Long Term Subject Plan: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic/theme Why am I special? Begin to make sense of their own life-story and family's history Vocab: old, new, past, family tree	Topic/Theme What happened once upon a time? Begin to make sense of their own life-story and family's history Vocab: old, new, past, family tree		Topic/Theme Who could you ask for help? Begin to make sense of their own life-story and family's history Vocab: old, new, past, family tree	Topic/Theme How does your garden grow? Begin to make sense of their own life-story and family's history Vocab: old, new, past, family tree	Topic/Theme Where shall we go today? Being to make sense of their own life-story and family's history Vocab: old, new, past, family tree Skills:
	Skills: Remember and talk about significant events in their own experiences. Enrichment: All About Me Bags- children show and tell the class about their 3 personal items that they have chosen from home	Skills: Remember and talk about significant events in their own experiences. Enrichment: Traditional Tale Day- children come to school dressed as their favourite character from a traditional tale		Skills: Know about similarities and differences between themselves and others. Enrichment: Big Me Day – children come to school dressed as what they aspire to be when they grow up Visits from parents to explain all about their job / career	Skills: Talk about events in their own experiences that are important to them. Enrichment: Living Caterpillars / Frog Spawn in school – children to observe Visit to Hesketh Farm	Know and recount episodes from their own past. Enrichment: Transition

Reception	Topic/theme	Topic/Theme	Topic/Theme	Topic/The	eme	Topic/Theme
	Who am I? Where am I	How do people celebrate	What lives in the deep	Where in	the world	Do all superheroes have
	from?	around the world?	dark woods?	would you	u like to go?	super powers?
	Look at pictures of	How were special	Look at and describe	Look at an	id compare	Discuss how roles in society
	themselves as a baby	occasions celebrated in	settings in books. How	transport	from the	have changed from the past
	and discuss the	the past? Look at features	do they differ from	past to the	e present.	to present. E.g. policeman,
	similarities/ differences	of different celebrations.	those in the past?	How has it	t changed?	fireman, doctor
	Look at their homes.			What type	es of	Vocab:
	How do they compare	Vocab:		transport	do we use	Now, next, old, new, ago,
	to homes in the past?	Now, next, old, new, ago,	Vocab:	most now	compared	past
		past	Now, next, old, new,	to the pas	t?	
			ago, past			Skills:
	Vocab:	Skills:		Vocab:		Historical Terms: Talk about
	Now, next, old, new,	Historical Terms: Talk	Skills:	Now, next	., old, new,	the lives of people around
	ago, past, Parent,	about the lives of people	<u>Historical Terms:</u> Talk	ago, past		them and their roles in
	Grandparent, Mother,	around them and their	about the lives of			society
	Father, Grandad,	roles in society	people around them			<u>Chronological</u>
	Grandmother, family,	<u>Chronological</u>	and their roles in			Understanding: Understand
	comparison	Understanding:	society	Skills:		the past through settings,
		Understand the past	<u>Chronological</u>	<u>Historical</u>	<u>Terms:</u> Talk	characters and events
	Skills:	through settings,	Understanding:	about the	lives of	encountered in books read
	<u>Historical Terms:</u> Talk	characters and events	Understand the past	people are	ound them	in class and storytelling.
	about the lives of	encountered in books	through settings,	and their i	roles in	Historical Enquiry: Ask
	people around them and their roles in	read in class and	characters and events	society		questions
		storytelling.	encountered in books	Chronolog	gical	Similarities and Differences:
	society	Historical Enquiry: Ask	read in class and	<u>Understar</u>	nding:	Know some similarities and
	<u>Chronological</u>	questions	storytelling.	Understar	nd the past	differences between things
	Understanding:	Similarities and	<u>Historical Enquiry:</u> Ask	through se	ettings,	in the past and now,
	Understand the past	Differences: Know some	questions	characters	and events	drawing on their
	through settings,	similarities and	Similarities and	encounter	red in books	experiences and what has
	characters and events	differences between	<u>Differences:</u> Know	read in cla		been read in class.
	encountered in books	things in the past and	some similarities and	storytellin	g.	

read in class and	now, drawing on their	differences between	 Historical Enquiry: Ask	Historical Interpretations:
	-			Understand the past
storytelling.	experiences and what has	things in the past and	questions	through settings, characters
Historical Enquiry: Ask	been read in class.	now, drawing on their	Similarities and	and events encountered in
questions	Historical Interpretations:	experiences and what	Differences: Know	books read in class and
Similarities and	Understand the past through settings,	has been read in class.	some similarities and	storytelling.
Differences: Know	characters and events	Historical	differences between	
some similarities and	encountered in books	Interpretations:	things in the past and	Enrichment:
differences between	read in class and	Understand the past through settings,	now, drawing on their	Superhero day- children
things in the past and	storytelling.	characters and events	experiences and what	design and create their own
now, drawing on their		encountered in books	has been read in class.	superhero and come
experiences and what	Enrichment:	read in class and	<u>Historical</u>	dressed as that superhero
has been read in class.	Celebration Day- children	storytelling.	Interpretations:	on the day
<u>Historical</u>	come to school dressed in		Understand the past	
Interpretations:	their party clothes and	Enrichment:	through settings, characters and events	
Understand the past	take part in lots of	Visit to Nell Bank	encountered in books	
through settings,	celebration activities		read in class and	
characters and events encountered in books			storytelling.	
read in class and				
storytelling.				
story termigi			Enrichment:	
Enrichment:			Visit to local Café in	
All about me bags			Baildon (Café Nine)	
Family showcase			Big Red bus to school	
(parents come into				
school to talk about				
their family and				
traditions with their				
child)				

Year 1	Topic/Theme	Topic/Theme	Topic/Theme	
	Out of this world! Who	Who was Alexander	How has Shipley Glen	
	on Earth was Neil	Graham	changed over time?	
	Armstrong and what	Bell and what were his	Vocab:	
	did he do?	achievements?	When I was little,	
		Vocab:	long time ago, before	
	Vocab:	When I was little, long	I was born, then/now,	
	When I was little, long	time ago, before I was	event, explain,	
	time ago, before I was	born, then/now,	source, predict,	
	born, then/now, event,	event, explain, source,	evidence, famous,	
	explain, source, predict,	predict, evidence,	sequence, recent,	
	evidence, famous,	famous, sequence,	remember, same/different	
	sequence, recent,	recent, remember,	same/unierent	
	remember,	same/different	Skills:	
	same/different, moon,			
	rocket, NASA, Tim Peak,	Skills:	Historical Terms: Talk about the past and	
	moon landing, shuttle	Historical Terms: Talk	present using simple	
	launch, Neil Armstrong	about the past and	historical language.	
		present using simple	Chronological	
		historical language. Chronological	Understanding: Order	
	Skills:	<u>Understanding:</u> Order	the people, objects	
	Historical Terms: Talk	the people, objects and	and events studied	
	about the past and	events studied	according to when	
	present using simple		they happened.	
	historical language. Chronological	according to when they	Historical Enguiry: Ask	
	<u>Understanding:</u> Order the	happened.	historical questions	
		Historical Enquiry: Ask historical questions	Similarities and	
	people, objects and events studied according	Similarities and	Differences: Identify	
		Differences: Identify	some simple	
	to when they happened.	some simple similarities	similarities and	
	Historical Enquiry: Ask	and differences	differences between	
	historical questions	between ways of life in	ways of life in the	

Similarities and	the different periods	different periods they
Differences: Ident		study
some simple simil		Historical
and differences be	merpretations, ose	Interpretations: Use
ways of life in the		books, stories, objects,
different periods t study	people and places to	people and places to
Historical Interpre	etations. find out about the past	find out about the past
Use books, stories		
objects, people ar		Enrichment:
places to find out		Shipley Glen Walk &
the past		Community Garden
		trips
Enrichment:		
		Cross Curricular links:
Space Day Planetarium in sch	had	Geography: Locational
		knowledge and field
Ken to the		work
Key texts:		English: Poetry about
Man on the Moor	אס ר	nature Geboorte
Simon Bartram		Science: Plants
The Skies above m		
by Charlotte Gullia		
The Marvellous M		
Map by Teresa He		
Field trip to the m	noon by	
Jeanne Willis		
Cross Curricular L	inks:	
English: Focussed	text the	
Man on the Moor	n	

Year 2	Topic/theme	Topic/Theme	Topic/Theme
	What happened to	What happened to	Who was Florence
	Titanic?	Titanic?	Nightingale and what did
	How has sea safety	How has sea safety	she do that was special?
	changed in the 150	changed in the 150 years?	
	years?		Vocab:
		Vocab:	past, present, chronological
	Vocab:	When I was younger,	order, earlier, later,
	When I was younger,	past, present,	research, timeline,
	past, present,	chronological order,	historical event, artefact,
	chronological order,	earlier, later, research,	similarities, differences,
	earlier, later, research,	timeline, historical event,	Crimean War, medicine,
	timeline, historical	artefact, similarities,	hospital, lamp, Red Cross,
	event, artefact,	differences, eye witness	medal, charity.
	similarities, differences,	account, locality,	
	eye witness account,	historian, titanic, New	Skills:
	locality, historian,	world, America, voyage,	Historical Terms: Use
	titanic, New world,	passengers, captain,	common words or phrases
	America, voyage,	discovery, treasure, ruins	relating to the passing of
	passengers, captain,		time. Use a wide vocabulary
	discovery, treasure,		of everyday historical
	ruins	Skills:	terms.
	i unio	Historical Terms: Use	Chronological
		common words or	Understanding: Know
	Skills:	phrases relating to the	where the people or
	Historical Terms: Use	passing of time. Use a	periods they study fit within
	common words or	wide vocabulary of	a chronological framework. Historical Enquiry: Ask and
	phrases relating to the	everyday historical terms.	answer questions
	passing of time. Use a	Chronological	Similarities and Differences:
	wide vocabulary of	Understanding: Know	Identify similarities and
	everyday historical	where the people or	differences between ways
	terms.	periods they study fit	of life in different periods.
	Chronological	within a chronological framework.	Historical Interpretations:
	<u>Understanding:</u> Know	Humework.	Understand some of the

	Historical Enquiry: Ask		ways we find out about the
	and answer questions		past and the different way
_	Similarities and		it is represented.
	Differences: Identify		Understand key features of
·	similarities and		events from stories or oth
	differences between ways		sources
Similarities and	of life in different periods.		
Differences: Identify	Historical Interpretations:		Key texts:
similarities and	Understand some of the		Florence Nightingale by
differences between	ways we find out about		Maria Isabel Sánchez Vega
ways of life in different	the past and the different		а
periods.	ways it is represented.		
<u>Historical</u>	Understand key features		Cross Curricular Links:
Interpretations:	of events from stories or		DT: Cooking and nutrition
Understand some of	other sources		<u><u></u>. cooking and natition</u>
the ways we find out			
about the past and the	Enrichment:		
different ways it is	Titanic Drama workshops		
represented.	(outside agency)		
Understand key	(butside agency)		
features of events from			
stories or other	Cross Curricular Links:		
sources	Overarching topic of Land		
	Ahoy this term in year 2.		
Enrichment:	Geography: Coastal		
	features		
workshops (outside	icata, co		
agency)			
agency			
Maria Anna Anna			
Key texts:			
Polar the Titanic Bear			
by Daisy Corning Stone			
Cross Curricular Links:			

	Overarching topic of Land Ahoy this term in year 2. <u>Geography:</u> recapping continents and introduction to North America. <u>Science:</u> Materials				
Year 3		Topic/Theme	Topic/Theme	Topic/Theme	Topic/Theme
		Were the Romans really	Were the Romans really	The invaders are	Vocab:
		rotten? (Focus on the	rotten? (Focus on	coming!	The invaders are coming!
		building of the Roman	Roman Britain)		
		Empire)		Vocab:	Vocab:
		Vocab: BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre,	Vocab: BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic, toga republic, chariot, legionary	BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, exile, invade, Kingdom, outlawed, pagans, pillaged, raid, ruins, bronze helmet, lyre, thatched wooden houses, Bayeux tapestry, jewellery,	BC/AD, decade, ancient, century, period, Brits , settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, finding skills, Historian, historical, longship, Freyja, Thor, Odin, thatched house, Freeman, warrior, King, slave, coins, shield, spear, sword Skills: <u>Historical Terms:</u> Talk about the past and present using

	Hadrian's Wall, Colosseum, fortress, mosaic, toga republic, chariot, legionarySkills:Historical Terms: Talk about the past and present using appropriate dates, centuries and time vocabulary Chronological Understanding: Order people, objects and events drawn from British, local and world history using a time line. Historical Enquiry: Ask valid historical questions and use a wide variety of evidence to find answers. Similarities and Differences: Identify similarities and differences between the periods of history they study.Skills: Historical Term about the past appropriate dates, Chronologica Understanding: Order people, objects and events drawn from British, local and world history using a time line. Historical Enquiry: Ask valid historical questions and use a wide variety of evidence to find answers. Similarities and differences between the periods of history they study.Skills: Historical Term appropriate dates, Chronologica British, local and world history using a time line. Historical Enquiry: Ask similarities and differences: Identify similarities and differences between the periods of history they study.	st and g dates, d timeSkills: Historical Terms: Talk about the past and present using appropriate dates, centuries and time vocabulary Chronological Understanding: Order people, objects and events drawn from British, local and world a time line. quiry: Ask al questions de variety of indSkills: Historical Terms: Talk about the past and present using appropriate dates, centuries and time vocabulary Chronological Understanding: Order people, objects and events drawn from British, local and world history using a time line. Historical Enquiry: Ask valid historical questions and use a wide variety of evidence to find answers. Similarities and Differences: Identify similarities and differences between the periods of history they study	appropriate dates, centuries and time vocabularyChronologicalUnderstanding: Order people, objects and events drawn from British, local and world history using a time line.Historical Enquiry: Ask valid historical questions and use a wide variety of evidence to find answers.Similarities and Differences: Identify similarities and differences between the periods of history they study.Historical Interpretations: Use a wide variety of sources to find out about the past and begin to explain why there may be differences.Enrichment: Leeds Royal Armouries: Viking Workshop Trip to Murton Park, Viking Experience DayKey texts:
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	Historical Interpretations: Use a wide variety of sources to find out about the past and begin to explain why there may be differences.Enrichment: Roman Day in school. Outdoor learning activities including Roman training camp, building Roman roads and making Roman shields.Key texts: Escape from Pompeii by Christina Balit Roman Soldiers Handbook by Lesley SimsCross Curricular Links: Escape from Pompeii Art: Sculpture 3D model of a volcano	why there may be differences. Enrichment: Online workshops run by Leeds Royal Armouries. Key texts: Queen of Darkness by Tony Bradman Roman Soldiers Handbook by Lesley Sims Horrible Histories Rotten Romans by Terry Deary	HistoricalInterpretations:Use awide variety of sourcesto find out about thepast and begin toexplain why there maybe differences.Enrichment:Outdoor learning:building Anglo Saxonround housesKey texts:Saxon Tales by TerryDearyThe History DetectiveInvestigates by NeilTongeCross Curricular Links:RE: ChristianityGeography:Europeand land use	How to train your dragon by Cressida Cowell Arthur and the Golden Rope by Joe Todd Stanton The Vikings: Raiders, Traders and Adventurers by Marcia Williams You wouldn't want to be a Viking Explorer! By Andrew Langley Cross Curricular Links: <u>English:</u> Focussed text How to train your dragon <u>Music:</u> developing singing technique (Theme The Vikings) <u>Geography:</u> Maps and land use
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Year 4		Topic/Theme	Topic/Theme	
		What was Britain like in	How was life in Britain	
		the Stone Age to the	the similar to or	
		Iron Age?	different from Ancient	
			Egypt during the same	
		Vocab: Time	time period?	
		difference, shape our lives, religious differences, accurate picture of the past , version, historical argument, point of view, Orkney, Stonehenge, bronze, copper mines, Celtic, tribal, iron, hillfort, roundhouses, Earthwork, Celt, sacrifice	Vocab: Time difference, shape our lives, religious differences, accurate picture of the past, version, historical argument, point of view, BC, AD, irrigation, silt, hieroglyphics, cartouche, Pharaoh, Rosetta stone, Nile, tomb, pyramid,	
		Skills: <u>Historical Terms:</u> Talk	burial chamber, antechamber,	
		about the past and	Tutankhamun	
		present using	Skills:	
		appropriate dates,	Historical Terms: Talk	
		centuries, BC/AD and	about the past and	
		time vocabulary.	present using	
		Chronological	appropriate dates,	
		Understanding: Place	centuries, BC/AD and	
		people, events and	time vocabulary.	
		objects drawn from	Chronological	
		British, local and world	Understanding: Place	
		history that they have	people, events and	

	found out about on a timeline. <u>Historical Enquiry:</u> Ask valid historical questions and suggest a wide range of sources of evidence to find answers Present information about the past using a wide range of methods, that they choose themselves <u>Similarities and</u> <u>Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas. <u>Historical</u> <u>Interpretations:</u> Use a wide variety of sources to find out about the past and explain why there may be differences Enrichment: Murton Park: Prehistoric Talk	objects drawn from British, local and world history that they have found out about on a timeline. <u>Historical Enquiry:</u> Ask valid historical questions and suggest a wide range of sources of evidence to find answers Present information about the past using a wide range of methods, that they choose themselves <u>Similarities and</u> <u>Differences:</u> Identify similarities and differences between the periods of history they study using appropriate detail to justify ideas. <u>Historical</u> <u>Interpretations:</u> Use a wide variety of sources to find out about the past and explain why there may be differences Enrichment: Ancient Egyptian 'hook' day.			
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	Quitile en le emine	Kantanta	
	Outdoor learning	Key texts:	
	building Stone Age	The Egyptian Cinderella	
	home.	by Shirley Climo	
		Tales of Gods and	
	Key texts:	Pharaohs by Marcia	
	Stone Age Boy by	Williams	
	Satoshi Kiamura	Egyptology: Search of	
	Stig of the Dump by	the tomb of Osiris by	
	Clive King	Dugald Steer	
	How to Wash a Woolly	Egypt Magnified by	
	Mammoth by Michelle	David Long and Harry	
	Robinson	Bloom	
	The Stone Age: Hunters	So you think you've got	
	and Gatherers by	it bad? By Chae Strathie	
	, Marcia Williams	,	
	The History Detectives	Cross Curricular Links:	
	by Clair Hibbert	English: Focus text The	
	-,	Egyptian Cinderella	
	Cross Curricular Links:	-876.000 00000000	
	English: Focus text		
	Stone Age Boy		
	<u>Art:</u> Sculpture Stone		
	Age Jewellery		
	<u>Science</u> : Electricity		
	(children make an		
	electric circuit to add to		
	their 'museum display		
	box' for their Stone Age		
	jewellery.		

Year 5	Topic/theme	Topic/Theme	Topic/Theme	Topic/Theme
	How did Ancient	How did Ancient Greece	Titus Salt: Here	o or Titus Salt: Hero or Villain?
	Greece influence how	influence how we live	Villain?	
	we live today?	today?		Vocab: hypothesis,
			Vocab: : hypot	thesis, influence, comparison,
	Vocab: hypothesis,	Vocab: hypothesis,	influence, com	nparison, Victorian, modern, long
	influence,	influence,	Victorian, mod	dern, ago, past, terrace semi -
	comparison,	comparison, Ancient,	long ago, past	, terrace detached, detached, Titus
	Ancient,	Civilisation, city	semi - detache	ed, Salt, model village, The
	Civilisation, city	states, Empire,	detached, Titu	is Salt, Industrial Revolution, mill,
	states, Empire,	legacies, democracy, governments, law,	model village,	The shuttle, machinery,
	legacies, democracy,	ruler, citizens, Gods	Industrial Revo	olution, billowing, warehouse,
	governments, law,	and goddesses,	mill, shuttle,	steam
	ruler, citizens,	sacrifice, trojan war,	machinery, bil	lowing,
	Gods and	Olympia, Olympic	warehouse, st	<u>.</u> .
	goddesses,	games, Chariot		Historical Terms: Talk about
	sacrifice, trojan		Skills:	the main changes in a
	war, Olympia,		Historical Tern	-
	Olympic games, Chariot	Skills:	about the mai	
		Historical Terms: Talk	changes in a p	
	Skills:	about the main changes	history using	Understanding: Use a
	Historical Terms: Talk	in a period of history	appropriate	timeline to talk about
	about the main	using appropriate	vocabulary	people, events and places
	changes in a period of	vocabulary	Chronological	
	history using	<u>Chronological</u>	Understanding	
	appropriate vocabulary	<u>Understanding:</u> Use a	timeline to tal	
	Chronological	timeline to talk about	people, events	
	Understanding: Use a	people, events and places	places drawn	
	timeline to talk about	drawn from British, local	British, local a	
		and world history that	history that th	
	people, events and	they have found out	found out abo	1
	places drawn from	about.		
	British, local and world			to find answers. Begin to

history tha	t they have	Historical Enquiry: Ask		Historical Enquiry: Ask	realise that there often is
found out	•	historical questions		historical questions	not a single answer.
Historical E	<u>Enquiry:</u> Ask	relating to cause, change,		relating to cause,	Similarities and Differences:
historical c		similarity and difference		change, similarity and	Identify similarities and
relating to	cause,	and choose reliable		difference and choose	differences between the
change, sir	nilarity and	sources of evidence to		reliable sources of	periods of history they
difference	and choose	find answers. Begin to		evidence to find	study using appropriate
reliable so	urces of	realise that there often is		answers. Begin to	detail to justify ideas and
evidence to	o find	not a single answer.		realise that there often	begin to recognise trends
answers. E	Begin to	Similarities and		is not a single answer.	over time.
realise tha	t there often	Differences: Identify		Similarities and	Historical Interpretations:
is not a sin	gle answer.	similarities and		Differences: Identify	Use a wide variety of
Similarities	and	differences between the		similarities and	sources to find out about
Difference	<u>s:</u> Identify	periods of history they		differences between	the past and give clear
similarities	and	study using appropriate		the periods of history	reasons why there may be different accounts of
differences	between	detail to justify ideas and		they study using	history.
the period	s of history	begin to recognise trends		appropriate detail to	,
they study	using	over time.		justify ideas and begin	
appropriat	e detail to	Historical Interpretations:		to recognise trends	Key texts:
justify idea	s and begin	Use a wide variety of		over time.	Street Child by Berlie
to recognis	e trends	sources to find out about		<u>Historical</u>	Doherty
over time.		the past and give clear reasons why there may		Interpretations: Use a	Oliver Twist: Charles
<u>Historical</u>		be different accounts of		wide variety of sources	Dickens Queen Victoria by V&A
	<u>ions: </u> Use a	history.		to find out about the past and give clear	Queen victoria by VQA
	ty of sources	,		reasons why there	Cross Curricular:
to find out past and gi		Enrichment:		may be different	Geography: Local study
	by there may	Online story telling:		, accounts of history.	Saltaire
be differer	•	Ancient Greek by Royal			
of history.		Armouries		Enrichment:	
				Walk to Saltaire	
Enrichmen	t:	Key texts:			

	Key texts:	Who let the Gods out? By			Visitor in school to	
	Greek Myths by Marcia	, Maz Evans			speak about the	
	Williams	Greek Myths by Marcia			history of Saltaire.	
	Greek Gods and Heroes	Williams			,	
	by Sylvie Baussier	Greek Gods and Heroes			Key texts:	
	So you think you've got	by Sylvie Baussier			Street Child by Berlie	
	it bad? By Chae	So you think you've got it			Doherty	
	Strathie	bad? By Chae Strathie			Oliver Twist: Charles	
	A visitors guide to	A visitors guide to Ancient			Dickens	
	Ancient Greece by	Greece by Lesley Sims			Queen Victoria by V&A	
	Lesley Sims	Greece by Lesley Sinis			Cross Curricular:	
	Lesley Sinis	Cross Curricular:				
	Cross Curricular:	English: Focussed text			<u>Geography:</u> Local study Saltaire	
		Who let the Gods out?			Study Saltane	
	<u>Geography:</u> Locational	who let the Gods out?				
N 6	knowledge			/=!		
Year 6	Topic/theme		Topic/Theme	Topic/Theme		
	A significant turning point in British History		The Rise of Baghdad –	The Rise of Baghdad –		
	eg WW2 and Battle of		Early Islamic Civilisation	Early Islamic Civilisation		
	Britain		Vocab:	Vocab:		
			Validity, world history,	Validity, world history,		
	Vocab:		changing power,	changing power, wealth,		
	Validity, world		wealth, political,	political, concept and		
	history, changing		concept and aspect,	aspect, Islamic, caliph,		
	power, wealth,		Islamic, caliph, mosque,	mosque, water mill,		
	political, concept and		water mill, rebab,	rebab, calligraphy,		
	aspect, alliance,		calligraphy, manuscript,	manuscript, Baghdad,		
	armistice, assassinated,		Baghdad, territory.	territory.		
	colonised, declare,					
	invade, rationed,		Skills:	Skills:		
	tranches, fighter,		Historical Terms:	Historical Terms:		
	soldier, battle,		Continue to develop	Continue to develop		
	evacuation, blitz,		chronologically secure	chronologically secure		

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axis, Nazi party,		edge and	knowledge and	
atomic bomb, annex,		standing of	understanding of British,	
Propaganda	British,	, local and world	local and world history.	
	history	/.	<u>Chronological</u>	
	Chrono	<u>ological</u>	<u>Understanding:</u> Use a	
Skills:	Unders	<u>standing:</u> Use a	timeline to talk about	
Historical Terms:	timelin	ne to talk about	people, events and	
Continue to develop	people	e, events and	places drawn from	
chronologically secure	places	drawn from	British, local and world	
knowledge and	British,	, local and world	history that they have	
understanding of	history	/ that they have	found out about.	
British, local and world	found	out about.	Historical Enquiry: Can	
history.	Histori	ical Enquiry: Can	regularly address and	
<u>Chronological</u>	regular	rly address and	sometimes devise	
<u>Understanding</u> : Use a	someti	imes devise	historically valid	
timeline to talk about	historio	cally valid	questions about change,	
people, events and		ons about	cause, similarity and	
places drawn from		e, cause,	difference and	
British, local and world		rity and	significance.	
history that they have		ence and	Similarities and	
found out about.	signific		Differences: Construct	
Historical Enquiry: Can		rities and	informed responses that	
regularly address and		ences: Construct	involve thoughtful	
sometimes devise		ed responses	selection and	
historically valid	that in	volve thoughtful	organisation of relevant	
questions about	selection		historical information	
change, cause,		sation of relevant	Historical Interpretations:	
similarity and		cal information	Understanding how	
difference and	<u>Histori</u>	i <u>cai</u> retations:	knowledge of the past is	
significance.		standing how	constructed from a	
Similarities and		edge of the past	range of sources.	
Differences: Construct		0		

informed responses	is constructed from a	Enrichment:	
that involve thoughtful			
selection and	range of sources.	Bradford Museum and	
organisation of		Galleries visit: Islamic Art	
relevant historical			
information	Key texts:	Key texts:	
Historical	The History Detective	The Golden Horsemen of	
Interpretations:	Investigates by Claudia	Baghdad – Saviour	
Understanding how	Martin	Pirotta	
knowledge of the past	Daily Life in the Islamic	The History Detective	
is constructed from a	Golden Age by Don	•	
range of sources.	Nardo	Investigates by Claudia	
	Sinbad the Sailor by	Martin	
Enrichment:		Daily Life in the Islamic	
World War 2 Day	Marcia Williams	Golden Age by Don	
Holocaust speaker in		Nardo	
school	Cross Curricular:	Sinbad the Sailor by	
SCHOOL	<u>Geography:</u> Locational	Marcia Williams	
	knowledge, Baghdad		
Key texts:	and Silk Road		
Goodnight Mr Tom by		Cross Curricular:	
Michelle Mogorian			
The Missing by Michael		English: Focussed text	
Rosen		The Golden Horsemen of	
Carrie's War by Nina		Baghdad – Saviour	
Bawden		Pirotta	
Letters from the		<u>Geography:</u> Locational	
		knowledge, Baghdad and	
Lighthouse by Emma		Silk Road	
Carroll		Art: Islamic Art	
Woeful Second World		workshop	
War by Terry Deary			
Cross Curricular:			

Geography: Locational			
knowledge			
Music: Songs from			
WW2			
Dance: WW2 paired			
dance			