact war had both nationally and globally. What the holocaust was.</p> <p><b>Historical comparisons:</b> Compare life pre and post war. Draw comparisons, connections and trends between life today and during WWII using evidence to explain.</p> 
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<p><b>Skills:</b></p>  <p><b>Historical enquiry:</b> Use a range of historical sources such as photos, artefacts and asking grandparents to find out about toys in the past and make comparisons.</p>  <p><b>Historical chronology:</b> Use a timeline to represent progressions in toys over time. Sequence pictures and objects in chronological order.</p> <p><b>Historical terms</b> Old, new, living memory, time period, Crayola, Lego, spinning top, abacus, yo-yo, slate and chalk, stuffed bears, cars, wooden acrobat, cup and ball, <u>(Vocab links with year 6)</u></p> <p><b>Resources:</b> Artefact selection of resources Twinkl unit of 6 lessons Toys in past pictures Book- toys in space is a great resource for inspiration. Topsy and Toim videos <a href="https://www.bbc.co.uk/iplayer/episode/b03x15xs/topsy-and-tim-series-1-20-old-toys">https://www.bbc.co.uk/iplayer/episode/b03x15xs/topsy-and-tim-series-1-20-old-toys</a> Bbc bitesize videos for Victorian toys <a href="https://www.bbc.co.uk/bitesize/articles/zrjnrnd">https://www.bbc.co.uk/bitesize/articles/zrjnrnd</a> visit to Brighton Toy Mueseum</p> <p><b>British History</b></p>	<p><b>Skills:</b></p>  <p><b>Historical enquiry</b> Use a range of historical sources (images, video, diaries, newspapers) to identify ways we find out about the past and present.</p>  <p><b>Historical chronology:</b> Use a timeline to order and sequence events. Begin to use dates to compare periods of time and time in between dates. Use phrases and common words relating to the passing of time.</p> <p><b>Historical terms</b> Significant, women’s rights, activist, equal, education, Pakistan, Rosa Parks, Islam, United nations.</p> <p><b>Resources:</b> <a href="https://www.youtube.com/watch?v=zVgtqDDXWVg">https://www.youtube.com/watch?v=zVgtqDDXWVg</a> <a href="https://www.twinkl.co.uk/resource/t2-p-269-malala-yousafzai-powerpoint">https://www.twinkl.co.uk/resource/t2-p-269-malala-yousafzai-powerpoint</a> <a href="https://www.youtube.com/watch?v=48pFoAObv_w">https://www.youtube.com/watch?v=48pFoAObv_w</a> <a href="https://www.ducksters.com/biography/women_leaders/malalayousafzai.php">https://www.ducksters.com/biography/women_leaders/malalayousafzai.php</a> Don’t tell Me I can’t go to school book. Malala’s magic pencil book.</p> <p><b>History of the wider world/ British</b></p> <p><b>Enrichment-</b></p> <p><b>Cross curricular links-</b> RE (Islam in Yr 6)</p>	<p><b>Skills</b></p>  <p><b>Historical enquiry</b> Use a range of historical sources to identify ways we know about the past (drawings, hieroglyphics, artefact, tombs, mummification)</p>  <p><b>Historical chronology:</b> Show and understand that the past can be divided into different periods of time. (AD/ BC) Use dates to place events, people and eras on a timeline.</p> <p><b>Historical terms</b> Akhet, ankh, bartering, Blue Nile, burial chamber, canopic jar, chariot, demotic, duat, Egyptologist, excavate, goldsmith, hieratic, high priest, jackal, kohl, lapis lazuli, legend, linen, merchant, mummy, natron salt, Nile, obelisk, papyrus, pharaoh, sanctuary, scarab, shemu, shrine, tax, tomb, White Nile.</p> <p><b>Resources:</b> Egyptian artefact videos Twinkl- <a href="https://www.twinkl.co.uk/resource/ks2-ancient-egyptians-video-lesson-5-t-h-634">https://www.twinkl.co.uk/resource/ks2-ancient-egyptians-video-lesson-5-t-h-634</a> Twinkl pp slides/ unit pack - <a href="https://www.twinkl.co.uk/resource/tp2-h-102-planit-history-lks2-ancient-egypt-unit-pack">https://www.twinkl.co.uk/resource/tp2-h-102-planit-history-lks2-ancient-egypt-unit-pack</a> BBC bite size resources- <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb">https://www.bbc.co.uk/bitesize/topics/zg87xnb</a> TES resources - <a href="https://www.tes.com/teaching-resources/blog/ancient-egyptians-primary">https://www.tes.com/teaching-resources/blog/ancient-egyptians-primary</a> Horrible histories- <a href="https://www.youtube.com/watch?v=T7Whlybg_Qo">https://www.youtube.com/watch?v=T7Whlybg_Qo</a></p>	<p>Use prior knowledge to compare the Roman Era to those previous taught.</p> <p><b>Skills:</b></p>  <p><b>Historical enquiry</b> Explore evidence from various sources during the Roman period and explain what it tells us about the past. Use a range of artefacts to make comparisons and judgements.</p>  <p><b>Historical chronology:</b> Understand and represent that the past can be divided into different periods of time. (AD/ BC) Use dates to place events, people and eras on a timeline including period they have already learnt about.</p> <p><b>Historical terms</b> Ally,Altar,aqueduct,archaeologist, Auxiliary troop, Celtic tribe, Chariot, Christianity, citizen, king, conquer, emperor, empire, furnace, Gaul, gladiator, government, hillfort, hoard, hostage, Icen Tribe, imported, iron age, kingdom, Latin, Microscope, mosaic, oppidum, pagan, religion, pict, raid, rebels, public bath, Saxons, Scots, settlements, taxes, tides, villa.</p> <p><b>Resources:</b> Roman unit plan videos <a href="https://www.twinkl.co.uk/resource/tp2-h-035-planit-history-lks2-romans-unit-pack">https://www.twinkl.co.uk/resource/tp2-h-035-planit-history-lks2-romans-unit-pack</a> British museum roman collection and virtual visits <a href="https://www.britishmuseum.org/collection/galleries/roman-empire">https://www.britishmuseum.org/collection/galleries/roman-empire</a> BBC bitesize roman resources/ videos <a href="https://www.bbc.co.uk/bitesize/topics/zwmpfg8/resources/1">https://www.bbc.co.uk/bitesize/topics/zwmpfg8/resources/1</a> History teaching ideas and resources free <a href="https://www.ks2history.com/romans-curriculum-ideas">https://www.ks2history.com/romans-curriculum-ideas</a></p>		<p><b>Skills:</b></p>  <p><b>Historical enquiry:</b> Investigate life during the WWII by using a wide range of historical evidence to draw conclusions and make judgements about the past. Develop an understanding of valid sources and how these tell us about life during WWII.</p>  <p><b>Chronology</b> Use dates precisely and independently. Have a secure understanding of chronology of the British, local and international history they have studied. Describe characteristics of periods and societies studied and place them on a chronological framework such as a timeline.</p> <p><b>Historical terms</b> Attack, air- raid, alarm, Army, bomb, blitz, battle of Britain, blackout, Europe, evacuees, evacuation, entertainment, identity cards, gas masks, Hitler, holocaust, Jews, Germany, Leaders, invade, troops, medal, Nazis, Neville Chamberlain, propaganda, posters, rations, rationing, ration books, restrictions, siren, shelters, suitcase, spitfire victory, Winston Churchill,</p> <p><b>Resources:</b> Holocaust learning UK- free webinars BBC WWII clips- <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw</a> Twinkl unit pack <a href="https://www.twinkl.co.uk/resource/tp2-h-220-planit-history-uks2-planit-uks2-world-war-ii-unit-pack">https://www.twinkl.co.uk/resource/tp2-h-220-planit-history-uks2-planit-uks2-world-war-ii-unit-pack</a> TES free resources <a href="https://www.tes.com/teaching-resource/world-war-2-lesson-plans-1-5-6357092">https://www.tes.com/teaching-resource/world-war-2-lesson-plans-1-5-6357092</a> Horrible histories <a href="https://www.youtube.com/watch?v=TyQ0hzq4hYE">https://www.youtube.com/watch?v=TyQ0hzq4hYE</a></p>
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<p><u>Enrichment</u>- Transport at the toy museum.</p> <p><u>Cross curricular links</u>- Geography and airport (Studying Gatwick in Year 2)</p>	<p>Diversity and race- PSHE (being me in my world) English- Write stuff unit- Malala's magic pencil, Don't tell me I can't go to school book.</p>	<p><b>British History /History of the wider world</b></p> <p><u>Enrichment</u>- Egyptian age day</p> <p><u>Cross curricular links</u>- Early civilisations (stone age)</p>	<p>Rotten romans Horrible histories <a href="https://www.youtube.com/watch?v=6dohpfFPi6U">https://www.youtube.com/watch?v=6dohpfFPi6U</a></p> <p><b>British History /History of the wider world</b> <u>Enrichment</u>- Roman day/ roman road building. British museum virtual visit.</p> <p><u>Cross curricular links</u>- Geography settlements (Horley-Balcombe road)</p>	<p>Copies of propaganda Rationing examples Good night Mr Tom- supportive text</p> <p><b>British History /History of the wider world</b></p> <p><u>Enrichment</u>- World war 2 day- sports day. Holocaust day online talk. End of year production. Local remembrance parade.</p> <p><u>Cross curricular links</u>- invasion (Romans and Vikings) English- Goodnight Mr Tom. Remembrance day- Community links.</p>
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