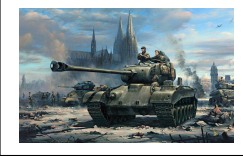

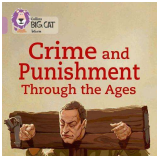





<b>Year 5&amp;6 History Long-Term Plan Year A</b>	<b>Autumn Term 2020</b>  World War 2 – The Blitz 	<b>Spring Term 2021</b>  Local History – What would we put in a school museum? 	<b>Summer Term 2021</b>  Crime and Punishment – How have our views on crime and punishment changed over time? 
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Compare different time periods.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Know significant dates.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Connect past societies and periods.</li> <li>• Identify trends.</li> <li>• Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Give reasons for main events and changes.</li> <li>• Compare periods of rapid change and relatively little change.</li> <li>• Reflect on how Britain has been influenced by the wider world.</li> <li>• Reflect on how Britain has influenced the wider world.</li> <li>• Explain how events from the past have been retold and interpreted in different ways.</li> <li>• Understand how evidence is used to make historical claims.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> <li>• Evaluate, pick out and put together information from a range of sources for the period that I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in local and school history.</li> <li>• Compare different time periods.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Know significant dates.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Connect past societies and periods.</li> <li>• Identify trends.</li> <li>• Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Give reasons for main events and changes.</li> <li>• Compare periods of rapid change and relatively little change.</li> <li>• Reflect on how Britain has been influenced by the wider world.</li> <li>• Reflect on how Britain has influenced the wider world.</li> <li>• Explain how events from the past have been retold and interpreted in different ways.</li> <li>• Understand how evidence is used to make historical claims.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> <li>• Evaluate, pick out and put together information from a range of sources for the period that I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different time periods.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Know significant dates.</li> <li>• Identify continuity and change in local and school history.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Connect past societies and periods.</li> <li>• Identify trends.</li> <li>• Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Understand how evidence is used to make historical claims.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> <li>• beginning to produce structured narrative and analyses using important dates and historical terms.</li> <li>• Refine lines of enquiry as appropriate.</li> <li>• Use appropriate historical vocabulary to communicate.</li> </ul>

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Activities	<p>How significant was the Blitz? Explore sources that tell us about the Blitz and discuss the impact the Blitz would have had.</p> <p>World War 2 Whose war? The global context of the war and the countries of the commonwealth.</p> <p>What was the impact of World War 2 on people locally? Explore local war memorials and family trees.</p> <p>How well does a fictional story tell us what it was like to be an evacuee? Extracting information from a fictional source.</p> <p>Evacuee experiences in Britain – Is this all we need to know about children in World War 2? Experiences of children in other countries. The Kinder transport.</p> <p>How significant was the impact of World War 2 on women? Find out about women's roles in the war. How did this change lives for women after the war.</p> <p>Significant people – Agent Fifi, Noor Inayat Khan, Lilian Bader, Alan Turing,</p> <p>What did men do in World War 2? Look at different types of soldier, ARP, Home guard, Bevan Boys.</p>	<p>How has Stanion school changed over time? Use aerial photos and school archives to explore how the site and building and people in it have changed over time.</p> <p>How has Stanion changed over time? Explore the origins of Stanion Village. Use maps and sources like the Domesday book to explore its changes.</p> <p>How has Corby changed over time? Explore an overview of Corby's growth over time.</p> <p>What impact did the steelworks have on Corby? Explore the boom of the town when the steel works was open and then how Corby adapted since the closure.</p> <p>What will happen to Corby next? Use the trends of the past and look at new land development plans to make predictions for the future of Corby.</p> <p>Project on family trees.</p> <p>Who are some local significant people? Look at Walter Tull and his memorial at Northampton football ground. Link to the Tresham family. Research others. Also – William Knibb, Spencer Percival, Mick Mannock, Margaret Bondfield,</p>	<p>Add key events to class time line.</p> <p>What do we mean by crime and punishment? – review previous learning throughout the school. Compare terminology from Romans, Normans, Tudors/Stuarts, Victorians and 20<sup>th</sup> Century.</p> <p>What have been some of the main changes to the types of crime committed over time? Match some crimes to the time period. Discuss crimes which would not be considered crimes today.</p> <p>How and why have punishments changed over time? Explore a range of punishments and match to the crimes. Look at transportation and its impact on Australia.</p> <p>How have crimes been investigated over time? – Investigate the formation of the police force and modern crime investigation. Look at influences from around the world.</p> <p>How have a views about crimes changed over time? – Look at changes in what was considered a serious crime, Gun Powder Plot – Catesby and Boughton House links.</p>

	When was the most dangerous time to live? Compare to other conflicts they have studied.	Visit from the local archives to explore census information about the local area.	<p>Lyvden New Build – Compare to Suffragettes and what is terrorism.</p> <p>Does the law always treat people fairly? Investigate crimes committed by slaves (Romans) different treatment for rich/poor/men/women.</p> <p>How realistic are stories about crime and punishment from the past? Robin Hood, Sherlock Holmes, Oliver Twist.</p> <p>How and why have crimes and their punishments changed over time? - Debate</p> <p>Significant Individual - Elizabeth Fry. Trip to Nottingham museum. Mock Trial.</p>
Key Vocabulary	Society, hypothesis, context, propaganda, commonwealth.	Society, hypothesis, context, propaganda, archive, census.	Society, hypothesis, context, propaganda, Execution, torture, treason, traitor, transportation,
Cross Curricular Links			
Previous vocabulary	<p>Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, archaeology, Bronze age, Iron age, Stone age, gods, goddesses, nomad, oral history, prehistory, metal working, legacy, republic, rebellion, revolt, conquest, monastery, myths and legends, colony, missionary, emigrant.</p>		

<b>Year 5&amp;6</b> <b>History</b> <b>Long-Term</b> <b>Plan</b> <b>Year B</b>	<b>Autumn Term 2021</b>  Who was more important – The Ancient Greek or The Ancient Egyptians? 	<b>Spring Term 2022</b>  Who were the better leaders? – Anglo Saxons and/or Vikings and/or Romans? 	<b>Summer Term 2022</b>  Mayans – Why should we study the Mayans? 
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Compare different time periods.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Know significant dates.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Connect past societies and periods.</li> <li>• Identify trends.</li> <li>• Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Give reasons for main events and changes.</li> <li>• Compare periods of rapid change and relatively little change.</li> <li>• Reflect on how Britain has been influenced by the wider world.</li> <li>• Explain how events from the past have been retold and interpreted in different ways.</li> <li>• Understand how evidence is used to make historical claims.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> <li>• Evaluate, pick out and put together information from a range of sources for the period that I am studying.</li> <li>• beginning to produce structured narrative and analyses using important dates and historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different time periods.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Know significant dates.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Connect past societies and periods.</li> <li>• Identify trends.</li> <li>• Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Give reasons for main events and changes.</li> <li>• Compare periods of rapid change and relatively little change.</li> <li>• Reflect on how Britain has been influenced by the wider world.</li> <li>• Reflect on how Britain has influenced the wider world.</li> <li>• Explain how events from the past have been retold and interpreted in different ways.</li> <li>• Understand how evidence is used to make historical claims.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> <li>• Evaluate, pick out and put together information from a range of sources for the period that I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different time periods.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Know significant dates.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Connect past societies and periods.</li> <li>• Identify trends.</li> <li>• Describe past societies and times (using terms such as: social, religious, political, technological and cultural).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Give reasons for main events and changes.</li> <li>• Compare periods of rapid change and relatively little change.</li> <li>• Reflect on how Britain has been influenced by the wider world.</li> <li>• Reflect on how Britain has influenced the wider world.</li> <li>• Explain how events from the past have been retold and interpreted in different ways.</li> <li>• Understand how evidence is used to make historical claims.</li> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Evaluate which sources of evidence are reliable and most useful for particular tasks.</li> </ul>

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Activities + Evidence	<p>Add key events to class time line.</p> <p>What did the Ancient Greeks do for the world? Recap previous learning on the Ancient Greeks and explore their important achievements. Look at social, political, religious, technological and cultural.</p> <p>Who built the Great Pyramid at Giza? Explore the accuracy of Herodotus' account of the building of the pyramid.</p> <p>Why was the River Nile so important? Explore trading and farming. Compare to Indus Valley.</p> <p>What did Akhenaten do to make him so hated? Explore how different sources can represent the past in different ways.</p> <p>Who led the Ancient Egyptians? Investigate some of the Pharaohs. Compare to Greeks democracy. Debate – Which was fairer?</p>	<p>Add key events to class time line.</p> <p>What makes a good leader? Investigate famous modern and historic leaders. Discuss what makes them a good leader.</p> <p>What happened to Britain when the Romans left? – Recap learning about the Romans. Investigate who came next. Look at local evidence of Roman Road and Viking/Anglo Saxon legacy e.g. street names etc.</p> <p>Why did people migrate to Britain? Were they invaders? Compare historic and modern reasons for people to migrate. Look at the reasons why the Vikings and Anglo Saxons migrated. Discuss what makes an invader.</p> <p>Is migration and immigration a good or bad thing? Discussion of some of the issues. Look at local migration stats and compare over time periods. Port cities, the Windrush generation.</p>	<p>When and where did the Maya live? Identify the time and what was happening in Britain at the time. Look at the location and link to rainforest unit of work.</p> <p>What was Mayan writing like? Use sources to explore how we know about Mayan writing. Discuss what the Glyphs teach us about Mayan life.</p> <p>How did the Maya tell the time? Explore and make a Mayan calendar. Compare to other methods of telling the time/calendars.</p> <p>What numbers did the Maya use in Maths? Learn about Mayan trade and their number system. Explore the Egyptian, Roman and Arabic number systems to compare. Discuss the ease of each number system and why we have adopted the Arabic system.</p>

	<p>What was going on in Britain at the time and Why did these societies change so much? Compare Britain's Iron Age to the Egyptians and the Greeks.</p> <p>What happened to the Ancient Egyptians? – Find out about Ptolemy and Cleopatra.</p>	<p>What kind of people were they? Use a range of sources to find out what Vikings and Anglo Saxons were like.</p> <p>Was it easy to settle in Britain? Investigate the challenges settlers faced.</p>	<p>Did the Maya play football like us? Explore some Mayan myths and legends. Discuss what they teach us about Mayan life.</p> <p>How do we know about the Maya? Explore sources and their usefulness.</p> <p>What can we learn from the Mayans? Discussion.</p>
Key Vocabulary	Society, hypothesis, context, propaganda,	Society, hypothesis, context, propaganda, Dark ages,	Society, hypothesis, context, propaganda, Sacrifice,
Cross Curricular Links			
Previous vocabulary	<p>Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, archaeology, Bronze age, Iron age, Stone age, gods, goddesses, nomad, oral history, prehistory, metal working, legacy, republic, rebellion, revolt, conquest, monastery, myths and legends, colony, missionary, emigrant.</p>		