

	PERSON - AUTUMN 2	PRE 1066 - SPRING	BRITISH HISTORY - SUMMER 2
NATIONAL CURRICULUM OBJECTIVE	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Study the changing power of monarchs using case studies such as John, Anne and Victoria	The achievements of the earliest civilizations - Ancient Greeks	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - World War 2
HISTORICAL STUDY	<ul style="list-style-type: none"> <li>Devise historically valid questions about change, cause, similarity and difference</li> <li>Interpret the past using a range of concepts and ideas</li> <li>Understand the role of opinion and propaganda</li> </ul>	<ul style="list-style-type: none"> <li>Devise historically valid questions about change, cause, similarity and difference during Greek times</li> <li>Interpret how the Ancient Greeks lived using a range of concepts and ideas</li> <li>Understand the role of opinion and propaganda when researching the Ancient Greeks</li> </ul>	<ul style="list-style-type: none"> <li>Devise historically valid questions about change, cause, similarity and difference during WW2</li> <li>Interpret what life was like during WW2 using a range of concepts and ideas</li> <li>Understand the role of opinion and propaganda during the time of WW2 and contrast it to Covid in modern times</li> </ul>
HISTORICAL KNOWLEDGE AND AWARENESS	<ul style="list-style-type: none"> <li>Begin to understand significance</li> <li>Understand and use the concept of legacy, including Royal families and dynasties</li> <li>Speculate and hypothesise about the past, formulating their own theories about reasons for change</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand significance of early civilisations and the impact it has had on our lives today</li> <li>Understand and use the concept of legacy, including Royal families and Greeks</li> <li>Speculate and hypothesise about the past, formulating their own theories about reasons for change during Greek times</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand significance that WW2 has had</li> <li>Understand and use the concept of legacy, including Royal families and dynasties</li> <li>Speculate and hypothesise about the past, formulating their own theories about reasons for change after WW2</li> </ul>
CHRONOLOGY AND CHANGE	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time</li> <li>Speculate how present events and actions might be seen and judged in the future</li> <li>Speculate - what if? What if England lost the war ... what if Jane Seymour had not died ....</li> </ul>	<ul style="list-style-type: none"> <li>Notice how life if Greeks times changed</li> <li>Note connections, contrasts and trends over time -</li> </ul>	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time - comparing how the plague was dealt with compared to Covid.</li> <li>Speculate how present events such as the WW2 and actions might be seen and judged in the future</li> <li>Speculate - what if? What if a cure was never found?</li> </ul>
TIER 3 VOCABULARY	Year group specific	Vase, olympics, hippocrates, hellenistic bowl, pyxis, coins, soldier, helmet, fibulas, homer column, slave, nobleman, pythagoras, tunic, parthenon, doric column, alphabet	Fever, Remedy, Contagious, Hygiene, Plague doctor, Bubonic plague, Bacteria, Eyam, Medicine, Red cross
TIER 2 VOCABULARY	Year group specific	Archon, Civilisation, Legacy, Excavate, Sacrifice, Rulers, Empire	Epidemic, Resistance, Propaganda, Peasants, Prevention, Beliefs
SUGGESTED ACTIVITIES		<a href="http://www.KeyStageHistory.com">www.KeyStageHistory.com</a>	<a href="http://www.KeyStageHistory.com">www.KeyStageHistory.com</a>