



Learning objectives and skills

Advent		Lent		Pentecost	
World War I		The Changing Role of Women		The Maya Civilisation	
<p>1. To find out how WWI began</p> <ul style="list-style-type: none"> Use relevant dates and terms Know key dates, characters and events of time studied Sequence up to 10 events on a time line <p>2. To look at the different alliances at the start of WWI</p> <ul style="list-style-type: none"> Use relevant dates and terms <p>3. To find out how soldiers were recruited</p> <ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past <p>4. To research a family member or famous person who was involved in WWI</p> <ul style="list-style-type: none"> Use relevant dates and terms Bring knowledge gathered from several sources together in a fluent account <p>5. To find out about life in the trenches</p> <ul style="list-style-type: none"> Be aware that different evidence will lead to different conclusions Use a range of sources to find out about an aspect of time past <p>6. To find out about the roles of men on the home front</p> <ul style="list-style-type: none"> Be aware that different evidence will lead to different conclusions Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 	<p>7. To find out about the roles of women during WWI</p> <ul style="list-style-type: none"> Confidently use the library and internet for research <p>8. To research Remembrance Day</p> <ul style="list-style-type: none"> Recognise primary and secondary sources <p>9. To consider the impact of the war on children</p> <ul style="list-style-type: none"> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation <p>10. To find out about the impact on animals in the war</p> <ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. <p>11. To find out about the impact of WWI in our local area (resources from Amersham museum.)</p> <ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past Consider ways of checking the accuracy of interpretations – fact or fiction and opinion <p>12. To examine artefacts from WWI (resources from Amersham museum)</p> <ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past <p>13. To learn about the Christmas truce</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p>	<p>1. To create a timeline from ancient times to the present day.</p> <ul style="list-style-type: none"> Use relevant dates and term <p>2. To explore the role of women in ancient times.</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <p>3. To explore the role of women in Anglo –Saxon times.</p> <ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied <p>4. To find out about the different attitude towards men and women in medieval Britain</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <p>5. To find out about women’s roles in the 15th and 16th centuries.</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied <p>6. To find out about the roles of women between the 17th and 19th centuries</p> <ul style="list-style-type: none"> Use relevant dates and terms 	<p>7. To find out about the women’s suffrage movement.</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Be aware that different evidence will lead to different conclusions <p>8. To find out about the role of women during the First World War.</p> <ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past Recognise primary and secondary sources Place current study on time line in relation to other studies Use relevant dates and terms <p>9. To explore the role of women during the 1950s.</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Confidently use the library and internet for research <p>10. To find out about second-wave feminism during the 1960s and 1970s.</p> <ul style="list-style-type: none"> Use relevant dates and terms Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Use a range of sources to find out about an aspect of time past <p>11. To evaluate the changing rights of women and establish whether or not we have gender equality today.</p> <ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion 	<p>1. To introduce the Maya Civilisation</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Know key dates, characters and events of time studied <p>2. To introduce the Maya Civilisation</p> <ul style="list-style-type: none"> Use relevant dates and term Know key dates, characters and events of time studied <p>3. To find out about the Maya faith system</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied <p>4. To find about the Maya gods</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <p>5. To demonstrate my understanding of the Maya gods</p> <ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. <p>6. To understand the Maya number system</p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied 	<p>7. To consider how information about history is put together</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past <p>8. To find out about Maya explorers and discoveries</p> <ul style="list-style-type: none"> Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Link sources and work out how conclusions were arrived at <p>9. To find out about the Maya writing system</p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied <p>10. To find out about Maya food</p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied <p>11. To discover the origins of chocolate</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Confidently use the library and internet for research <p>12. To try out some Maya recipes</p>


			<p>12. To evaluate the changing roles of women from ancient times to the present day.</p> <ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Use relevant dates and terms 		
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#BTK and Links with other subjects

Literacy – war poetry Art - poppies	Literacy – diary writing – Christmas truce #BTK	Literacy – persuasive writing # BTK – everyone is equal	Literacy – balanced argument	Maths – number system RE – other faiths Art – masks of gods Literacy – non-chronological reports (eg about different gods)	Literacy – Reading comprehension D and T – making recipes
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Vocabulary

Triple Entente Triple Alliance Triple Entente Allies Triple Alliance Allies Neutral recruit battalions Western front	trenches enemy advance posted observation points Sandbags breadwinner land girls labourers	feminism, suffrage, patriarchy, matriarchy, hierarchy, sexism, revolution, empowerment.	Evidence Primary source Secondary source	Civilisation Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque	Hieroglyphs, syllabogram, logogram, codex, codices.
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	I can
Chronological Understanding	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretation of history	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research



Historical Enquiry

I can

- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account

Organisation and communication

- Select and organise information to produce structured work, making appropriate use of dates and terms.