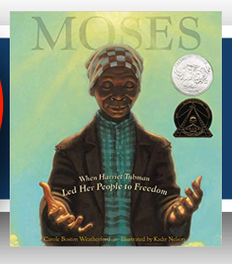
Phase 3 History – Learning Journey

Y6

The Windrush Generation

BLACK HISTORY MONTH



Harriet Tubman

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

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

I can identify and describe the changes between significant periods of History.

I can analyse sources of information and discuss their accuracy, usefulness and relevance and use them to answer questions.

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

I can examine artefacts and explain what they show us about that time in history.

I can place events, people and changes into correct periods of time and put periods of time in chronological order.

What do we know about the Victorians?

STUDY OF BRITISH HISTORY BEYOND 1066

In this topic the children will learn about the Victorians and the changed that occurred in England during this time, analysing a range of sources and artefacts.

READING LINK: Whole Class Reading: Gaslight

CULTURAL CAPITAL: Visit to Queen Victoria Statue, Iron Bridge or Liverpool Museum

I can suggest reasons for conflicting historical accounts.

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

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

I can analyse sources of information and discuss their accuracy, usefulness and relevance and use them to answer questions.

I can discuss the impact of significant events, people and places in their own locality making links with changes in national life.

I can examine periods in world history identifying contrasts with and influences in British society at the time.

I know that the same time in history can be represented in different ways.

I can place events, people and changes into correct periods of time and put periods of time in chronological order.

I can examine artefacts and explain what they show us about that time in history.

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

CULTURAL CAPITAL: Visit to the VGA Museum, or Western Approaches and Liverpool Museums.

This topic spans over a full term. The children will study WW2 and its impact. They will then look at Far Eastern Prisoners of War and the links to Liverpool.

STUDY OF BRITISH HISTORY BEYOND 1066

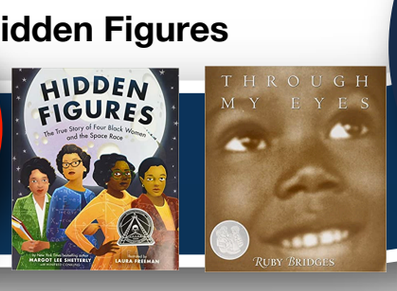
LOCAL HISTORY STUDY

WW2 and Far Eastern Prisoners of War

Y5

Hidden Figures

BLACK HISTORY MONTH



Ruby Bridges

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

I can discuss and explain the achievements of ancient civilisations and the impact they had on the world in the past and today.

I can analyse sources of information and discuss their accuracy, usefulness and relevance and use them to answer questions.

I can examine artefacts and explain what they show us about that time in history.

I can create historically valid questions about similarities and differences.

I can place events, people and changes into correct periods of time and put periods of time in chronological order.

CULTURAL CAPITAL: Visit to Liverpool Museums.

THE ANCIENT GREEKS

Who were the Ancient Greeks?

In this topic the children will study the Ancient Greeks. They will find out about how they lived and their influence on the modern world.

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 identify and describe the changes between significant periods of History.

I can examine artefacts and explain what they show us about that time in history.

I can place events, people and changes into correct periods of time and put periods of time in chronological order.

CULTURAL CAPITAL: Visit to Liverpool Museums.

BRITAIN'S SETTLEMENT BY THE ANGLO-SAXONS AND SCOTS

Who were the Anglo Saxons?

In this topic the children will find out about the Anglo Saxons and their settlement in Britain.

READING LINK: Whole Class Reading: Anglo Saxon Boy

I can place events, people and changes into correct periods of time and put periods of time in chronological order.

I can examine artefacts and explain what they show us about that time in history.

I can analyse sources of information and discuss their accuracy, usefulness and relevance and use them to answer questions.

I can discuss the impact and causes of historical changes in Britain.

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

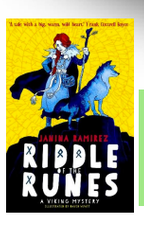
I understand the meaning of the 10 key topic words, I can spell them and know how to use them in context.

In this topic the children will look at the Anglo-Saxons and the Vikings. They will find out about who they were and why they are remembered using a variety of sources and artefacts.

THE VIKING AND ANGLO SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND

CULTURAL CAPITAL: Visit to Liverpool Museums.

Who were the Vikings?



READING LINK: Whole Class Reading: The Riddle of the Runes.

I can discuss the impact of causes of historical changes in Britain.

I can analyse sources of information and discuss their accuracy, usefulness and relevance and use them to answer questions.

Celebrating uniqueness, aiming high, learning together