

Objectives	Programme of Study	Curriculum Links Vocabulary
Autumn What was it like for children living in Victorian Britain? (British History beyond 1066) • What happened during Victorian time, when did it take place? Timeline of events. • What was life like for children in Victorian Britain, rich and poor? • Who was Dr Barnardo? Create a factfile. • What was it like going to school in Victorian Britain? Compare and contrast use different sources. • How did children spend their leisure/ social time? • How can we collate and present our findings? Create presentations. Spring How has life changed in Britain since 1948? (British History beyond 1066) • What are the main changes in Britain during each decade since 1948? • What sources can we use to find out about the past? How are they the same/ different? • What were the main events in: -The 1950s, home life, work, technology, -The 1960s, culture, community, home, work, -The 1970s, Winter of discontent, economy, -The 1980s, Margaret Thatcher, Falklands?	Year 6 Areas of study: • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Knowledge and understanding of events, people and changes in the past. • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Historical enquiry. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.	Monarch state workhouse navvies sewers Empire shilling typhoid reign scullery cholera telegraph mill suburb engineer pier arithmetic industry monarch census memorial governess chapel economy English- Darwin's Voyage of Discovery Art- Victorian paintings and Artwork Government welfare state National Insurance Industry immigration commerce manufacturing Race Relations Act Internet The Beatles and popular music commission Equal pay culture migration World Wide Web PSHCE- British Values Computing- Developments in technology Music- how popular music has developed

Summer What was it like to be part of the Mayan civilisation c. AD 900? (Non-European society) • What were the main events during the Mayan Civilisation? • What did the Mayans believe? Compare and contrast with religions today. • How did the Mayans count? Number system. • What did the Mayans eat? Diet, crops, farming etc. • Where did the Mayans live? Use a range of geographical sources, maps etc. • What do we know about Mayan Artwork. Frederick Catherwood. • What do we know about Chichen Itza? How can we find out more about it? Tourist leaflets/ brochures.	• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. Chronological understanding. • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Historical interpretation. • Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Organisation and communication. • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period.	Civilisation Mayan settlement ritual sacrifice labourer hierarchy society monarchy artefact excavate hieroglyphs codex astronomy archaeology city-state noble merchant artisans farmer slave aqueduct motif monument Geography- Where is Mexico? mapping English- Tourism brochures Art- Frederick Catherwood and Mayan Artwork
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