

## History








### What we can learn from what has happened

<b>Reception</b>	<b>ELG Understanding the World - Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling		
	Autumn	Spring	Summer
<b>Year 1</b>	<b>Enquiry Question</b> What might a toy museum look like? <b>Unit</b> Changes within living memory <b>Key Concept</b> Culture	<b>Enquiry Question</b> Why should we remember Donald Healey? <b>Unit</b> Lives of significant individuals Local study <b>Key Concept</b> Leadership	<b>Enquiry Question</b> How was the Great fire of London Great? <b>Unit</b> An event beyond living memory <b>Key Concept</b> Settlements
<b>Year 2</b>	<b>Enquiry Question</b> How, and why, should Mary Anning be remembered? <b>Unit</b> Lives of significant individuals <b>Key Concept</b> Leadership	<i>Geography focus</i>	<b>Enquiry Question</b> Would you rather go to the seaside now, or in the past? <b>Unit</b> Changes within living memory <b>Key Concept</b> Impact
<b>Year 3</b>	<b>Enquiry Question</b> Is it true that Stone Age man was just a simple hunter gatherer, only interested in food, shelter? <b>Unit</b> The Stone Age and Iron Age - changes in Britain from the Stone Age to the Iron Age <b>Key Concept</b> Settlements	<i>Geography focus</i>	<b>Enquiry Question</b> How have the Greeks influenced our lives today? <b>Unit</b> A study of Greek life and achievements and their influence on the western world <b>Key Concept</b> Economy
<b>Year 4</b>	<b>Enquiry Question</b> Should Boudicca be feared or admired? <b>Unit</b> Learn about the Roman Empire and its impact on Britain <b>Key Concept</b> Leadership	<b>Enquiry Question</b> How has Newlyn changed over the last 100 years? <b>Unit</b> Learn about changes within living memory Learn about significant historical events, people, and places in their own locality. Conduct a local history study. <b>Key Concept</b> Economy	<b>Enquiry Question</b> Were the Vikings raiders or settlers? <b>Unit</b> Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <b>Key Concept</b> Settlements

















Year 5	<p><b>Enquiry Question</b> Where can we see the influence of Ancient Greece today?</p> <p><b>Unit</b> Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p><b>Key Concept</b> Culture</p>	<p><i>Geography focus</i></p>	<p><b>Enquiry Question</b> What impact did the war have on people?</p> <p><b>Unit</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Key Concept</b> Culture</p>
Year 6	<p><b>Enquiry Question</b> What were the main changes that took place during this time and who were the most important people responsible?</p> <p><b>Unit</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Key Concept</b> Impact</p>	<p><b>Enquiry Question</b> Was Cornish mining a disaster?</p> <p><b>Unit</b> Learn about significant historical events, people and places in their own locality. Conduct a local history study.</p> <p><b>Key Concept</b> Economy</p>	<p><b>Enquiry Question</b> When, and why, did the Mayans disappear?</p> <p><b>Unit</b> Learn about a non-European society that provides contrasts with British history</p> <p><b>Key Concept</b> Culture</p>




# History Key Concepts

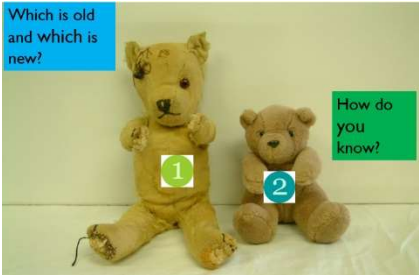
Settlements 	Leadership 	Impact 	Culture 	Economy 
----- Chronology -----				
Y1 Autumn 1 Fire Fire the Great Fire of London	Y1 Spring 2 Donald Healey	Y2 Summer 1 Oh, I do like to be beside the seaside	Y1 Autumn 1 The Toybox	Y3 Summer 1 Gods and Mortals
Y3 Autumn 1 From Stone Age to Iron Age	Y2 Autumn 1 Mary Anning Rocks!	Y6 Autumn 1 Victorian Era – Dark Age or Golden Age?	Y5 Autumn 1 Ancient Egyptians	Y4 Spring 2 Hevva Hevva! (Fishing)
Y4 Summer 1 Raiders or Settlers?	Y4 Autumn 1 I am Warrior (Boudicca)		Y5 Summer 1 Bombs Blitz and Brits	Y6 Spring 2 Was Cornish mining a disaster?
			Y6 Summer 1 Hola Mexico! (Mayans)	

EYFS – Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My family	Light Up the Sky	Starry Night	Perranporth My Home	Sunshine and Sunflowers	Who lives in a rockpool
Overview	<p>In Autumn term 1, during their ‘Me and My Family’ topic, they remember special events such as their birthdays and other family events. Children are introduced to the concept of a timeline to record the chronology of their own lives when they look closely at how they have changed since they were born. They read the story ‘How Have I Grown’ to promote discussion about change over time.</p>	<p>During this term, children will learn about special days (Bonfire Night, Remembrance Day) and the historical significance of these. When they are learning about Remembrance Day, they will learn that the end of WW1 was over 100 years ago. In learning about the Gunpowder plot they will learn that this was over 400 years ago. Place on class timeline. Look at chronology on timeline so far (Gunpowder plot, end of WW1, when we were born, our last birthday, now). Talk about the ‘scale of time’ by seeing what this looks like on a timeline.</p>	<p>During this ‘Starry Night’ topic, they learn about significant figures in history such as Neil Armstrong and watch historic videos of the moon landings. They also learn about Mae Jemison and the significance of her being the first black female to travel into space. These events will be placed on the class timeline.</p>	<p>The children will learn about the history of Cornish Pirates such as Blackbeard (1680-1718). The ‘Golden Age of Piracy’ will be added to our class timeline to give the children a sense of how long ago it was. They will learn about some real wrecks in Cornwall, including the one on Perranporth beach, they will make ‘old paper’ to create treasure maps on. The children will look at some historic photos of Perranporth and consider what has changed and what has stayed the same. They will learn about different Cornish customs and traditions. They will read stories from Cornwall’s past ‘Tom and the Giant’, ‘The Merrymaid of Zennor’, ‘The Story of St Piran’. They will learn why St Piran is known as the patron saint of tin-miners and will participate in The Welcome, a Perranporth tradition.</p>	<p>During this topic, the children are introduced to a ‘diary’ as a means of recounting something that has already happened, and they are encouraged to look at change over (short) periods of time. They keep a class diary of what happens when they plant their bean, and use ‘My Bean Diary’ to introduce them to this concept. They observe change overtime and recall and document this as their caterpillars turn into butterflies.</p>	<p>During this topic, the children will learn about the kinds of things that people enjoy doing at the seaside today. They will look at photographs from the past and talk about the similarities and differences between photographs from the past and what the beach is like today. <u>What did people do at the seaside in the past?</u>   <u>Historic England</u> <u>How long ago do you think this happened?</u> <u>How do you know?</u> At the end of this topic the children will have the chance to reflect upon their history- ‘My Year in Reception’. They will use their class Floor Books to look back at the learning experiences that they have had. They will talk to each other about their favourite parts, things that they were unsure about and things that they have learnt. They will have the chance during their EYFS Graduation to share their year with their parents.</p>

<b>Vocabulary</b>	today, yesterday, then, now, before I was born, when parents or grandparents were little, a long time ago, old, new, picture, story, object, timeline
<b>Critical knowledge, skills and understanding</b>	<p><b>To investigate and interpret the past</b>  Use stories, non-fiction that are read, artefacts and photos and known adults to find out about the recent past.  Children able to look at pictures or artefacts and notice what is the same and what is different.</p> <p><b>Build and overview of world history</b>  Children listen to stories from different historical periods and contain historical figures and know they are from the past.</p> <p><b>Communicate historically</b>  Resources and pictures presented and displayed are shown in chronological order, so children begin to understand left to right for ordering.  Children can talk about significant events in their lives including their birthday, starting school, moving house etc  Children can talk about changes in the natural world around them.</p> <p><b>Understand chronology</b>  Children know that some events happened before they were born, a long time ago, in the past or now.  Children use words and phrases linked to time included today, yesterday, last week etc</p>

Year 1	Autumn 1	Spring 2	Summer 1
Topic name	The Toybox	The fastest man in Cornwall? Donald Healey	Fire Fire! Great fire of London
Enquiry Question	What might a toy museum look like?	Why should we remember Donald Healey?	How was The Great Fire of London great?
Enhancements	Toy loan box	Walk around Perranporth and visit to Perranporth museum	
NC focus	Learn about changes within living memory	Learn about significant historical events, people, and places in their own locality Conduct a local history study.	Learn about events beyond living memory that are significant nationally or globally.
Builds On	EYFS Me and my family	EYFS Perranporth my home	EYFS all
Memory master	How have you changed?	How has Perranporth changed?	What is a timeline?
Key words	<div>  <p>The past</p> <p>When something has already happened</p> </div> <div>  <p>old</p> <p>From a time in the past</p> </div> <div>  <p>new</p> <p>Not very old Recent</p> </div> <div>  <p>Grandparents</p> <p>The Mum and Dad of your Mum and Dad</p> </div> <div>  <p>Similar</p> <p>Almost the same</p> </div> <div>  <p>different</p> <p>Not the same</p> </div>	<div>  <p>The past</p> <p>When something has already happened</p> </div> <div>  <p>Chronological order</p> <p>The order in which things happen – from first to last</p> </div> <div>  <p>Designer</p> <p>A person who plans how something will look</p> </div> <div>  <p>Donald Healey</p> <p>Sports car designer from Perranporth</p> </div> <div>  <p>legacy</p> <p>Things or ideas that are passed on from one generation to another</p> </div>	<div> <p>C17th</p> <p>17<sup>th</sup> Century</p> <p>From the year 1601 to 1700. The fire was in the 17<sup>th</sup> century, 1666.</p> </div> <div>  <p>bakery</p> <p>A place that makes bread and cakes.</p> </div> <div>  <p>diary</p> <p>A book that people write in about their lives.</p> </div> <div>  <p>London</p> <p>The capital city of England.</p> </div> <div>  <p>rebuilt</p> <p>Building something again after it's been destroyed.</p> </div> <div>  <p>St Paul's Cathedral</p> <p>A large church in London. It was <b>rebuilt</b> after the fire.</p> </div>
Vocabulary	<p><b>observe</b> - To look carefully at something to learn about it</p> <p><b>artefact</b> - An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery, and jewellery</p> <p><b>represent</b> - To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams, or tables</p> <p><b>recent</b> - Having happened a short time ago</p> <p><b>present</b> - The period of time we are in now</p> <p><b>future</b> - The period that will come after the present</p> <p><b>recount</b> - To tell or describe a story or event to people</p>		

Key concepts	Culture 	Leadership 	Settlements 
<b>Critical knowledge, skills and understanding</b>	<p><b>To investigate and interpret the past</b> Ask questions such as: How long ago? Observe photos and artefacts to find out about the past.</p> <p><b>Build an overview of world history</b> Begin to describe similarities and differences in artefacts and photographs (e.g. see differences between old and new toys).</p> <p><b>Understand chronology</b> Sequence artefacts or photographs in chronological order.</p> <p><b>Communicate historically</b> Use words and phrases like old, new, a long time ago Start to understand terms: past, present and future Use the word artefact. To be introduced to the word 'Victorian' and understand this is because Queen Victoria was the monarch.</p>	<p><b>To investigate and interpret the past</b> Ask questions such as: How long ago? Observe photos and artefacts to find out about the past.</p> <p><b>Build an overview of world history</b> Describe a significant person from history explaining how their actions affected others (e.g. Donald Healey and invention of fast, cost-effective sports car)</p> <p><b>Understand chronology</b> Create a class timeline of events using pictures to order them left to right (no dates).</p> <p><b>Communicate historically</b> Use the phrase a long time ago to describe when an event happened. Use the phrase 'a century ago' understanding that a century is 100 years.</p>	<p><b>To investigate and interpret the past</b> Use maps, paintings, letters, and diary entries to find out about the past and how it was represented. Use these to answer questions and begin thinking about how and why?</p> <p><b>Build an overview of world history</b> Describe significant events through pictures and words, explaining what changes occurred because of them.</p> <p><b>Understand chronology</b> Use a timeline to show key events, with labels showing days and times (dates).</p> <p><b>Communicate historically</b> Use words and phrases such as long ago and centuries ago to show passing of time, to explain changes and to compare to today.</p>
<b>Planning</b>	<p><b>Phase 1</b> <b>What are our toys like today?</b> <b>L.O. I can develop an awareness of the past</b></p> <p>Knowledge Organiser Introduce learning by looking at texts -other people's favourite toys Too many toys David Shannon/Dogger Shirley Hughes <i>What is your favourite toy? Why? When did you get it?</i> Feely bag – can you guess? Can we sort them into groups? Describe one – Which is it?</p>	<p><b>Phase 1</b> <b>Who was Donald Healey?</b> <b>L.O. I can order events in chronological order</b></p> <p>Use picture evidence to explain the key events in DH's life. Unfortunately, they have all been mixed up, use a washing (time) line to order. <i>How do you know this was taken in the past? What looks the same or similar to today?</i></p> <p>Evidence – photo of timeline</p>	<p><b>Phase 1</b> <b>How can we work out how the Great Fire of London started?</b> <b>L.O. I can find answers to simple questions about the past from sources of information</b></p> <p>Knowledge Organiser <a href="#">London's Burning Lyric Video - YouTube</a> Play the Nursery Rhyme. Use Ppt slides 2-5 to put into context that it's 17<sup>th</sup> Century London and the fire burnt down nearly a quarter of the city. But how? The job of historians is to work out what happened. What questions do we need to ask?</p>

	<p><b>Phase 2</b>  <b>What are other people's toys like?</b>  <b>L.O. I can match objects to people of different ages</b></p> <p>Match toys to an age group (baby/toddler/5 year old) Ppt and/or real  How old would someone need to be to play with this?  What would come next for an older child?</p> <p>Evidence - photo</p> <p><b>Phase 3</b>  <b>How can we tell these toys are old?</b>  <b>L.O. I can sequence artefacts from different periods of time</b></p>  <p>Use 2 similar toys that are different in age (teddy)  Plus Ppt resource  <i>Which of these is old? How do we know?</i>  IWB online sorting game  <a href="http://Toys and Games (windowsonwarwickshire.org.uk)">Toys and Games (windowsonwarwickshire.org.uk)</a></p> <p>For next week - DOJO/Questionnaire What were your grandparents top 3 toys?</p> <p><b>Phase 4</b>  <b>What sort of toys did our grandparents play with?</b>  <b>L.O. I can describe some differences between toys from the recent past and today</b></p> <p>DOJO/Questionnaire What were your grandparents top 3 toys? Create a bar chart – what do you know, play with now, have seen?</p>	<p><b>Phase 2</b>  <b>Why is Donald Healey remembered today?</b>  <b>L.O. I can talk about some of the key events in Donald Healey's life</b></p> <p>Use photo evidence to explore and question what is happening  <a href="#">Healey Museum   The only Healey museum in the world</a></p> <p>Evidence - annotate photos with speech bubbles</p> <p><b>Phase 3</b>  <b>Why is Donald Healey so important to us in Perranporth?</b>  <b>L.O. I can talk about Donald Healey's life in Perranporth</b></p> <p>Walk around Perranporth to visit the stain glass window at the Church, The Red House (Co-op), the museum. Compare old and present-day photos.</p> <p>Evidence –guided tour of Perranporth (Padlet)</p> <p><b>Phase 4</b>  <b>WW1 pilot, car designer, or 203mph, which is Donald's Healey's greatest achievement?</b>  <b>L.O. I can say which is the most important and why</b></p> <p>Use the picture cards that show his main achievements and in 2/3's rank in order of importance and justify.  Discuss as a class to vote most important</p> <p>Evidence – St Piran class think.....because</p> <p><b>Phase 5</b>  <b>How should we remember Donald Healey?</b>  <b>L.O. I can explain why Donald Healey is important</b></p> <p>Perranzabuloe Museum have asked St Piran to create some new images for their display case. Review key learning and create a plaque to commemorate DH's achievements.</p>	<p>(Ppt slide 6, 7) M.A. groups are given a folder of the clues (slides 8-15) Each group to present their theory.  <a href="#">Great Fire of London live stream: Part 1   Museum of London</a>  Watch (4:50 to 6:00) Do you agree? Did you find out anything you didn't know?</p> <p>Evidence - Produce a group/individual/class storyboard explaining how it started</p> <p><b>Phase 2</b>  <b>What happened during the fire and how do we know?</b>  <b>L.O. I know and can retell key events from the past</b></p> <p>Tell the story of how the fire spread and create a class timeline of events (each pupil pegs up a card to complete the sequence) Over the next few days refer to this as necessary to ensure main events of the story are clear.  Plus Ipads activity <a href="#">The fire - The Great Fire of London</a></p> <p>Evidence - Timeline</p> <p><b>Phase 3</b>  <b>Why did the Great Fire burn down so many buildings?</b>  <b>L.O. I can communicate my knowledge through writing and pictures</b></p> <p>When there must have been so many fires in London in the 17th century, why then was this a massive fire, burning down so many buildings?</p>
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*How can we investigate toys from the past?*  
 Look at examples. Listen to visiting grandparents  
*What is the same/different? (Create a Venn diagram)*  
*What materials have been used?*  
 Jumbled album – using pictures of toys from 3 generations explain they have all been mixed up.  
 Sort them chronologically. *I know this is older because...*


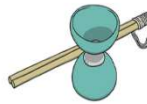
Evidence – photo, sentence

#### Phase 5

**Who played with these toys in the past and how can we know?**

**L.O. I can describe some differences between toys from the past (over 100 years ago) and today**

[100 Years of Toys](#)  
★

Victorian diabolo	Modern diabolo
	
Similarities	Differences

[Glam.com - YouTube](#)

A short video showing toys through the years  
 Look at examples of toys from different eras  
*How do we know they were from a long time ago?*  
*Are they still played with today?*  
*Who might have played with these toy*  
*What is the same/different?*  
*What materials have been used?*

Evidence – class IWB photo of chart

#### Phase 6

**What might a toy museum look like?**

**L.O. I can describe some differences between toys from the past (over 100 years ago) and today**

Using Ppt show monument. You need to make a new plaque to go at the bottom explaining the circumstances.  
 M.A. Team challenge – find as many reasons as you can. Using A3 picture clues add post its with suggestions.



Wooden buildings/ Tightly packed houses/ Overhanging eaves /Thatched roofs /Narrow streets/ Poor fire-fighting methods/ No fire engines/ Windy conditions /Crowded streets

Teacher led - Can these ideas now be grouped?  
 Streets, buildings, fire firefighting

Evidence - Write, draw, and annotate at least 3 reasons why the fire was so devastating.

#### Phase 4

**Could more have been done to stop the fire?**

**L.O. I can communicate my knowledge through discussion and role play**

Using Ppt and video link (need to find exact mins to pause) look at how the fire was fought.  
 In groups mime the different ways. (photo and annotate)

- fire hooks (which were very long and heavy requiring 3 or 4 people to use them) slide 2
- leather buckets slide 3
- fire squirts slide 4
- fire engines- barrel on wheels with pump and hose slide 5
- gunpowder kegs to blow up buildings to create a fire break slide 6

[Great Fire of London live stream: Part 2 | Museum of London](#)

Who did what?

Match the statements to the person

Lost in the toy museum David Lucas



Create a Toy Museum or display  
What should we include?  
How do we label it?  
How can we

explain our knowledge to visitors?  
*This is an old...*  
*You can tell it is old because.....*

- King Charles,
- Thomas Bludworth, the Mayor
- Duke of York,
- Samuel Pepys,
- The ordinary people who lived in London

Who was most to blame for not saving more houses? (Ppt 13)

As a class discuss the evidence and vote, justifying their reasons

*I/We believe ..... was most to blame because.....*

Evidence – class/individual statement

### Phase 5

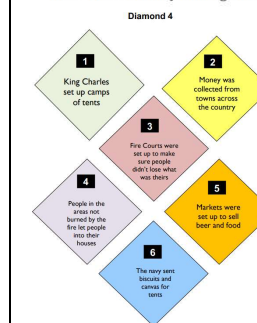
**How did people manage to live through the fire?**

**L.O. I can recognise the difference between past and present in my own life and the lives of others**



Miraculously for a city that was the third largest in the world at the time, very few people died, as far as we know. The number of deaths were so few, suggesting that it is the lack of records of the dead. It certainly seems much more likely that there were, however, over 70,000 displaced people and the chaos this caused and the human suffering res

live? How did they manage to feed themselves?



Evidence – photo for books

Using the Ppt discuss















- How people escaped (create a still image)
- The problems caused by homelessness A3 (food, homes, jobs)
- What could the Government do to help?


Using the Diamond 4 grid (hall/outside)

- Order usefulness of support given


			<p><b>Phase 6</b>  <b>How shall we rebuild London?</b>  <b>L.O. I can communicate my knowledge through drawings and models</b></p> <p>Recap the causes of the fire (you can't change the weather!)</p> <p>Show and discuss the map of London before the fire.</p> <p>Using models, annotated pictures and maps show how you would change London and why</p> <p>Consider</p> <ul style="list-style-type: none"> <li>• What will you use to build the houses?</li> <li>• Where will the houses be?</li> <li>• Will you reorganise the streets?</li> </ul> <p>Ppt 7 – Which house survived and why?</p>
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<b>Year 2</b>	<b>Autumn 1</b>		<b>Summer 1</b>
<b>Topic name</b>	<b>Mary Anning Rocks!</b>		<b>Oh, I do like to be beside the seaside</b>
<b>Enquiry Question</b>	How, and why, should Mary Anning be remembered?		Would you rather go to the seaside now, or in the past?
<b>Enhancements</b>	Parent volunteer brings in fossils		Visitors talk about their past holiday experiences
<b>NC focus</b>	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.		Learn about changes within living memory.
<b>Builds On</b>	<b>Y1</b> The fastest man in Cornwall? Donald Healey <b>Leadership</b>		<b>EYFS</b> Perranporth my home
<b>Memory master</b>	What was Donald Healey's greatest achievement(s)?		How has Perranporth changed over time?

Key words	 fossil	The hard remains of a prehistoric animal or plant that are found in a rock			 Victorian	When Queen Victoria ruled (1837-1901)
	 extinct	No longer has any living members			 seaside	A place by the sea that is usually a beach area or holiday resort
	 skeleton	The framework of bones in a body			 sea bathing	Swimming in the sea
	 dinosaur	A reptile from prehistoric times 200,000 million years ago			 parasol	An umbrella to give shade from the sun
	 prehistoric	A time in history before anything was written down			 promenade	A path for walking on by the sea
	 palaeontologist	Someone who studies fossils as a guide to the history of life on earth			 pier	A raised platform that sticks out into the water for people to walk along
	Vocabulary	<p><b>observe</b> - To look carefully at something in order to learn about it</p> <p><b>artefact</b> - An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery</p> <p><b>represent</b> - To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables</p> <p><b>past</b> - Any time before the present (now)</p> <p><b>present</b> - The period of time we are in now future The period of time that will come after the present</p> <p><b>recount</b> - To tell or describe a story or event to people</p> <p><b>recent</b> - Having happened a short time ago</p> <p><b>year</b> - The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year) decade - A period of time that lasts ten years</p> <p><b>century</b> - A period of time that lasts one hundred years</p> <p><b>nation</b> - An individual country or group of countries that share a government</p> <p><b>monarchy</b> - The king or queen and royal family of a country</p>				
Key concepts	Leadership 				Impact 	













<p><b>Critical knowledge, skills and understanding</b></p>	<p><b>To investigate and interpret the past</b> Use maps, paintings, letters, and diary entries to find out about the past and how it was represented.</p> <p><b>Build an overview of world history</b> Describe a significant person from history and show understanding by suggesting how they should be remembered.</p> <p><b>Understand chronology</b> Sequence artefacts or photographs in chronological order</p> <p><b>Communicate historically</b> Use words and phrases like: old, new, a long time ago. Start to understand terms: past, present and future</p>		<p><b>To investigate and interpret the past</b> Continue to ask questions such as: What was it like for people? What happened? How long ago? Use photographs and video clips to answer to questions about the past.</p> <p><b>Build an overview of world history</b> Describe similarities and differences in photographs (e.g. of holidays) giving reasons why</p> <p><b>Understand chronology</b> Place pictures in order on a timeline to show key events (e.g. in changes in holidays) explaining why they have been ordered in this way. Add labels 'past' and 'present'.</p> <p><b>Communicate historically</b> Use the phrase a long time ago to describe when an event happened. Use the phrase 'centuries ago' understanding that a century is 100 years</p>
<p><b>Planning</b></p>	<p><b>Phase 1</b> <b>Why do we study Mary Anning?</b> <b>L.O. I can recount stories from the past and understand key events</b></p>  <p>Slow reveal of slides 2 – 4 Slides 5 (present) – 8 (death) put her in time and place context and show it's a lifetimes work. So, what do fossil hunters do? <a href="#">Mary Anning - Fossil hunter - BBC Bitesize</a></p> <p>Using a sand tray and fossils, show how archaeologists work Slides 9 -12 prove it wasn't just small fossils they found. Mary was famous in her day (dying at 47) but didn't get the credit she deserved. But her memory lives on Natural History Museum (Slide 12)</p>		<p><b>Phase 1</b> <b>What was going to the seaside like 100 years ago?</b> <b>L.O. I can recognise the difference between past and present</b></p> <p>KWL Knowledge Organiser What was a seaside holiday like 100 years ago? Using slide 2 make a class list – say what you can see! sand/sea/ice cream/shore/bucket/spade/pier/promenade/parasol Which of these things would you expect to see now on a typical seaside holiday? Now highlight those words that are left – parasol/pier/promenade These are the keywords that must be used in your writing Use slide 3 to spot the deliberate mistakes. Orally model a postcard home from 100 years ago – including keywords</p> <p>Evidence – write a postcard</p>



	<p><b>Phase 2</b>  <b>What did Mary do in her life that was so special?</b>  <b>L.O. I can recount what Mary did and recognise the impact</b></p> <p>Using the Ppt and cards create a storyline for Mary's life (hall)  <i>Who thinks they come next?</i>          But life isn't always smooth! Create a Fortune Graph – from Happy to Sad</p> <p>Evidence – <i>Mary was happy when..... Mary was sad when.....</i> + timeline photo</p> <p><b>Phase 3</b>  <b>What helped Mary succeed in a man's world?</b>  <b>L.O. I can recount what Mary did explain their significance</b></p> <p>Recap Mary's life, work in small groups and suggest adjectives to describe her          Use Ppt to match adjectives with times in her life</p> <p>Evidence – Picture of Mary and sentences or gap fill or action picture and adjective</p> <p><b>Phase 4</b>  <b>Which other people were important in Mary's life and why?</b>  <b>L.O. I can recall names of the key people in Mary's life</b></p> <p>Class brainstorm of names  <i>'Do you remember that he/she was the person who...? Who can tell me what happened when Mary met....?'</i>          – Her father          – Her brother          – Her mother          – William Buckland          – Mr Birch          – Elizabeth Philpot</p>		<p><b>Phase 2</b>  <b>What kinds of things did people do at the seaside 100 years ago?</b>  <b>L.O. I can look carefully at evidence and interpret it</b></p> <p>Use Slides 2-3 to show what a beach scene may have looked like 100 years ago          What can you see? Make a list (include relevant new vocabulary) and ch. are given an activity to mime in pairs/sml groups. Without telling anyone else they mime to the class who try to work out what it is.</p> <ol style="list-style-type: none"> <li>1. Making sandcastles</li> <li>2. Leading donkey rides along the beach</li> <li>3. Pushing a bathing machine into the sea</li> <li>4. Pointing excitedly at the Punch and Judy show</li> <li>5. Pushing a pram along the prom</li> <li>6. Holding a parasol for protection from the sun</li> </ol> <p>The whole scene could be recorded</p> <p><i>Evidence – An annotated photo of the mime</i></p> <p><b>Phase 3</b>  <b>How do we know what holidays were like 100 years ago?</b>  <b>L.O. I can find answers to historical questions by looking at sources of information</b></p> <p><i>I have got a letter this morning from a film producer who is making a movie set at the seaside 100 years ago. Trouble is he needs some help as he doesn't know what it looked like. Can we help by looking for clues in pictures and photographs? He needs a poster to promote the film.</i></p> <p>Model using Slide 2. Using A3 slides A – J (in hall, clipboards) look at evidence and tick off using evidence WS.</p> <p>Come together to share answers. What must we include to make it clear it was some time ago? (not bright clothes, bathing carriage etc)</p>
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	<p>Tray?</p> <p>Using A3 concentric circles sheet place in order of importance or whole class debate on IWB</p> <p>Evidence – cut and stick picture of most important person and fill in speech bubble <i>I was important in Mary's life because.....</i></p> <p><b>Phase 5</b>  <b>If Mary lived so long ago, how do we know so much about her?</b>  <b>L.O. I can ask and answer historical questions</b></p> <p><i>What evidence might we have? Where might it have come from?</i> Log ideas on IWB</p> <p>A3 Pictures 1-10 set up as a gallery.  Question sheet, clipboard MA 2/3's children look for clues to show that the statements are true  Mark and discuss as a class</p> <p>Having seen the sources are there anymore we can add to our list?</p> <p>Evidence – photo of gallery/clues</p> <p><b>Phase 6</b>  <b>How and why should Mary be remembered?</b>  <b>L.O. I can show my knowledge through (letter)</b></p> <p>Lyme Regis council are considering honouring Mary by expanding the museum. It will cost a lot of money. Is it worth it?  Brainstorm and collate ideas why she deserves it. (IWB or post its)  How should she be remembered? Use Ppt images – any other suggestions?  Go through legacy cards (some are bogus) and join with class brainstorm</p>		<p>Evidence - poster</p> <p><b>Phase 4</b>  <b>Do we go on seaside holidays for the same reason people went 100 years ago?</b>  <b>L.O. I can explain my ideas</b></p> <p><i>Why might you go on a seaside holiday?</i>  <i>Why might people have gone 100 years ago?</i></p> <p><i>Slides 2-5 give clues and reinforce the ideas</i>  <i>Give out/discuss as a class and vote 12 possible reasons people may have gone</i>  <i>Sort into True/Untrue/Unsure</i>  Evidence – reasons in speech bubbles</p>  <p><b>Phase 5</b>  <b>How have seaside holidays changed over time?</b>  <b>L.O. I can compare and sort evidence</b></p> <p><i>My grandma has dropped her photo album and all the photos have got mixed up</i>  <i>Can you help by sorting them into 'nowadays' '50-60 years ago when granny was a girl' and 'over 100 years ago'</i>  <i>Either – A3 and children add post its, also explaining their reasoning or sort in small groups</i></p> <p><i>Evidence – photo and sentence to answer question</i></p> <p><b>Phase 6 ENHANCEMENT OPPORTUNITY</b>  <b>Where can we get evidence that holidays have changed?</b>  <b>L.O. I can ask and answer historical questions</b></p> <p><i>Compile a list of questions to either send home to ask grandparents or invite visitors in to be interviewed</i></p>
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	<p>You now have a great list so order ideas and prioritise main ideas</p> <p>Evidence – write a persuasive letter to the council. Draw what you would include in the museum and annotate explaining why she is important</p>		<p><i>Where did you go? How did you get there? How long did you stay for? What did you do? What was the weather like?</i></p>  <p><b>Phase 6</b> <b>Would you rather go to the seaside now or in the past?</b> <b>L.O. I can answer historical questions</b></p> <p><i>Discuss as a class the similarities and differences over the years</i> <i>activities/cost/queues/sunburn/pollution/travel</i> <i>Children make a decision and write/say/sing their opinion and reasons</i> <i>Oh I do/don't like to be by the seaside</i></p> <p><i>Evidence – class debate/discussion and conclusion</i></p>
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Year 3	Autumn 1	Summer 1
Topic name	From Stone Age to Iron Age	Gods & Mortals - Greeks
Enquiry Question	Is it true that Stone Age man was just a simple hunter gatherer, only interested in food and shelter?	How have the Greeks influenced our lives today?
Enhancements	Trip to RCM or Penlee Gallery	
NC focus	Learn about changes in Britain from the Stone Age to the Iron Age.	Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world
Builds On	Y1 Fire Fire The Great fire of London <b>Settlements</b>	Y3 From Stone Age to Iron age <b>Settlements</b>
Memory master	Sequence the main events from The Great Fire of London	Sketch and label a Stone Age settlement
Key words	 <p>Stone Age</p> <p>When stone was the preferred materials for making tools and weapons.</p>  <p>Bronze Age</p> <p>When bronze replaced stone as the preferred materials for making tools and weapons.</p>  <p>Iron Age</p> <p>When iron became the preferred choice of metal for making tools and weapons</p>  <p>Skara Brae</p> <p>A stone age village on the island of Orkney</p>  <p>Hunter gatherer</p> <p>A person who meets their needs by hunting animals and gathering plants</p>  <p>Stonehenge</p> <p>A prehistoric monument in Wiltshire</p>	 <p>BC</p> <p>Before Christ. A way of dating years before the birth of Christ</p>  <p>AD</p> <p>Anno Domini 'in the year of our lord'. How we show dates after the birth of Christ</p>  <p>Athens Sparta</p> <p>The 2 most important city states in Ancient Greece</p>  <p>Gods Goddesses</p> <p>A superhuman being or spirit</p>  <p>democracy</p> <p>A Greek word 'rule by the people' demos = people kratos = rule</p>  <p>legacy</p> <p>Things or ideas that are passed on from one generation to another</p>
Vocabulary	<p><b>source</b> - The person, place or thing that you get something from</p> <p><b>evidence</b> - Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened</p> <p><b>primary source</b> - First-hand evidence about an event</p> <p><b>secondary source</b> - Secondary means something that comes after the first (primary) thing</p> <p><b>account</b> - A report or description of an event or an experience (primary and secondary)</p> <p><b>enquiry</b> - A question asked in order to get information</p> <p><b>historical enquiry</b> - A series of questions asked to find out information about the past</p> <p><b>cause</b> - The thing that makes something happen</p> <p><b>consequence</b> - Something that occurs because of an event</p>	

	<p><b>locality</b> - A small area of a country or city</p> <p><b>ancient</b> - Of or from a long time ago (very old), belonging to the distant past (before the end of the Roman Empire)</p> <p><b>society</b> - People living together in an organised group</p> <p><b>civilisation</b> - An organised group of humans with its own culture</p>	
<b>Key concepts</b>	<p><b>Settlements</b></p> 	<p><b>Economy</b></p> 
<b>Critical knowledge, skills and understanding</b>	<p><b>To investigate and interpret the past</b> Use more than one source including artefacts, photos of artefacts etc as evidence to ask questions and research answers to questions about the past. Create own questions to investigate. Understand the difference between a primary and secondary source and suggest a suitable source (based on previous experience). List inventions / events from an era in history that have influenced Britain.</p> <p><b>Build an overview of world history</b> Compare times studied with regards to settlements and society. Communicate findings in a range of ways including labelled diagrams, reports, explanations etc</p> <p><b>Understand chronology</b> Use a timeline to place key changes in chronological order with dates and evidence to show these. Continue to learn how to talk about how events lead to others and give reasons for these.</p> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate, including: dates, the time period, era, change and chronology. Use AD and BC for dates understanding these terms. Able to communicate where this period lies in comparison to learning on other eras</p>	<p><b>To investigate and interpret the past</b> Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions. Recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Begin to understand the difference between a primary and secondary source and suggest a suitable source explaining why</p> <p><b>Build an overview of world history</b> Describe the economic, social, ethnic, cultural, and religious diversity of past society. Describe the characteristic features of the past (Ancient Greece), including ideas, beliefs, attitudes and experiences of men, women, and children.</p> <p><b>Understand chronology</b> Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Explain about how events lead to others and give reasons for these using dates. Describe the main changes in a period of history.</p> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate including: dates, time period, empire, era, chronology, continuity, change, century, decade and legacy.</p>
<b>Planning</b>	<p><b>Phase 1</b> Is it true that Stone Age man was just a simple hunter gatherer, only interested in food and shelter? L.O. I can make simple deductions about lifestyle based on evidence</p>	<p><b>Phase 1</b> How can we possibly know so much about the Ancient Greeks when they lived over 2,500 years ago? L.O. I can use evidence to build up a picture of the past</p>

## KWL Knowledge Organiser

Looking at image – What does it tell us about Stone Age man?

Annotate WS

1. At Star Carr archaeologists have found bones of birds and fish
2. Spears were used for hunting with cut flints tied to wooden poles – not yet bows or arrows. Most hunting took place in open spaces.
3. Heavy hand-axes were used to break bones of large animals.
4. Animal skins. These were first scraped with flints.
5. Stags. Deer were very important to Stone Age people. The male deer were hunted for their meat, antlers and skin.
6. It appears that there is a small shelter which were often found near lakes.
7. This looks like a landing place for boats. At Star Carr they found evidence of paddles, so they clearly had canoes or flat boats that they hollowed out using flints

Timeline – Where does the Stone Age sit – before.... after..... years ago  
BUT.... Stone age man was interested in things other than just hunting and gathering!

Slide 5 – What is it? What might it tell us?

Repeat for rest of the slides

As a class complete slide 12 Yes/No

Evidence - Record a paragraph in books summing up thoughts

*Yes, he did spend most time hunting and he made tools from flint and wood to make him an effective hunter. But he was also concerned about ceremonies when hunting and so was concerned about more than survival. The cave paintings and the carved antler show how skilful he was. They wanted to record and enrich their lives as well as survive.*

## Phase 2

**How much did life change when man learned how to farm?**

**L.O. I can identify and explain some changes during the Stone Age**

Recap about hunter/gatherer

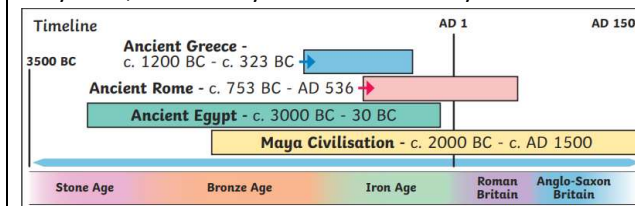
Slide 2 What can you see? What has changed? What impact might this have?

*the plough, the oxen pulling the plough and possibly the tree stump showing how woodland had been felled to make way for cultivated soil.*

Slide 3 Compare the 2 images – they are 4,000 years apart  
*farming, growing crops, keeping animals to do the work etc.*

MA groups - use cards to discuss and put on A3 grid

Using the KWL grid, Knowledge Organiser and PPT and PPTa introduce when they lived, where they lived and how they lived.



Emphasise our knowledge of the climate and geography eg Greece today helps us understand the importance of a long, indented coastline, few areas of flat fertile land, lots of islands (which often feature in Greek legends)

## Phase 2

**What can we work out about everyday life in Ancient Athens from the pottery that remains?**

**L.O. I can draw inferences from evidence**

Using PPT to reveal each separate part of a broken pot – as each piece is shown MA pairs closely observe to decide what they see and what it might mean is happening. (Encourage that all ideas are good ones if they are justified)

Amalgamate pairs to groups of 4, show the 4 possible answers (slide 8)

Which one is correct? Do you agree as a group? Why?

Reveal and discuss correct answer.

Now, using slide 14, children come up with 3 possible answers themselves

Who? What? Why?

If time, each group chooses their most plausible answer, as a class vote the top 3 and finally most likely.

Big reveal using slide 15!

Evidence – Annotated pot picture and ‘real’ answer

## Phase 3

**Why was Athens able to be so strong at this time?**

**L.O. I can use a range of sources to find about a period and come to my own conclusions**

Recap advantages Greece had - coast for trading, slaves, silver mines PPT3a

### How much did life change for Stone Age man when he started to farm?

Carried on as before	Small CHANGE	<b>BIG</b> CHANGE
Some still hunted Continued to use stone tools	Kept pigs and cattle People started to make pots People started to have complicated burial ceremonies People cleared woodland (i.e. this had already started)	Training oxen to pull the ploughs  Growing crops such as wheat and barley Has small farms Started to live on small settlements

Evidence – photo/summary sentence

#### Phase 3

**Would you rather be a hunter gatherer or farmer?**

**L.O. I can identify reasons for and results of people's actions**

**How did they spend their time and what did they eat?**

**Hunter Gatherers 15,000 years ago** Females would tend to look for roots and grubs. Males would go big game hunting, usually in groups of 50-100. They would follow big animals as they moved around. This would take a few hours a day, leaving a lot of time for leisure. They would eat meat following a successful hunt: otherwise, it was roots and snails and sometime nothing else.

**Farmers 7,000 years ago** would herd and protect animals, sow seed, weed, gather in the crops, bake bread, make porridge and weak beer. Some with skills would make baskets, pottery, cloth. Overall, this extra activity gave very little time for leisure. For food they would still eat meat, if lucky, but would drink milk, eat bread, beans and porridge and store food for hard times

1. Why did the hunter gatherers choose to sacrifice their leisure time in order to become farmers?

But the win in the Battle of Marathon against the Persians allowed for money to come flooding in and was known as The Golden Age.

PPT 3a 1-8

Now using sorting cards in groups read and order in importance, can you group them *tactics/weapons/leadership/strengths vs weaknesses*

Evidence – photo of cards grouped

The main reasons the Athenians won were .....

#### Phase 4

**How should we spend the Governments money?**

**L.O. I can ask and answer relevant historical questions**

This phase looks at democracy (then and now), how citizens can influence events and honouring the gods. Set the scene using

PPT 2 and 3 Video 60 second histories Greece democracy

The Persians burned the Parthenon to the ground and was a ruin for nearly 50 years, until Pericles had an idea. After the war the Athenians had more money than they could spend, there were lots of suggestions. Pericles, who was a popular politician, wanted to build it in honour of Athena (goddess of war) for helping them win the war.



ATHENA, GODDESS OF WISDOM.

Role Play (amphitheatre?) Athenians met on a hill called the Pnyx (pronounced p-nicks) It was a democratic process – except only males over 18 who had finished military service were allowed (those who couldn't vote were called 'idiots')

'Teams' FOR Pericles AGAINST Thucydides prepare and read the information from their cards, aiming to persuade you.

Final vote – secret ballot with votes put in an urn/pot

Evidence – photo and speech bubble *I strongly believe.....*

2. Why did busy farmers make cloth and pottery, when the hunter gatherers, who had more leisure time did not?

Evidence – I would rather be..... because.....

#### Phase 4

**What can we learn about life in the Stone Age from a study of Skara Brae?**

**L.O. I can select and record information from a range of sources**

Start with the story of Skara Brae PDF

Use website to show location, timeline

[What is Skara Brae? - BBC Bitesize](#)

PPT slides 9-11 show the remains, their state of preservation and proximity to the sea Slides 12-13 show what it may have been like at the time

Working in pairs children use resource sheet and have to find evidence from slides 16-21

What do these finds tell us about Skara Brae?

1 Bones of cattle, sheep and dogs



This tells me that...

Evidence -

#### Phase 5

**Why did they build Stonehenge?**

**L.O. I can ask and answer relevant historical questions**

Look at Slide 2...What does it show us?

Videos show how it was built

[Secrets of Stonehenge | National Geographic - YouTube](#)

[What is Stonehenge? - BBC Bitesize](#)

PPT Slide 6 shows location and where stones came from

So now we know how it was built and that the stones came from Wales. But why was it built?

#### Phase 5

**How great is your Greek god?**

**L.O. I can describe some of the key beliefs of the Ancient Greeks and discuss how they worshipped**

Using the PPT explore the importance Gods played in Ancient Greek religion

Evidence – 2-4 sentence summary of Greek religion plus Greek God fact file

#### Phase 6

**In what ways have the Ancient Greeks influenced our lives today?**

**L.O. I can explain key events in history**

Future generation swill marvel at us as the present marvel at us now Pericles 440C

In Hall?

Have all Card resources printed and face down on floor, class sit around them. I have some pictures from the museum but muddles them up with 6 other pics that shouldn't be there. Your job is to sort out the Greek ones

Round 1 – pupil picks a picture 'It's all Greek to me' or Not Greek!

Round 2 (With false pictures identified and removed by Teacher)

Pick a picture – We know they have a Greek connection but.....What do they tell us about the legacy of the Greeks? What similarities/connections do you see?

(Will probably need to be supported with this)

P politics

A architecture

S science

T technology

A art

L literature

K knowledge

[How did the ancient Greeks change the world? - BBC Bitesize](#)

Evidence – photo of cards grouped

*The Ancient Greeks left us.....*

A.  
It was a holy place. People would come to worship there from far and wide. You need only to spend a few seconds in the stones to realise they are special and spiritual.

B.  
It was like a gigantic calendar. People used it to calculate the dates which were so important for farming in the Bronze Age. People even visit it today e.g. on midsummer's day in June, when the sun rises in a special line over the stones.

C.  
It was a place of healing. The special stones came from Wales where there was a health-giving spring. We have found lots of buried bones which show evidence of disease, so people must have gone there to be cured.

D.  
It was a place where they buried a special person, like monuments we have today. We know this was an important region at this time so it is possible that a leader of some sort lived there.

In MA pairs/sml grps using the 4 suggestions decide which you think is the most likely.

Can the children think of any reason why any of the theories might be wrong? e.g. would people really travel all that way to Stonehenge? Why not go to Wales or other places where there were health giving springs instead? Why would they build such an elaborate set of stones just to tell the

Class discussion/debate, can you persuade other groups that their choice is incorrect?

**Evidence - *I think Stonehenge was built.....***

*It will come as no surprise to you to know that there have been at least 4 new theories in the last decade. The latest one is that it was a dance arena for ancient 'raves' with the stone providing the ideal acoustics. Recently the idea has been put forward that it was a graveyard for the elite, as they had found 63 bodies. The idea of it being some way of computing the date of the eclipses and the winter solstice is still a front runner but the idea of it being a Druid temple doesn't fit with the fact that it pre-dated the Druids. Of the more recent theories possibly the most plausible is that it contained healing properties sought after by pilgrims – a sort of modern day Lourdes. Analysis of skeletons shows a number who were clearly ailing when they went there. No doubt there are other theories that are being dreamt up as we speak.*

## Phase 6

**How should we remember the Bronze Age?**

**L.O. I can make deductions from visual clues**

Go through the slides looking at the evidence and what it tells us

Must Farm dig was 2015, so we are still learning

The film is supposed to tell us all the important facts about the Bronze Age, but is it any good?

Record 8 things you feel must be mentioned in the film

Watch the film then tick them off

[History KS2: Bronze Age Britain \(animation\) - BBC Teach](#)

Now add anything that has been missed

Evidence – record sheet plus *I believe....*




















## Phase 7

**What was life like in the Iron Age and how do we know?**

	<p><b>L.O. I can think of and answer historical questions</b></p> <p>Use as an introduction to Iron Age – plus timeline  <a href="#">Hill forts - BBC Teach</a></p> <p>Go through PPt          Slides 7, 8, 9 as a whole class          Slides 13 – 16 as a whole class</p> <p><b>Phase 8</b>  <b>Is it true that Stone Age man was just a simple hunter gatherer, only interested in food and shelter?</b>  <b>L.O. I can recall and explain relevant information</b>          Quiz</p>	
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Year 4	Autumn 1	Spring 1	Summer 1
<b>Topic name</b>	<b>I am Warrior - Romans</b>	<b>Hevva Hevva!</b>	<b>Raiders or Settlers?</b>  <b>Anglo Saxons, Vikings &amp; Scots</b>
<b>Enquiry Question</b>	Should Boudicca be feared or admired?	How has Newlyn changed over the last 100 years?	Were the Vikings raiders or settlers?
<b>Enhancements</b>		Visit to Penlee Gallery	
<b>NC focus</b>	Learn about the Roman Empire and its impact on Britain	Learn about changes within living memory. Learn about significant historical events, people, and places in their own locality. Conduct a local history study.	Britain's settlement by Anglo-Saxons and Scots <b>and</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
<b>Builds On</b>	<b>Y2 Mary Anning Rocks Leadership</b>	<b>Y3 Gods and Mortals Economy</b>	<b>Y3 From Stone Age to Iron Age Settlements</b>
<b>Memory master</b>	Explain what hardships Mary Anning had to overcome and why she is a figure to respect and look up to	How do we know about the Ancient Egyptians?	Was Stone Age man just a simple hunter gatherer?



Key words	 Celts	People who lived in Britain			 Huer	A lookout person who was paid to spot shoals of pilchards			 Anglo Saxons	Invaders, tribes included the Angles and the Saxons	
	 Empire	A group of countries ruled by a single person, government, or country			 Hevva	A cry that showed a shoal of pilchards were spotted			 Vikings	Scandinavians from Norway, Sweden, and Denmark	
	 Emperor	The ruler of an empire			 Fishwife/Jouster	A man or woman who worked in the fishing industry. 'Hawking' (selling) fish from a cart			 raiders	Someone who attacks an enemy in their territory	
	BC	Before Christ. A way of dating years before the birth of Christ			 Pilchard/sardine	Commonly caught fish			 settlers settlement	A place where people come to live	
	AD	Anno Domini 'in the year of our lord'. How we show dates after the birth of Christ			 cawl	Basket for carrying fish, usually with the strap on the forehead			 Longship	A long, narrow ship powered by sail and oar	
	 Legion	A group of about 5,000 legionnaires (Roman soldiers)			 1800's	Any year in the 1800's was in the 19 <sup>th</sup> Century (Victorian era 1837-1901)			 Primary Secondary source source	First-hand information from the time that's studied (diary)  Often explanations of primary source (textbook)	
Vocabulary	<p><b>source</b> - The person, place or thing that you get something from</p> <p><b>evidence</b> - Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened</p> <p><b>historical source</b> - An item that gives information about the past</p> <p><b>primary source</b> - First-hand evidence about an event</p> <p><b>account</b> - A report or description of an event or an experience (primary and secondary)</p> <p><b>secondary source</b> - Secondary means something that comes after the first (primary) thing</p> <p><b>enquiry</b> - A question asked in order to get information</p> <p><b>historical enquiry</b> - A series of questions asked to find out information about the past</p> <p><b>cause</b> - The thing that makes something happen</p> <p><b>consequence</b> - Something that occurs because of an event</p> <p><b>locality</b> - A small area of a country or city</p> <p><b>overview</b> - A short description, general review or summary of a subject with no detail</p>										
Key concepts	<b>Leadership</b> 			<b>Economy</b> 			<b>Settlements</b> 				
Critical knowledge, skills and understanding	<b>To investigate and interpret the past</b> Use more than one source including artefacts, photos of artefacts etc as evidence to ask questions and research answers to questions			<b>To investigate and interpret the past</b> Use more than one source including artefacts, photos of artefacts etc as evidence to ask questions and			<b>To investigate and interpret the past</b> Use more than one source including artefacts, photos of artefacts etc as evidence to ask questions and research answers to questions				



	<p>about the past. Begin to understand the difference between a primary and secondary source. Can list inventions / events from an era in history that have influenced Britain.</p> <p><b>Build an overview of world history</b> Communicate findings in a range of ways including labelled diagrams, diaries and persuasive writing</p> <p><b>Understand chronology</b> Use a timeline to place key events and historical figures in chronological order with key dates. Begin to share how events lead to others.</p> <p><b>Communicate historically</b> Start to use appropriate historical vocabulary to communicate, including dates, the time, era, change and chronology. Use AD and BC for dates understanding these terms. Understand terms invasion and conflict and reasons for this.</p>	<p>research answers to questions about the past. Begin to understand the difference between a primary and secondary source. Begin to ask relevant historical questions.</p> <p><b>Build an overview of world history</b> Begin to understand how local events can impact on the wider world. Give reasons why people acted as they did linked to economic situations, explaining what changes occurred because of them and why.</p> <p><b>Understand chronology</b> Use appropriate historical vocabulary to communicate, including: dates, the time period, era, change and chronology.</p> <p><b>Communicate historically</b> Use a timeline to place key changes in chronological order with dates and evidence to show these. Continue to learn how to talk about how events lead to others and give reasons for these.</p>	<p>about the past. Create own questions to investigate, suggesting suitable sources to research. Understand the difference between a primary and secondary source and suggest a suitable source (based on previous experience). Describe different accounts of an event, explaining reasons why they may differ</p> <p><b>Build an overview of world history</b> Compare times studied with regards to settlements and society. Communicate findings in a range of ways including labelled diagrams, reports, explanations etc. Give reasons why people acted as they did linked to cultural and religious beliefs, explaining what changes occurred because of them and why.</p> <p><b>Understand chronology</b> Use appropriate historical vocabulary to communicate, including dates, the time period, era, change and chronology. Use AD and BC for dates understanding these terms. Able to communicate where this period lies in comparison to learning on other eras Understand the term civilisation. Develop understanding of invasion understanding why Britain would have been an important country to conquer.</p> <p><b>Communicate historically</b> Use a timeline to place key changes in chronological order with dates and evidence to show these. Continue to learn how to talk about how events lead to others and give reasons for these.</p>
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<p><b>Planning</b></p>	<p><b>Phase 1</b>  <b>Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</b>  <b>L.O. I can use evidence to build up a picture of the past</b></p> <p>KWL Knowledge Organiser  <b>Looking at Caesar's invasion to Claudius' conquest</b>          Slow reveal of Slide 1-4 What is happening? How do you know? Why?          Slide 5-6 Timeline focus (Relate back to Y3 Stone Age/Iron Age developments)</p> <p>If Italy was such an advanced country at the time, why then did Caesar think of invading Britain? Let's look at what the Romans had already conquered first.          So why try twice to invade England in 55BC and 54 BC? Slide 10 shows the extent of the Roman Empire 12 years after Caesar's invasions. Stress where Italy is and show how far the Romans had expanded already. Caesar had been trying to suppress Gaul at the time of the planned invasions of Britain and just a few years later he managed to conquer it. Caesar wanted the glory that conquest brought. This reinforces the idea of Roman conquests spreading across Europe and the lands bordering on the Mediterranean Sea. Britain was part of this expansion. But what did Britain have to offer at that time? <i>Not much</i> the children might say based on slide 5! Slide 11 shows visually the sorts of goods present in Britain that Caesar might have wanted. But, of course, he didn't stay to conquer. There was a delay of nearly 100 years before Claudius invaded and stayed. Not that nothing was happening in terms of planning the next invasion. By the time Claudius became emperor, a large fleet of ships had already been prepared by previous emperors and an army of 40,000 trained and ready for conquest</p> <p>Evidence – The Romans left Italy .....</p> <p><b>Phase 2</b>  <b>So why did Claudius decide Britain was worth conquering when Caesar hadn't, just 100 years before?</b></p>	<p><b>Phase 1</b>  <b>Trip to Penlee Gallery</b>  <b>Who was Janey?</b>  <b>L.O. I can ask about and reflect upon, historical knowledge</b></p> <p>The children travel back in time to 1890 and meet Janey. She comes to life out of a painting and talks about her life as a fishwife and artist's model for the Newlyn School artists who were living in the village. They will experience and learn about who the Newlyn school artists were and see examples of their work</p> <ul style="list-style-type: none"> <li>•what life was like for fishing families at the end of the 19th century</li> <li>•how the success of the Newlyn school artists affected the community</li> <li>•what a fisherman's cottage was like in Victorian times</li> <li>•some authentic Cornish words and dialect</li> <li>•what everyday objects would have been owned and used at the time</li> <li>•how we can learn what the past was like through using different sources</li> </ul> <p>Evidence – painting in centre plus subheadings/brainstorm/Betsy speech bubble</p> <p><b>Phase 2</b>  <b>What did the pilchard do for Cornwall?</b>  <b>L.O. I can select and organise information from the past</b></p> <p>In MA groups create a timeline of main events of fishing industry in Newlyn. Use the information from Penlee Gallery visit plus chronologically order resource photos.</p>	<p><b>Phase 1</b>  <b>Who were the Anglo Saxons and Vikings?</b>  <b>L.O. I can place the Saxons and Vikings on a timeline and compare this to the Romans</b></p> <p>KW Knowledge Organiser          Using the class timeline and power point, explain that Saxons were living in Britain at the time of the first Viking raids. Show and explain the map of the raids and reinforce the chronology through Time Team activity (True or False cards M.A. groups).</p> <p><i>Evidence – Photo and statement</i>  <b>What image do we have of the Vikings today?</b>  <b>L.O. I communicate my ideas through discussion and pictures</b></p> <p>The children will quickly sketch an image of what they think a Viking looks like. Class teacher will then create a large class image that will be annotated with nouns, adjectives, and description of their character traits. This can then be referred to, and their original ideas challenged, as their learning deepens</p> <p><i>Evidence – Photo of annotated image of Viking</i></p> <p><b>Phase 2</b>  <b>What was so special about a Viking ship?</b>  <b>L.O. I can use evidence to build up a picture of the past (Viking longship)</b></p> <p>In M.A. teams of 4 the class will be Saxon spies that have a few seconds to individually look at images of a Viking boat that has been left unattended on a nearby shore (A3 colour, placed around the room)  <i>It is 815AD. You are a tribe of Saxons living on the Southern shores of Wessex. You are completely fed up with being attacked by the Vikings who seem to have particularly effective boats that manage to land in places you thought impossible and to sail up rivers ready to attack you. They have caused a lot of damage to your</i></p>
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	<p><b>L.O. I can choose and evaluate relevant information to present one aspect of life in the past</b></p> <p><i>Look at the humorous description of Claudius (Slide 3) – he wanted to prove himself and move out of the shadow of Caesar.</i></p> <p><i>You are going to be an adviser to Claudius - MA grps look at cards for/against and order them</i></p> <p><i>What would you advise Claudius to do? Debate – For vs Against</i></p> <p><i>Evidence – I/Y4 believe.....because.....</i></p> <p><b>Phase 3</b>  <b>Are the History books correct?</b>  <b>L.O. I can ask and answer relevant historical questions</b></p> <p><i>So why did Claudius invade? Puzzle - WCI = L + S + C + M + F + ?</i></p> <p><i>MA pairs – use adapted textbook versions and then T. take in look thoughts to complete similarities grid</i></p> <p><i>Slides 6-9 show model examples to discuss and create SC</i></p> <p><i>Evidence - paragraphs LA speech bubble of Claudius</i></p> <p><i>We do not know exactly why he invaded: perhaps for its precious metals, its corn, wool, and other natural resources: maybe just 'because it was there. Most likely the reason was simply the desire for imperial triumph for Claudius who need as much good publicity as a military leader as he could get.</i></p> <p><i>Michael Wood (Historian)</i></p> <p><i>Answer puzzle - Claudius invaded = Land+Slaves+Corn+Metals+Fame+any other idea(s)!</i></p> <p><b>Phase 4</b>  <b>Why did Boudica stand up to the Romans and what image do we have of her today?</b>  <b>L.O. I can place key events on a timeline and evaluate its importance</b></p>	<p>Evidence – Wallpaper timeline of pictures, dates, facts etc</p> <p><b>Phase 3</b>  <b>What was life, like for fishing families in the 1900's?</b>  <b>L.O. I can understand how knowledge of the past is constructed from different resources</b></p> <p>MA groups history detectives - looking at a variety of quotes, photos and paintings. Having looked at, and discussed, draw conclusions and record.</p> <p>Evidence – annotated pictures, notes</p> <p><b>Phase 4</b>  <b>Why would fishermen throw their catch back in the water?</b>  <b>L.O. I can understand that different versions of the past may exist</b></p> <p>Look at newspaper, court evidence, first hand recount and photographic evidence to investigate the Newlyn fish riots of 1896.</p> <p>Evidence – speech bubbles from main parties involved (Yorkies (Lowestoft fisherman), Newlyn, Penzance locals, police)</p> <p><b>Phase 5</b>  <b>How has the town of Newlyn changed?</b>  <b>L.O. I can look at a range of evidence and come to my own conclusions</b></p> <p>Read newspaper evidence from 1865, 1894, 1915 and compare Fish sale on a Cornish beach (Phase 3) and photos of Newlyn today. What conclusions can be drawn?</p>	<p><i>fellow Saxons. What is the secret of their success? Here is your chance to find out.</i></p> <p>When the children return to their group, they sketch what they have seen and then brief the next spy on what to look for. When everyone has been tell the class a Viking has been captured and they must compile 5 questions they wish to ask about the boats (<i>How fast did they go? How were they steered? etc.</i>) The teacher, in role, then answers the questions before the class draw and annotate a boat explaining why the boats were so effective.</p> <p><i>Evidence – Create an annotated diagram</i></p> <p><b>Phase 3</b>  <b>Why have the Vikings got such a bad reputation?</b>  <b>L.O. I can read, evaluate, and draw conclusion from primary and secondary sources</b></p> <p>Tell the story of the raid on Lindisfarne. Pupils pick out the parts of the account that paint Vikings in a bad light and speculate as to who wrote the account. Print out the 2 accounts, one Saxon, one Viking and ask pupils to annotate/underline to find the clues, then discuss: a. how they differ b. why they might differ. Slowly reveal Ppt slides 4, 5, and 6 and ask pupils to predict the likely source of bad press.</p> <p><i>Evidence – paragraph explaining why the Vikings had a bad reputation, using the evidence to justify their opinion</i></p> <p><b>Phase 4</b>  <b>How did the Vikings try to take over the country and how close did they get?</b>  <b>L.O. I can use evidence to explain changes through time</b></p>
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Create a living, chronological graph using Ppt slides (outside)

If it's a good event for B. 1 pace forward, bad event for B. take 1 step back, if v. bad 2 steps

Why might these things have happened?

IWB look at slides 16-19 (explanation of revolt) and discuss any further causes

Read Ppt description of her and discuss – read again and ch. draw their interpretation

Discuss how they are similar/different

Discuss reliability, bias, when written



Slide 4-5 why are they different, here are other eg's

Evidence - Boudicca rebelled because.....

#### Phase 5

How did Celtic life change after the Romans settled?

L.O. I can communicate my understanding (map)

Use Ppt to recap Iron Age settlements

Slide 7 then introduces pupils to a typical Roman town that soon grew up after the invasion of AD43. Towns very soon became a feature of the Roman British landscape as the Romans needed to make the conquest stick, and stick quickly. Towns were key. They were the administrative centres from which the provinces could be run, controlled and provided with markets, industries and trade. Towns were essential to Roman civilization and they were never built on Iron Age hill forts. In all there were probably 25 specially built new towns, some like Verulamium (St.Albans), home to a population as large as 15,000.

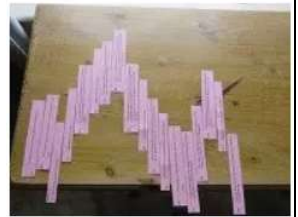
MA grps Ch. become native Briton spies who want to find out why roman towns are so good. Slide 7 shows

#### [Newlyn Harbour | Virtual Tour](#)

Birds eye view of harbour and coast

Evidence – Paragraph explaining impact of fishing and changes over time, both to landscape and lives

The pupils put event card strips in chronological order left to right but at 90 degrees to the horizontal axis. They then consider if each event in turn was a high or low for the Vikings by moving it up or down the vertical axis of graph, thus creating a shape which they compare with other groups. Encourage questioning of other groups – Why have you put that card so high? Can you explain why it went down so suddenly? Did it start to rise later? Why? When? As a group annotate your timeline with post its explaining at least 3 turning points during that era (e.g. when they conquered most of North and central Britain, when they were halted by Alfred, the Danelaw), explaining that the Vikings kept coming to Britain for almost 300 years, first as raiders then as conquerors.



Evidence – Create

#### Phase 5

How have recent excavations changed our view of the Vikings?

L.O. I can evaluate the usefulness of different sources

Pupils explore a range of primary and secondary sources and explain what a historian can infer from it. What is it? What does it tell us? Prove it! Choose 1-3 items and explain what it is, what it was used for and how this changes our opinion of the Vikings *This shows the Vikings in a good light because.....*

Complete the *Prove it* sheet where children have to use the evidence to prove that statements are correct. Challenge pupils to explain why attitudes have changed about the Vikings (e.g. trade routes and jewellery show that Vikings were more than simple raiders; they also traded.) Refer back to Phase 2 and their initial thoughts.

[Visit resource: Vikings | British Museum](#)

the top right hand corner of the town - find the 11 clues that are hidden around the room/hall read and report back the information. Then draw and annotate on A3 sugar paper. This can be supplemented with ipad research

Key Questions – what buildings were in a typical Roman town? What did they look like? Where would they have been built?

1. Baths
2. Shops
3. Streets and their directions
4. Temples (harder)
5. Chariot circus track
6. The basilica (harder)
7. Amphitheatre
8. Forum (harder)
9. Town walls
10. Main gates
11. Shape of the town
12. Aqueducts

Evidence – photo of map

#### Phase 6

**How can we solve the mystery of why this great empire came to an end?**

**L.O. I can explain key events in history**

*What does the image suggest? (attacked and overthrown)*

*But was this the only reason?*



*Evidence - Use Ppt to illustrate reasons and children create a comic strip or extended writing to explain*

#### Phase 7

**What have the Romans ever done for us?**

**L.O. I can explain key events in history**



*"Vikings as we traditionally know them are basically a concept invented in the 19th century," says Gareth Williams, curator of the British Museum's exhibition, Vikings: Life and Legend. "They've been depicted as big and muscular and with very silly helmets, because how else would a Romantic Viking dress? Disappointingly for those of a Romantic, or indeed comic-book, inclination, there is little historical evidence that Vikings wore horned helmets — much less ones with wings, which are still popular with Viking re-enactors today. Very few horned helmets have survived, and those that have were more likely used for ceremonial or religious purposes, and probably not during the period of the Viking age"*

#### Phase 6

**What can we learn about Viking settlement from place name endings?**

**L.O. I can use maps to identify settlements built by invaders**

Use the Ppt to show how place names have changed from Roman, through to Saxon and Viking times. Whilst using maps challenge the pupils to detect patterns of occupation, investigate pre-fixes, and find similarities and differences between Roman, Saxon and Viking place names.


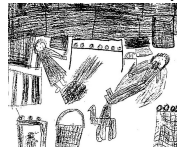
*Evidence – paragraph explaining where the Vikings settled and how we know.*

#### Phase 7

**Raiders or Settlers? How should we remember the Vikings?**







































**L.O. I can choose relevant evidence to present a picture of Viking life**

Pupils jot down ideas under the titles *Raiders*, *Settlers*. Share their thoughts and challenge answers so they are backed up with evidence. Create a class list, (adding ideas from though cards resource if needed) before

	<p><i>A museum has mixed up some artefacts – some may have not even meant have been part of the Roman display. Find the red herrings, and justify the Roman choices</i></p> <p><i>Evidence - Create a set of 6 stamps with an image of the Roman's legacy - £5 being the highest price and therefore most important</i></p>		<p>pupils create their own graphic organiser to help them plan their work.</p> <p><i>Evidence - Make a Zigzag book or 2Createastory to show how your viewpoint has changed, with a traditional view (Phase 2) on page 1 but with each subsequent page showing how new evidence changes our minds. Last page show how we should view them!</i></p> <div style="text-align: center;">  <p>First picture</p>  <p>Last picture</p> </div>
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Year 5	Autumn 1	Summer 1
Topic name	Ancient Egyptians	Bombs, Blitz and Brits
Enquiry Question	Where can we see the influence of the Ancient Egyptians today?	What impact did the war have on people?
Enhancements	RCM trip	Army day
NC focus	Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Builds On	<b>Y3</b> Gods and Mortals <b>Economy</b>	<b>Y5</b> Ancient Egyptians <b>Culture</b>
Memory master	Describe some of the key beliefs of the Ancient Greeks and discuss how they worshipped	What were the Ancient Egyptians most significant achievements?



Key words	<table><tr><td> archaeologist</td><td>Somebody who looks at ancient sites and objects to learn about the past</td></tr><tr><td> River Nile</td><td>The longest river in Africa</td></tr><tr><td> tomb</td><td>An underground room for burying the dead</td></tr><tr><td> afterlife</td><td>Living after death</td></tr><tr><td> embalmer</td><td>Person who prevents a dead body from decaying</td></tr><tr><td> cartouche</td><td>An oval Egyptian burial name plate</td></tr></table>	 archaeologist	Somebody who looks at ancient sites and objects to learn about the past	 River Nile	The longest river in Africa	 tomb	An underground room for burying the dead	 afterlife	Living after death	 embalmer	Person who prevents a dead body from decaying	 cartouche	An oval Egyptian burial name plate	<table><tr><td> Allies</td><td>Countries (including Britain, France, the Soviet Union, and the USA) who fought the Axis Powers</td></tr><tr><td> Axis</td><td>Germany, Japan, Italy, and other countries that fought against the Allies.</td></tr><tr><td> evacuation evacuee</td><td>When people must move from a dangerous place to a safer area People who are moved to a safer area</td></tr><tr><td> rationing</td><td>To limit how much of something people can have – food, fuel</td></tr><tr><td> Home front</td><td>People who stay in a country and work while others are fighting</td></tr><tr><td></td><td>Victory in Europe day, a celebration to mark the end of WW2</td></tr></table>	 Allies	Countries (including Britain, France, the Soviet Union, and the USA) who fought the Axis Powers	 Axis	Germany, Japan, Italy, and other countries that fought against the Allies.	 evacuation evacuee	When people must move from a dangerous place to a safer area People who are moved to a safer area	 rationing	To limit how much of something people can have – food, fuel	 Home front	People who stay in a country and work while others are fighting		Victory in Europe day, a celebration to mark the end of WW2
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Vocabulary	<p><b>hypothesis</b> - An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out</p> <p><b>testable</b> - Able to be tested or tried (by a procedure intended to establish quality and reliability) reliable Likely to be correct</p> <p><b>culture</b> - The ideas, customs and social behaviour of a society</p> <p><b>racial</b> - Relating to race</p> <p><b>diverse</b> - Containing many different elements (this may refer to: gender, race, ethnicity, abilities, beliefs, culture etc)</p> <p><b>characteristic features</b> - The particular qualities or aspects that make something recognisable</p> <p><b>analyse</b> - To consider something carefully in order to understand it or reveal something or find something out</p> <p><b>justify</b> - To show or prove to be right or to be reasonable or necessary</p> <p><b>propaganda</b> - Often inaccurate information, published or broadcast by a political organisation in order to influence people</p> <p><b>bias</b> - A tendency to prefer and favour one person or thing</p> <p><b>culture</b> - The ideas, customs and social behaviour of a society</p>																									
Key concepts	<p>Culture</p> 	<p>Culture</p> 																								

<p><b>Critical knowledge, skills and understanding</b></p>	<p><b>To investigate and interpret the past</b>          Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p><b>Build an overview of world history</b>          Describe the social, ethnic, cultural or religious diversity of past society and link this to society today. Compare to other areas of the world at that time. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Understand chronology</b>          Describe the main changes in a period of history (using terms such as: social, religious and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events and compare those in relation to other civilisations.</p> <p><b>Communicate historically</b>          Use appropriate historical vocabulary to communicate, including dates, chronology continuity, change, century, decade and legacy. Use original ways to present information and ideas.</p>	<p><b>To investigate and interpret the past</b>          Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><b>Build an overview of world history</b>          Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p><b>Understand chronology</b>          Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events</p> <p><b>Communicate historically</b>          Use appropriate historical vocabulary to communicate, including: dates, chronology continuity, change, century, decade and legacy. Use original ways to present information and ideas.</p>
<p><b>Planning</b></p>	<p><b>Phase 1</b>  <b>Who were the Ancient Egyptians?</b>  <b>L.O. I can place the Ancient Egyptians on a timeline and explain what I already know</b>          KWL Knowledge Organiser          Y5 are going to plan an expedition to Ancient Egypt to continue recent excavations which have unearthed some sensational finds. Pupils need</p>	<p><b>Phase 1</b>  <b>Why did Britain have to go to war in 1939?</b>  <b>L.O. I can use evidence to build up a picture of a past event</b>          KWL Knowledge Organiser          Why, if WW1 had been such a bloody war, did Britain go to war again just 20 years after the first world war had ended?</p>



to know where Egypt is and what conditions they will find when their expedition arrives.

MA groups Create a Mind map

Use PIC 1 resource What does it show us? What are they for/made of etc?

For further background knowledge watch clip

<https://www.bbc.co.uk/education/clips/zsqs4j6>

So now we have some general Egyptian knowledge we need to build on this. Around the room, or outside (A3 & laminated) are some statements. One at a time, find and remember information then report back to your group to add to mindmap. Early finishers can add annotated sketches.

Give each group A3 Phase 1 pic *Spot the odd ones out*.....what shouldn't be in the picture?

Within the picture, for every error there is a paired image showing what they would have had instead in Ancient Egyptian times.

Evidence - Use group mindmaps or give own version

## Phase 2

**How can we discover what Ancient Egypt was like over 5,000 years ago?**

**L.O. I can examine causes and results of events and the impact on people**

Locate Egypt and River Nile (maps/atlas)

Pupils are to plan an expedition as expert archaeologists, but they need to know what clothes to wear (climate) where to start investigating (desert or Nile valley?)

Explain the importance of the Nile not only for watering the crops but also for providing fertile soil (following annual flooding), mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids).

Picture analysis - Nebamun out hunting (from the British Museum)

Evidence - Annotate image with comments in three zones: what I can see, what I can work out, what I don't know/need to know

Use PPT slides 3-12 to set the scene (these could be photocopied, laminated) class to talk it through and order them. (the correct order is on the PPT)

When they know the basic background events they are to go to Parliament! There will be a debate with those for appeasement vs those against (PPT 14-19)

## Britain's policy of appeasement

### Definition of appeasement

Neville Chamberlain, the British Prime Minister, was keen to avoid war. He believed this could be achieved through the use of negotiation, agreements and diplomacy. His policy was to appease Hitler, which usually meant giving in to Hitler's territorial demands.

The most famous example of appeasement is Chamberlain signing the Munich agreement which resulted in Germany taking the Sudetenland from Czechoslovakia. Chamberlain hoped this would be the end of Hitler's demands, although other politicians such as Churchill warned otherwise.

## Use props to help with the concepts

- \* Poppy – no repeat of World War One
- \* Money bag – with FOR THE POOR NOT WAR written on it
- \* Clock – Britain needed TIME to re-arm
- \* Document called Treaty of Versailles with UNFAIR written on it
- \* Picture of dove to represent peace.

These are tricky concepts so will need to be discussed as a class first – then in 2 groups, using the statement cards, the arguments need to be put in a hierarchy (most important 1<sup>st</sup>).

Teacher acts as Speaker of the house and the debate begins!

Evidence – photo plus speech bubbles explaining 2 or more ideas for each side I believe..... However, some may feel.....

## Phase 2

**Why was it necessary for children to be evacuated and what was it like?**

**L.O. I can ask and answer relevant historical questions**

Using PPT resource children look closely at the image, record what they see, what they think is happening and any questions

When handling pupils ideas, you might feel happier if you know the exact context yourself. The children are in a trench in Kent at the height of the Battle of Britain in the late summer of 1940. Pupils might spot that the children are looking closely at something in the sky, clearly on a bright day. Could this be a dog-fight? Why are some looking in different directions? A series of dog-fights happening simultaneously. Why are they in a trench in the first place? Protection from bombing? Stress throughout that people in England were expecting a war in the air and that the bombs dropped from planes would be the greatest danger.

Using the picture clues and oral (primary sources) examine and discuss why they went, where, what they took and what it was like

Evidence – Draw or use photo of an evacuee and speech bubbles record what it was like.

### Phase 3

**What sources of evidence have survived and how were they discovered?**

**L.O. I can use evidence to build up a picture of a past event**

Pupils (and teacher) could dress in role as archaeologists  
Recreate the atmosphere of tension and anticipation back in 1922 when Howard Carter first caught sight of the glorious golden treasures of the boy king's tomb that had lain undisturbed for some 3,000 years. Turn part of the classroom into the chamber leading to the tomb by creating a tunnel of tables with sheets over the top. Groups of 4 – the chamber is narrow so only 1 child from each group can go in at time (for 10 seconds, due to the nasty gasses) crawl in look at the images and come out to do a quick sketch. Do a 'best' sketch in books and annotate with description, then a series of questions.

'Teacher' in role can answer the questions or research – sharing answers to common questions.

Evidence – *Did you know.....? Unbelievably.....*

### Phase 4

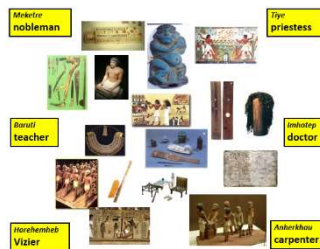
**What does the evidence tell us about everyday life for men, women, and children?**

**L.O. I can compare different accounts from different resources**

You are police detectives trying to solve a 3,000 year old crime, one with a difference. This time they know the culprits. What they don't know is who the victims are. Working against the clock, pupils have to return the goods to the correct tomb. This is important work. Fail, and the people will never get to the afterlife. Remember, the items in the tomb would have been linked to the people's work.

Introduce who may have had their tomb raided, there are 6 options (Slide 11) but it can only be 4. Which goods belonged to which person? (It's not necessarily even)

Grps ch. try to match objects with the owners



### Phase 3

**How was Britain able to stand firm against the German threat?**

**L.O. I can offer reasons for different events in history**

Slide 2 puts the dangers of war in context – there were predictions of huge amounts of casualties. So why were the figures significantly less?

Slide 3 Use the cartoon evidence as discussion – what do you see? How might this have helped the war effort. They should recognise 6 (evacuation). Model how you can summarise that in 1 or 2 sentences and annotate the blank cartoon. Then using Slide 4 explain that each group of 3 children will have an area to research and then summarise. Slides 5 -13 show potential areas to look up.

1. Dunkirk evacuation
2. Battle of Britain
3. The Blitz
4. Rationing
5. Women in the factories
6. Evacuation – not to be done here
7. Fire fighting service
8. Air-raid shelters
9. Gas masks
10. The Home Guard – Dad's Army

2 pupils then visit other groups to ask the remaining 'expert' what the picture shows. They report back and each adds the summary to their cartoon.

Evidence – annotated cartoon

### Phase 4

**How did people manage to carry on normal life during the war and how do we know?**

**L.O. I can offer relevant interpretations of events in the past**

In MA groups of 6, you are responsible for a new section of the Perranporth Museum about how people coped with war on the Home front, however there is limited space so you have to choose 8 objects from the 18 on offer.

Call my Bluff – Teacher uses the images to come up with 2 'wrong' suggestions and the correct answer.

1. Using photocopied/laminated slides the first task is to identify the unknown objects and uses (post it notes). Support, where and when needed, comes from the labels

Evidence - photo

#### Phase 5

**What did the Ancient Egyptians believe about life after death?**

**L.O. I can communicate my knowledge and understanding through drama and roleplay.**

Using the slides go through the process. Children then come out and explain how to do it with an accurate sentence and mime.

Books – Create A3 class set of instructions (photo)

Draw and annotate individual, sml grps

Evidence - Purplemash Egyptians 2Connect

#### Phase 6

**What did the Ancient Egyptians have in common with other civilizations at the time?**

**L.O. I can use evidence to build a picture of a past event**

Use slides 2-8 to introduce the activity and thought process

Use slides 9-16 to create a gallery

What can you see? What does it tell you? What similarities can you spot?

Evidence – paragraph explaining findings similarities between civilizations

#### Phase 7

End of unit quiz – example questions in Resource folder

Open ended to provide opportunity for expansive answers

2. Remember to consider how well this shows how people coped during war, not just which object you like the most. Choose your 8 items and set up a labelled, display table

***There is no right answer it is a matter of interpretation***

3. How fair have you been to the different sections of people who helped?  
In the original groups each child is given a role, they then look at each groups display and assess how well that represents their war effort.

1 Women looking after the home

2 Air Raid Patrol wardens

3 Women Volunteer services

4 Fire fighters

5 Home Guard

6 Women at work

Evidence – photo of museum display and explanation of choices

#### Phase 5

**Why is it so difficult to be sure what life was like on the Home Front?**

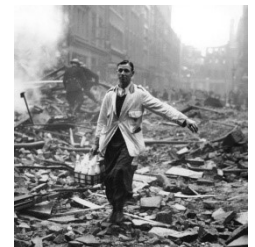
**L.O. I can answer and devise relevant historical questions whilst using evidence to build a picture of the past**

Slides 2, 3 explain the key terms propaganda and censorship. Obviously only the positive side of evacuation is shown otherwise families would not send their children away  
Slide 4, 5 Why was 5 preferred to 4? Discuss. Slide 6 offers some suggestions

Slide 9 – Why would it be censored? Discuss and explain addition of the milkman!

So images and text weren't and in fact still aren't always what they seem.

Evidence – write a caption under the photo that explains propaganda and censorship and an example



the






















#### Phase 6

**What was VE day like?**

**L.O. I can compare evidence, recall, select and show my understanding**

		<p>Start with Slide 3 – slow reveal. What do you see? What is happening?  <i>A famous film director wants to show VE Day in May 1945, but the clip must look accurate. Would should he show?</i></p> <p>Slide 4 suggests higher level inferences  Were all VE parties the same? Slides 5, 6,7 What do they have in common? Differences?  Sugar paper/Post it's add all the details we know so far  Now for a different source – personal thoughts from people who were there. When read out - half the class listen for new facts (hands up when hear 1) Half repeated facts. Add these to sugar paper</p> <p>Films always have a poster to advertise it. Which would you choose and why? Slides 9,10</p> <p>Evidence – design your own poster and short description, or annotation, explaining what you decide to show and why</p> <p>Show slide 11.....who is there and why....?</p>
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Year 6	Autumn 1	Spring 2	Summer 1
Topic name	Victorian Era  Dark Age or Golden Age?	Was Cornish mining a disaster?	Hola Mexico
Enquiry Question	What were the main changes that took place during this time and who were the most important people responsible?	Is there still a place for mining in Cornwall?	When and why did the Maya disappear?
Enhancements		Geevor mine visit	
NC focus	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Learn about significant historical events, people and places in their own locality. Conduct a local history study.	Learn about a non-European society that provides contrasts with British history
Builds On	<b>Y2</b> Oh I do like to be beside the seaside <b>Impact</b>	<b>Y4</b> Hevva Hevva! <b>Economy</b>	<b>Y5</b> Ancient Egyptians <b>Culture</b>
Memory master	How have holidays changed over the last 100 years?	How was the Cornish economy affected by the fishing industry?	Why was the River Nile important to the Ancient Egyptians?

Key words	 Industrial Revolution	A time of major change in the way products were made			 Mine (bal)	An excavation in the earth		 Maya	A civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE
	 industry	A group of companies that all produce the same thing			 Tin	A soft, silver blue metal		 civilisation	Human society which is organised
	 workhouse	Buildings built for the very poor to live and work in			 Bal maiden	A female mine labourer		 civilised	A way of life that is fair
	 migrate	Move to a different area to find work or better living conditions			 Davy lamp	A safety lamp used in flammable areas		 hierarchy	A group of people or things, graded according to their rank
	 Primary source	First-hand information from the time that's studied (diary)			 Sir Humphry Davy	An inventor and chemist from Cornwall		 sacrifice	A loss, or something you give up
	 Secondary source	Often explanations of primary source (textbook)			 Richard Trevithick	An inventor and mining engineer from Cornwall		 afterlife	Living after death
Vocabulary	<p><b>hypothesis</b> - An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out</p> <p><b>culture</b> - The ideas, customs and social behaviour of a society</p> <p><b>racial</b> - Relating to race</p> <p><b>diverse</b> - Containing many different elements (this may refer to: gender, race, ethnicity, abilities, beliefs, culture etc)</p> <p><b>characteristic features</b> - The particular qualities or aspects that make something recognisable</p> <p><b>analyse</b> - To consider something carefully in order to understand it or reveal something or find something out</p> <p><b>justify</b> - To show or prove to be right or to be reasonable or necessary</p> <p><b>bias</b> - A tendency to prefer and favour one person or thing</p> <p><b>culture</b> - The ideas, customs and social behaviour of a society</p>								
Key concepts	Impact 			Economy 			Culture 		

<p><b>Critical knowledge, skills and understanding</b></p>	<p><b>To investigate and interpret the past</b> Use a range of sources including artefacts including newspapers, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Understand the difference between a primary and secondary source and suggest a suitable source. Describe different accounts of an event, explaining reasons why they may differ and giving reasons for which is the most reliable.</p> <p><b>Build an overview of world history</b> Describe the social, ethnic, cultural, and religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Understand chronology</b> Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Explain about how events lead to others and give reasons for these using accurate dates. Describe the main changes in a period of history, using terms such as: social, cultural and religious.</p> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate including, dates, time period, era, chronology, continuity, change, century, decade and legacy. Use literacy, and</p>	<p><b>To investigate and interpret the past</b> Use a range of sources including artefacts including newspapers, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Understand the difference between a primary and secondary source and suggest a suitable source. Describe different accounts of an event, explaining reasons why they may differ and giving reasons for which is the most reliable.</p> <p><b>Build an overview of world history</b> Identify continuity and change in the history of the locality of the school. Identify periods of rapid change in history (with particular relevance to economy) and contrast them with times of relatively little change.</p> <p><b>Understand chronology</b> Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Explain about how events lead to others and give reasons for these using accurate dates. Describe the main changes in a period of history, using terms such as: social, technological and cultural.</p> <p><b>Communicate historically</b></p>	<p><b>To investigate and interpret the past</b> Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Understand the difference between a primary and secondary source and suggest a suitable source explaining why.</p> <p><b>Build an overview of world history</b> Describe the social, ethnic, cultural, and religious diversity of past society. Describe the characteristic features of the past (the Maya), including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Understand chronology</b> Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Explain about how events lead to others and give reasons for these using accurate dates. Describe the main changes in a period of history, using terms such as: social, cultural and religious.</p> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate including, dates, time period, era, chronology, continuity, change, century, decade and legacy. Use literacy, and computing skills to communicate information about the past.</p>
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	<p>computing skills to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate including, dates, time period, era, chronology, continuity, change, century, decade and legacy. Use literacy, and computing skills to communicate information about the past.</p>	
<b>Planning</b>	<p><b>Phase 1</b>  <b>Golden Age or Dark Age?</b>  <b>L.O. I can place the Victorian era on a timeline and explain what I already know</b></p> <p>KWL grid Knowledge Organiser</p> <p>Use timeline to place Victorian era in context.</p> <p>Use painting resource to see what you can deduce -what is there? What isn't there?</p> <p>Evidence – KWL grid and timeline photo</p> <p><b>Phase 2</b>  <b>Victorian poor and the workhouse. What does Martha's story tell us?</b>  <b>L.O. I can infer from a range of sources and draw conclusions about life in Victorian workhouses</b></p> <p>In 1834 a new system was introduced to look after the poor. <i>Slide 2</i></p> <p>How could anyone support this system? Explain old system <i>Slides 3-5</i></p>	<p><b>Phase 1 Was mining a disaster?</b></p> <p><b>L.O. I can place dates on a timeline and explain what I already know</b></p> <p>KW grid Knowledge Organiser</p> <p>Using the research sheets, information from Geevor trip plus ipads for additional information, create a timeline of key events in the history of Cornish Mining</p> <p>Evidence – Class, or groups, annotated timeline on wallpaper</p> <p><b>Phase 2</b>  <b>Isn't mining only men's work?</b>  <b>L.O. I can select, organise, and recall information</b></p> <p>You have been asked to write a page for a KS1 book using A3 photos/evidence (Martha age 8).</p> <p>Evidence – paragraph and photo/pic</p>	<p><b>Phase 1</b>  <b>Why do we study the Maya?</b>  <b>L.O. I can find out beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings</b></p> <p>KWL grid Knowledge Organiser</p> <p>Use images to create a gallery around the room/hall.</p> <p>Ch. observe, discuss, makes notes, can they make links with other civilisations?</p> <p>Use ideas and fill in Dear Producer WS – then watch video</p> <p>a. record the weighting they think the film attaches to the given point;</p> <p>b. add any new ideas mentioned on the film but not included by them</p> <p><a href="#">BrainPOP UK - Maya Civilisation - YouTube</a></p> <p>Did it confirm their thoughts? What did they learn that was new? By way of a written task to consolidate the</p>

Explain new system *slides 6-7* You will now look at A3 clues *slides 10-17* and decide what the new system was like and why for/against it Now read/tell story of Harriett Kettle

Evidence – For/Against speech bubble opinions or Class debate

### Phase 3

**What the Dickens was life like?**

**L.O. I can recall, select, and organise information**

Pupils' eyes closed – *Slide 7* one between 2 but face down, read Dickens extract while class picture the scene in their minds. Turn over picture – is this how you imagined it? What's similar/different? Discuss and refer back to text

The print was made by Gustav Dore in 1870's – a Frenchman who never actually visited but was asked to create a picture of 'London life'.

Evidence – annotated picture *Slide 8*

### Phase 4

**If life was so bad in the towns why did so many Victorians leave the countryside to live in the towns?**

Looking at the statistics *slide 3*

Why would a family with children want to move to the towns where health and hygiene were so poor?

Now using the cards in small groups read the through and interpret the information. What is relevant/irrelevant? Are some more important than others? Can you group cards together? Can you make links between different pieces of information? Can you speculate to form a hypothesis?

Here is a table of statistics showing the average age of death in 1842, five years after Victoria became queen.

Average age of death 1842	Rural Wiltshire	Urban Liverpool
Gentry and professional people and their families, eg: doctors, lawyers	50	35
Tradesmen, farmers and their families	48	22
Labourers and their families	33	18

### Phase 3

**Weren't Martha and Richard lucky to have such good jobs?**

**L.O. I can link sources and be aware that different evidence can lead to different conclusions**

Look at the Children's Commissioner's report into the Employment and Condition of Children in Mines and Manufactories from 1842. The report consists of thousands of pages of oral testimony about children working in mines, including from children as young as 5. Children in Cornwall were also interviewed, and this resource is based on the oral testimony of two of them: Martha and Richard.

Read and discuss both accounts – use statement cards to see if the statements are true or false Martha, Richard

Evidence – photo of statement cards and 2/3 sentences

I believe....because... If.... Although.....

### Phase 4 Was there more good than bad?

**L.O. I can link sources and be aware that different evidence can lead to different conclusions**

Watch the video where Grant talks about modern day mining. How does it compare with the accounts from Martha and Richard?

learning, ask pupils to write a letter to the producer of the YouTube excerpt

If time.....

Evidence – *Dear Producer, We have been watching your film explaining why the Maya were important. We liked the way you..... but we also thought you might have made it better by..."*

### Phase 2

**When so much of the land the Maya lived in was mountain and jungle, how did they manage to become so important?**

**L.O. I can answer historical questions about cause and change**

Look at maps, pictures to show how inhospitable land is – jungle, mountain

MA grps study 6 statements on diamond and put in order of importance

Share, compare, discuss as class

Evidence - - A 140 character tweet, explaining your choice and opinion

*"The most important reason, I think, was... But I also think it was partly because of ..."*

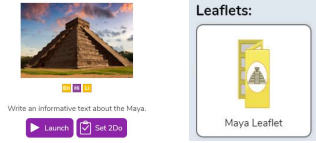
### Phase 3

**What was everyday life in Mayan civilization? How different was it for rich and poor?**

**L.O. I can write an explanation, explaining cause and effect**

Having been introduced to the nature of Mayan society with its clear hierarchy, and having seen various models and artists' impressions of life in Mayan city states 1,200 years ago, pupils are asked to use their creative imaginations to produce a brief tour guide of a typical



	<p>There is no perfect right answer!</p> <p>Evidence – <i>Slide 5</i> speech bubbles or Role play and photos</p> <p><b>Phase 5</b>  <b>Children working in factories: was it as bad as they make out?</b>  <b>L.O. I can be aware that different evidence will lead to different conclusions</b></p> <p><i>It's 1832, for 2 years or so people like Richard Oastler have been campaigning to improve the lives of children working in factories. But what were the conditions really like? We are going to hear from 8 witnesses who were questioned by parliamentary commissioners who held an enquiry. By the end we will know 10 things that made life bad and then consider: was it as bad as the witnesses say?</i></p> <p><i>Slide 2</i> Painting of inside a factory. What can you see? What does it tell us?</p> <p>Choose ch. to read/act out (glasses, top hat for questioner) questions and answers (all 8) In teams/pairs write 10 things that made life of a factory ch. so bad. Could be a timed competition.</p> <p>Could include</p> <ol style="list-style-type: none"> <li>Started work at a very young age.</li> <li>Worked long hours as many as 15hrs</li> <li>Little time for rest</li> <li>No time for proper meals</li> <li>Injuries caused by accidents</li> <li>Deformities caused by repetitive, awkward work</li> <li>Punishments for lateness</li> </ol>	<p>Debate the pros and cons and – did the danger outweigh the benefits?</p> <p>A miner's day by Grant</p> <p><a href="#">geevor's classroom videos - Geevor Tin Mine</a></p> <p>Evidence – I believe.....because</p> <p><b>Phase 5 Is there more to Cornwall than beaches and pasties?</b></p> <p><b>L.O. I can bring information from several sources to produce my own account</b></p> <p>A new statue and information plaque is to be built in Cornwall – who should it be? Where should it go? What will it look like and say?</p> <p>MA groups Research Richard Trevithick and Humphry Davy</p> <p><a href="#">(39) Davy Lamp - BBC - 17th February 2016 - YouTube</a></p> <p><a href="#">Humphry Davy's miners' safety lamp   Royal Institution (rigb.org)</a></p> <p><a href="#">Richard Trevithick timeline   Cornwall For Ever!</a></p> <p>Evidence – Annotated image and paragraph detailing key facts</p>	<p>city. But they must focus on the use of three key senses: what they might see; what they might hear; and what they might smell.</p> <p>PurpleMash - writing frames</p> <p>All about the Maya</p>  <p><a href="#">introduction, mayan kids.com</a>  <a href="#">History KS2: Introducing the Maya civilisation - BBC Teach</a>  <a href="#">Maya Civilisation - KS2 History - BBC Bitesize</a></p> <p>Evidence – make notes and act out being a tour guide or written paragraph</p> <p><b>Phase 4</b>  <b>How can we know what life was like for the Mayan people, 1,000 years ago?</b>  <b>L.O. I can look at artefacts for evidence and create questions and answers</b></p> <p>Using Ppt slide 2 picture A to model how game works. Come up with 4 suggestions it could be – (a seat, a toy horse, for kneading maize dough, an ornament). Persuade the class that each could be correct – each team votes and points awarded. Each team gets one object to present different possible uses.</p> <p>Evidence – photo with 4 possible answers – I know it's.....because.....</p> <p><b>Phase 5</b>  <b>If the Maya were so civilised, then why did they carry out human sacrifice?</b>  <b>L.O. I can look at evidence and question, hypothesise, deduce and answer</b></p>
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	<p>resident who doesn't want a fire breathing dragon rattling past? Or a local shop owner who would like the extra business?</p> <p>This is an enquiry – everyone speaks and votes</p> <p>Evidence – photo speech bubble. <i>As a town, although there were opinions for and against, we decided ..... because...</i></p> <p><b>Phase 7</b>  <b>The Victorian Era – Dark Age or Golden Age?</b>  <b>L.O. I can link sources and draw conclusions</b>  Show plate <i>Slide 2-4</i> What do you think it is/tells us?  <i>Slide 6</i> From what we have looked at what do you think might be celebrated/remembered? <i>Slide 7</i> What do you think is good/bad?</p> <p>Evidence – Poster with 5 annotated pictures Golden Age or Dark Age?</p>		<p>Create teams led by a renowned Professor – depending on their theory  Dr Drought, Dr Disease, Professor Poorsoil, Professor Rivals, Professor Revolt, Professor Combo</p> <p>Enlarge evidence cards, use 5 A3 sugar paper sheets and put 4 random cards on each. Work as a group to look at all the evidence and report back – remember some of the evidence is not relevant to your theory!  Each group then prepares and present their feedback.  Slide 8 summarises theories – which order should they go in? (3,2,4,1)</p> <p>Evidence – Photos and tweet completing the statement  The Mayan civilization declined around AD 900 because .....</p>
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