

Cycle B	Migration- slave trade	World wars	Canals and railways during the Industrial Revolution	Ancient Greece	Islamic Golden Age	Medicine- The Plague
	Sources and evidence	Causes and consequences	Change and continuity	Historical interpretations	Historical significance	Sources and evidence
Year 3/4	Empire How was Lancashire's cotton industry linked to the slave trade?	Migration What was it like to be evacuated?	Transport How did transport change during the industrial revolution?	Religion Who mattered to the Ancient Greeks?	Civilisation What did Baghdad do for us?	Hygiene Why did the plague of 1666 spread so quickly?
	<ul style="list-style-type: none"> explain what is meant be a primary and secondary source. use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<ul style="list-style-type: none"> identify key features, aspects and events of the time studied; begin to explain why people did things. 	<ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<ul style="list-style-type: none"> explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; explain how individuals or events contributed to national change. 	<ul style="list-style-type: none"> explain what is meant be a primary and secondary source. use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.
	<ol style="list-style-type: none"> <u>Enquiry</u>. Investigate how significant the Lancashire cotton industry was for the people of Lancashire. <u>Chronology</u>. Put people and events onto timeline. <u>Life as a factory worker</u>. Use evidence to investigate life working in the factory. <u>1862 Cotton famine</u>. Use evidence consider how the famine affected people in Lancashire. 	<ol style="list-style-type: none"> <u>Chronology</u>. Timeline showing key events from World War 1 and 2. <u>Women during World War 2</u>. Investigate why women were needed for jobs during World War 1. <u>The Blitz</u>. Investigate the Blitz and the impact on life in Britain. <u>Evacuation</u>. Consider life as a child who was evacuated and the reasons why people migrated. 	<ol style="list-style-type: none"> <u>Canals</u>. Investigate the use of canals for industrial purposes. <u>Steam locomotive</u>. Consider the invention and what this led to. <u>Railway network</u>. Investigate the introduction of the railway network and map out where they went. Consider why. 	<ol style="list-style-type: none"> <u>Chronology</u>. Map out Ancient Greece and locate key events on timeline. Discuss BC and AD. <u>Greek Beliefs</u>. Investigate beliefs of Greeks using artefacts. <u>Philosophers and Scientists</u>. Investigate Plato, Socrates, Aristotle, Archimedes. <u>Greek Gods</u>. Investigate Gods using evidence and artefacts. 	<ol style="list-style-type: none"> <u>Chronology</u>. Create timelines showing key events and locate Baghdad on maps. <u>The Round City</u>. Investigate the rise of the 'Round City'. <u>Learning Hub</u>. Investigate the University and learning hubs of the time. <u>Inventions</u>. Consider inventions from the time including flight. 	<ol style="list-style-type: none"> <u>London in 1666</u>. Using picture, ask questions and consider findings about life in 1666. <u>The Plague</u>. Use evidence to consider what the plague was, what were the symptoms and why it was a problem. <u>Primary and Secondary evidence</u>. Consider evidence and it's validity.

	<p>5. <u>People involved in cotton.</u> Consider whether cotton grew here, where did it come from, who was involved and what their life was like.</p> <p>6. <u>Final Outcome.</u> How were the Lancashire cotton industry and the Atlantic slave trade linked?</p>	<p>5. <u>Rations.</u> Discuss why rations were needed and the impact it had on life.</p> <p>6. <u>Final Outcome.</u> What was it like to be evacuated?</p>	<p>4. <u>Railway network.</u> Consider how the railway network impacted industries.</p> <p>5. <u>Chronology.</u> Create timelines of inventions during the Industrial Revolution.</p> <p>6. <u>Final Outcome.</u> How did transport change during the industrial revolution?</p>	<p>5. <u>Greek Gods.</u> Investigate Gods using evidence and artefacts.</p> <p>6. <u>Final Outcome.</u> Who mattered to the Ancient Greeks?</p>	<p>5. <u>Maths.</u> Consider the invention of numerals, algorithms and algebra.</p> <p>6. <u>Final Outcome.</u> What did Baghdad do for us?</p>	<p>4. <u>Primary and Secondary evidence.</u> Consider evidence and it's validity.</p> <p>5. <u>Death rates.</u> Use graphs to chart plague deaths. Consider findings.</p> <p>6. <u>Final Outcome.</u> Why did the plague of 1666 spread so quickly?</p>
Year 5/6	Migration	Invasion	Jobs and lifestyle	Democracy	Religion	Hygiene
	How did the transatlantic slave trade cause migration?	What caused the World Wars?	How did the industrial revolution impact a human workforce?	What mattered to the Ancient Greeks?	Why did Islam grow during the Golden Age?	How did the plague impact the population of Eyam?
	<ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. show an awareness of bias and how this impacts our understanding of the past. bring knowledge gathered from several sources together in a fluent account. 	<ul style="list-style-type: none"> examine causes and results of great events and the impact these had on people and society; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people. 	<ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. develop an awareness of how the same event could impact different groups in different ways. 	<ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. show an awareness of bias and how this impacts our understanding of the past. bring knowledge gathered from several sources together in a fluent account.

<ol style="list-style-type: none"> 1. <u>Diagram of the Brookes.</u> Investigate what we can learn from the diagram. Discuss what the Transatlantic slave trade was and how GB was involved. 2. <u>Chronology.</u> Create own timeline showing events. 3. <u>Package book of the Hope.</u> Investigate what we can find out about the Hope ship. 4. <u>Slave ship L'Aurore.</u> Investigate evidence about the ship and what we can learn. 5. <u>The Ship They Called Zong poem.</u> Consider what we can learn and the validity of the evidence. 6. <u>Final Outcome.</u> How did the transatlantic slave trade cause migration? 	<ol style="list-style-type: none"> 1. <u>How World War 1 started.</u> Consider how the War started using evidence from different sides. 2. <u>The impact on the World.</u> Investigate how the war continued and impacted upon the World. 3. <u>Chronology.</u> Create a timeline of key events from World War 1. 4. <u>How World War 2 started.</u> Consider how the war started using chronologically ordered events. 5. <u>The impact on the World.</u> Investigate how the war continued and impacted upon the World. 6. <u>Final Outcome.</u> What or who caused the Wars? 	<ol style="list-style-type: none"> 1. <u>Industry before the Revolution.</u> Investigate types of jobs and workforce. Consider trade links. 2. <u>Inventions.</u> Investigate inventions and consider their impact. 3. <u>Changes in factories.</u> Consider information about how developments in machinery led to changes. 4. <u>Children in factories.</u> Consider the jobs of children working in factories. 5. <u>Rich v poor.</u> Consider how the lives of rich and poor would differ. 6. <u>Final Outcome.</u> How did the industrial revolution impact a human workforce? 	<ol style="list-style-type: none"> 1. <u>Chronology.</u> Timeline showing key events of democracy and wars on own timeline. 2. <u>Athens.</u> Investigate Attica state and how it was ruled. 3. <u>Sparta.</u> Investigate Sparta and how it was ruled. 4. <u>Comparison of the views.</u> Compare the way they Athens and Sparta ruled. Consider which we think was best. 5. <u>Democracy.</u> How the democratic society impacted other time periods. 6. <u>Final Outcome.</u> What mattered to the Ancient Greeks? 	<ol style="list-style-type: none"> 1. <u>Chronology.</u> Create timelines showing key events. Locate Baghdad on maps. 2. <u>Rise of Islamic Golden Age.</u> Consider how and why Baghdad grew. 3. <u>Empire.</u> Investigate how the empire grew and plot places on maps. 4. <u>Trade.</u> Consider how trading led to the rise of Islam around the world. 5. <u>Impact on modern day.</u> Comparison with modern day. Consider the impacts on modern day. 6. <u>Final Outcome.</u> Why did Islam grow during the Golden Age? 	<ol style="list-style-type: none"> 1. <u>The Plague in London</u> Consider evidence to describe life in London. Consider differences in rich and poor. 2. <u>Spread of the Plague</u> Using maps, highlight how the plague spread to Eyam. 3. <u>Eyam population.</u> Using census information, consider the spread of the plague. 4. <u>The impact at Eyam</u> Consider why Eyam was impacted so much. 5. <u>Modern day Plaques.</u> Compare modern day plagues and how medical advances have impacted. 6. <u>Final Outcome.</u> How did the plague impact the population of Eyam?
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