



Learning objectives and skills

Advent		Lent		Pentecost	
Ancient Egyptians	Ancient Egyptians	Local Study – Buckinghamshire in WW2	Local Study – Buckinghamshire in WW2	Anglo-Saxons	Anglo-Saxons
<p>1. To show what I already know about Ancient Egypt and to be able to research new information.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Look at the evidence available Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Recall, select and organise historical information. Communicate their knowledge and understanding. <p>2. To explore the homes of the Ancient Egyptians</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Look at the evidence available <p>3. To investigate the importance of the Nile to the Ancient Egyptians</p> <ul style="list-style-type: none"> Identify key features and events of time studied Look at the evidence available Use text books and historical knowledge <p>4. To investigate the different jobs of the Ancient Egyptians</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Look at the evidence available <p>5. To research Egyptian gods.</p> <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use the library and internet for research 	<p>7. To compare life between Ancient Egypt and now.</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Look for links and effects in time studied Look at the evidence available Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Recall, select and organise historical information. Communicate their knowledge and understanding. <p>8. To be able to write like an Egyptian</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied Use text books and historical knowledge <p>9. To understand the mummification process.</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied Look at the evidence available <p>10. To research a well-known pharaoh.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events 	<p>1. To show what I already know about World War 2 and to be able to research new information.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Identify key features and events of time studied Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Ask a variety of questions Use the library and internet for research Recall, select and organise historical information. Communicate their knowledge and understanding. <p>2. To understand the timeline of World War 2</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Identify key features and events of time studied Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use the library and internet for research Recall, select and organise historical information. Communicate their knowledge and understanding. 	<p>7. To understand what a war time home would have looked like.</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied Look at the evidence available Begin to evaluate the usefulness of different sources (Photographs) Choose relevant material to present a picture of one aspect of life in time past Recall, select and organise historical information. Communicate their knowledge and understanding. <p>8. To understand what daily life was like in WW2. #Btk</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied Look at the evidence available Choose relevant material to present a picture of one aspect of life in time past Recall, select and organise historical information. Communicate their knowledge and understanding. <p>9. To understand how 'The War Effort' changed at home.</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied Look at the evidence available Choose relevant material to present a picture of one aspect of life in time past Recall, select and organise historical information. Communicate their knowledge and understanding. <p>10. To understand how our school changed during the war.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events 	<p>1. To understand who the Anglo-Saxons were.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Identify key features and events of time studied Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Ask a variety of questions Use the library and internet for research <p>2. To understand when the Anglo-Saxons came to Britain and what civilisations were around at the same time.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Understand more complex terms eg BC/AD Identify key features and events of time studied Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event <p>3. To understand how Anglo-Saxon Britain was ruled.</p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events Use the library and internet for research <p>4. To understand the importance of Alfred the Great.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Identify key features and events of time studied Use evidence to build up a picture of a past event Use the library and internet for research 	<p>7. To understand what happened to the Anglo-Saxons and the Vikings.</p> <ul style="list-style-type: none"> Identify key features and events of time studied Offer a reasonable explanation for some events Choose relevant material to present a picture of one aspect of life in time past <p>8. To understand what the Anglo-Saxon beliefs were.</p> <ul style="list-style-type: none"> Look for links and effects in time studied Choose relevant material to present a picture of one aspect of life in time past <p>9. To understand how the Anglo-Saxon period came to an end.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to build up a picture of a past event <p>10. To act out how the Anglo-Saxon period came to an end.</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Offer a reasonable explanation for some events Use evidence to build up a picture of a past event <p>11. To consolidate what I know about the Anglo-Saxons.</p> <ul style="list-style-type: none"> Place event from the period studied on time line Identify key features and events of time studied Recall, select and organise historical information. Communicate their knowledge and understanding. Use the library and internet for research <p>12. To present what I know about the Anglo-Saxons.</p>

<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Recall, select and organise historical information. • Communicate their knowledge and understanding. <p>6. To understand why and how the pyramids were built.</p> <ul style="list-style-type: none"> • Place event from the period studied on time line • Use terms related to the period and begin to date events • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look at the evidence available • Use text books and historical knowledge • Recall, select and organise historical information. • Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> • Understand more complex terms eg BC/AD • Identify key features and events of time studied • Look at the evidence available • Recall, select and organise historical information. • Communicate their knowledge and understanding. <p>11. To understand what Egyptians believed would happen to them after death.</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Identify key features and events of time studied • Look at the evidence available <p>12. To understand how hieroglyphics were decoded.</p> <ul style="list-style-type: none"> • Place event from the period studied on time line • Use terms related to the period and begin to date events • Identify key features and events of time studied • Look at the evidence available • Use text books and historical knowledge 	<p>3. To understand what life was like for a child during the war.</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Use evidence to reconstruct life in time studied • Look at the evidence available • Begin to evaluate the usefulness of different sources (Children's letters) • Use text books and historical knowledge • Choose relevant material to present a picture of one aspect of life in time past • Recall, select and organise historical information. • Communicate their knowledge and understanding. <p>4. To understand why children were evacuated during WW2. #BtK</p> <ul style="list-style-type: none"> • Place event from the period studied on time line • Use terms related to the period and begin to date events • Identify key features and events of time studied • Offer a reasonable explanation for some events • Look at the evidence available • Use text books and historical knowledge • Choose relevant material to present a picture of one aspect of life in time past • Recall, select and organise historical information. • Communicate their knowledge and understanding. <p>5. To understand what would have happened to food in WW2.</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look at the evidence available 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Look for links and effects in time studied • Look at the evidence available • Begin to evaluate the usefulness of different sources • Choose relevant material to present a picture of one aspect of life in time past • Recall, select and organise historical information. • Communicate their knowledge and understanding. <p>11. To show ways in which life have has changed since the war.</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Use evidence to reconstruct life in time studied • Look for links and effects in time studied • Look at the evidence available • Begin to evaluate the usefulness of different sources • Ask a variety of questions • Recall, select and organise historical information. • Communicate their knowledge and understanding. <p>12. To understand how WW2 came to an end.</p> <ul style="list-style-type: none"> • Place event from the period studied on time line • Use terms related to the period and begin to date events • Identify key features and events of time studied • Look at the evidence available • Use text books and historical knowledge • Ask a variety of questions • Use the library and internet for research • Recall, select and organise historical information. • Communicate their knowledge and understanding. 	<p>5. To research different Anglo-Saxon kings.</p> <ul style="list-style-type: none"> • Place event from the period studied on time line • Identify key features and events of time studied • Use the library and internet for research <p>6. To increase my understanding of Anglo-Saxon art and culture.</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Choose relevant material to present a picture of one aspect of life in time past 	<ul style="list-style-type: none"> • Recall, select and organise historical information. • Communicate their knowledge and understanding.
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#BTK and Links with other subjects

		<ul style="list-style-type: none"> • Relate evacuees' lives to modern day refugees. <p>Literacy – diary writing</p>	<ul style="list-style-type: none"> • Increase understanding of the impact of war on daily life both during the war and in the modern day. 		
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Vocabulary

<p>Afterlife Amulet Ancient Archaeologist Burial chamber Canopic jars Cartouche Cedar oils Consonants Constellations Embalmer Fertile Goddess Hieroglyphics Jewellery Judgement Linen Mummify Natron salt Pharaoh Protection Pyramids Resin River Nile</p>		<p>Air raid Air raid drills Air raid shelter Allies Anderson shelter Billets Blackout Blast-force Bletchley Park Blitz Civilians Evacuation Evacuees Food banks Freedom Gas Masks Liberate Make do and mend Morrison shelter Morse code Occupied Occupies Primary source Propaganda</p>		<p>Beowulf Bretwalda Britons Burhs Councils Culture Edward the Confessor Harald Harold Noble Normans Picts Reigned Romans Ruled Sutton Hoo Tribes Vikings War-chiefs Wessex William the Conqueror</p>	
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Rosetta Stone Sarcophagus Scarab amulet Sculpture tool Slip Temples Tomb Tutankhamun Vowels		Ration Refugee Risk of air raids Scrap metal Secondary source Surrenders Telegram Terraced Tertiary source Toy exchange Victory Wireless			
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Chronological Understanding	<ul style="list-style-type: none"> Place event from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD
Range and depth of historical knowledge	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events
Interpretation of history	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge
Historical Enquiry	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research
Organisation and communication	<ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding.