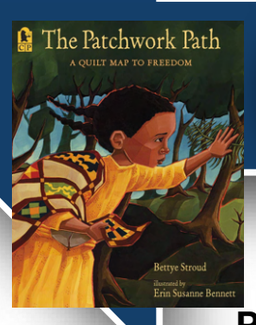
Phase 2 History – Learning Journey

Y4

The Patchwork Path (Slavery)

BLACK HISTORY MONTH



Pele

I can use a range of vocabulary including those related to the passing of time.

I can give simple reasons for why key events happened in history.

I know that the past can be divided into different periods of time.

I can discuss the impact that significant historical events, people and places had on my locality.

What significance does the Albert Dock have on Liverpool Life?

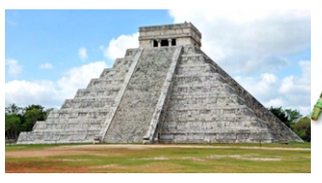
LOCAL HISTORY STUDY

In this topic the children will look at the docklands and then focus on the Albert Dock. They will look at usage over time and the impact on Liverpool life.

CULTURAL CAPITAL: Visit to the Albert Dock and the Slavery Museum

Why do we remember the Mayans?

NON EUROPEAN CONTRAST STUDY



The children will study the Mayans and how their society contrasts with British history.

I can discuss and explain the achievements of ancient civilisations.

I can choose a source to answer questions about specific people and events.

I understand the meaning of 10 key topic words, I can spell them and know how to use them in context.

I know that the past can be divided into different periods of time.

I can use dates and vocabulary related to the passing of time.

I can examine and compare artefacts.

The Romans

THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN

CULTURAL CAPITAL: Visit to Chester and the DEWA Experience

In this topic the children will find out about The Romans and the impact they had on Britain. This will include a visit to Chester.

I understand the meaning of 10 key topic words, I can spell them and know how to use them in context.

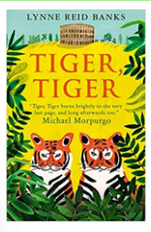
I can use dates and vocabulary related to the passing of time.

I can discuss historical changes in Britain; what caused them and the impact on life in Britain.

I can give simple reasons for why key events happened in history.

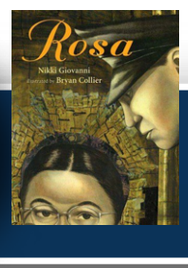
I know that the past can be divided into different periods of time.

READING LINK: Whole Class Reading: Tiger, Tiger A text set in Ancient Rome

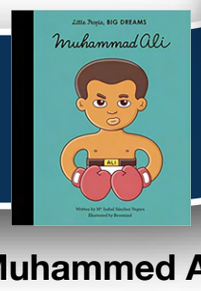


Rosa Parks

BLACK HISTORY MONTH



Muhammed Ali



I can discuss and explain the achievements of ancient civilisations.

I understand the meaning of 10 key topic words, I can spell them and know how to use them in context.

I can use dates and vocabulary related to the passing of time.

I can examine and compare artefacts.

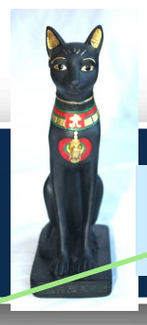
I can create historically valid questions about similarities and differences.

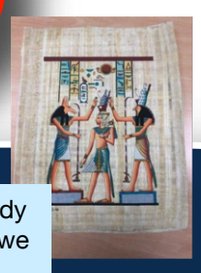
I know that the past can be divided into different periods of time.

The Egyptians

ACHIEVEMENTS OF EARLIEST CIVILISATIONS

CULTURAL CAPITAL: Visit to Liverpool Museums.





In this topic the children will study the Ancient Egyptians and why we remember them.

READING LINK: Whole Class Reading: Entangled with the Egyptians.

I understand the meaning of 10 key topic words, I can spell them and know how to use them in context.

I can ask and answer questions about the past after looking at different sources.

I can describe how we can find out about the past.

I can discuss historical changes in Britain; what caused them and the impact on life in Britain.

Y3

STUDY OF BRITISH HISTORY BEYOND 1066

What impact did the introduction of railways have on Britain?

In this topic the children will look at the impact the introduction of train had on GB. The focus will be areas including industry, population and leisure.

I understand the meaning of 10 key topic words, I can spell them and know how to use them in context.

I can choose a source to answer questions about specific people and events.

I can create historically valid questions about similarities and differences.

I can use a range of vocabulary including those related to the passing of time.

I can give simple reasons for why key events happened in history.

I know that the past can be divided into different periods of time.

CULTURAL CAPITAL: Visit to Liverpool Museums.

CHANGES IN BRITAIN FROM STONE AGE TO THE IRON AGE

Stone Age to Iron Age

I can use dates and vocabulary related to the passing of time.

I know that the past can be divided into different periods of time.

I can identify and describe changes between specific periods of history.

The children will find out about the changes in Britain from the Stone Age to the Iron Age. They will discover what like was like and compare it to modern day life.

Celebrating uniqueness, aiming high, learning together