

History in EYFS

Statutory framework for the early years foundation stage

Understanding the World – ELG: Past and present

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

At Christ Church, we believe that before children can meaningfully engage in learning about other people and events in history, they need to have a good understanding of their own lives, routines and experiences, and be able to engage, interact and compare these with other children's.

Activities are flexible and will depend on children's interests – examples from the EYFS skills and progression map:

- Discussion about families and their similarities and differences - changes from when they were babies - books about families from the past e.g. Peepo, etc.
- Bonfire night and Guy Fawkes
- Remembrance – Soldiers
- Christmas in the past - changes linked to toys/Victorian Christmas
- To talk about a special event in their life
- Develop understanding of the past using stories and photographs etc.
- Space Travel - Moon Landings linked to Neil Armstrong - Look at Helen Sharman - Use as a way of developing understanding of significant events in the past.
- Explorers (Mary Anning etc.) - develop understanding of characters from the past – Fossils - Digging for evidence

*Imaginative play areas and role play to be linked with stories and changed frequently.

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		Autumn	Spring	Summer
Year 1	Key Question	Are toys today much better than those from the past?	How has air travel changed modern life?	What are castles like in my local area?
	Context What will the children learn? (outcomes of key knowledge and understanding)	The children will use words and phrases about the passing of time; recognise some characteristics of toys in the past; ask and answer questions about toys in the past; use oral sources and/or museum displays to find out about toys in the past; identify differences between old and new toys; communicate what they know about old and new toys through talk, play and writing	Asking questions of people who were alive before the children were born and from – zoom call or visit with a pilot.	Trip to Warwick Castle The children will order objects correctly in chronological sequence; recognise some similarities and differences between castles, collect information about the past by objects and pictures; Recognise that there are several ways they can find out about the past; write sentences about castles, using words related to the passing of time
	National Curriculum Coverage	Changes within living memory Chronology	The lives of significant individuals in the past who have contributed to national and international achievements – The Wright Brothers and Amelia Earhart.	Changes within living memory To develop knowledge of events beyond living memory that are significant nationally or globally. To develop knowledge of significant historical events, people and places in their own locality.
	Lesson enquiry questions	1. What are our toys like today? 2. What are other people's toys like?	1. What have been the most important inventions and discoveries?	1. To be able to describe what castles in the past were like in the past.

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		<p>3. How can we tell these toys are old?</p> <p>4. What were our grandparents' toys like and how do we know?</p> <p>5. Who played with these toys a long time ago?</p> <p>6. How can we show visitors what we have found out?</p>	<p>2. What can I discover about the first ever flight?</p> <p>3. How did the Wright brothers manage to be the first to launch a man powered flight?</p> <p>4. How do we possibly know about their first successful flight, when it happened over 100 years ago now?</p> <p>5. How did flight change as a result of the Wright brothers' work?</p> <p>6. How can we commemorate the great achievements of flight?</p>	<p>2. To be able to use a range of sources to find out about the past.</p> <p>3. To understand the function of different features of a castle and why they were needed.</p> <p>4. To know that there are different types of castles.</p> <p>5. To identify how castles in the past were different from homes today.</p> <p>6. To write a recount of a trip to a local castle.</p>
	<p>End project / Key task How will the children show their full learning?</p>	<p><u>Virtual Toy Museum</u> Collaborative work with Y6 The children will justify a toy they have selected as their favourite, explain how it works and if it is old or new (pre-recorded on an iPad as an oracy focus – set up like a museum).</p> <p>I have chosen a toy from the past / present...I have chosen this because...</p>	<p>The children will think about why we should remember focus individuals and discuss what impact they had on the history of flight.</p> <p>The children will suggest, share, and then rank possible ways of commemorating before creating their own memorial of their choosing – for either The Wright brothers or Amelia Earhart.</p>	<p>Recount of trip to Warwick Castle.</p>
	<p>Conceptual Focus</p>	<p>Chronology</p>	<p>Chronology</p> <p>Why people did things</p>	<p>Chronology</p> <p>Why people did things</p>

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	<p>Differences between ways of life at different times</p> <p>Finding out from sources</p>	<p>Why events happen</p> <p>What happened as a result</p> <p>Differences between ways of life at different times</p> <p>Different versions of the past</p> <p>Finding out from sources</p> <p>Asking and answering questions</p>	<p>Why events happen</p> <p>What happened as a result</p> <p>Differences between ways of life at different times</p> <p>Different versions of the past</p> <p>Finding out from sources</p> <p>Asking and answering questions</p>
Skills Focus	<p>Stories (Too Many Toys, Lost in the Toy Museum, Dogger)</p> <p>Pictures</p> <p>Photographs</p> <p>Artefacts (Borrow from museum if possible)</p>	<p>Stories</p> <p>Eye-witness accounts</p> <p>Pictures</p> <p>Photographs</p>	<p>Eye-witness accounts</p> <p>Photographs</p> <p>Artefacts</p> <p>Written Sources</p> <p>Visit to museum in Weston</p>
Curriculum links What are the links to other areas of the curriculum in your year group?	<p>English – labels/instructions?</p> <p>Link to Science - materials topic</p> <p>Art/DT link making old toys</p> <p>Year 3 Victorians</p>	<p>English – Oracy</p> <p>Art</p>	<p>English</p> <p>Geography</p> <p>Music</p>
Values What core values and British values are promoted?	<p>Creativity</p> <p>Respect of others thought and feelings when choosing toys that they believe are better.</p>	<p>Perseverance and working hard to achieve a goal</p> <p>Fairness and equality</p> <p>Respect</p> <p>Compassion</p>	<p>Respect</p> <p>Creativity</p> <p>Perseverance</p>

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		Autumn	Spring	Summer
Year 2	Key Question	Why did The Great Fire of London destroy so much of the city?	Were Captain Scott and his team good explorers?	What happened to The Titanic?
	Context What will the children learn? (outcomes of key knowledge and understanding)	The children will learn about the causes and impact of The Great Fire of London and the significance of Samuel Pepys diary as a primary historical source.	The children will learn about Captain Scott and (local man) Edward Wilson's visit to Antarctica. They will look at his diary entries and compare and contrast with Amundsen's mission. They will evaluate why it was not successful.	The children will learn about the voyage of the Titanic and how the passengers were split into different social classes. The children will explore primary resources and debate why they believe the Titanic sank.
	National Curriculum Coverage	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)	Significant historical event. Study of a local hero and significant individual Chronology	An event beyond living memory that was significant nationally and globally
	Lesson enquiry questions	<p>1. When was The Great Fire of London? (time line)</p> <p>2. How can we work out how The Great Fire started? (looking at primary sources- consider a variety of hypotheses)</p> <p>3. What actually happened during The Great Fire and how can we know for sure 350 years later?(investigate more source material/ significant historical figure – Samuel Pepys)</p> <p>4. Why did the fire spread so quickly? (investigate the</p>	<p>1. Why do you think Captain Scott is so famous today?</p> <p>2. How did Scott manage to get to the South Pole and what happened when he got there?</p> <p>3. Why on earth did Scott risk his life to get to the South Pole?</p> <p>4. How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know?</p> <p>5. How do we know so much about what happened?</p>	<p>1. Why did Delia buy a new hat? (looking at social divide through primary resources and epitomised by different hats)</p> <p>2. What kind of hat did Delia buy and where was she going to wear it?</p> <p>3. What was it like on board the Titanic? (investigating primary sources)</p> <p>4. What happened to Delia and her fellow passengers on the Titanic? (Sequencing and timeline work)</p> <p>5. How was the Titanic disaster reported in 1912?</p>

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	<p>evidence/ look at maps of London)</p> <p>5. Could more have been done to stop the fire? (drama/voice 21 opportunities)</p> <p>6. How did people manage to live through The Great Fire(impact on people/primary sources/reasoning)</p> <p>7. So what was great about the fire?(Summary of cause and effects of Great Fire)</p> <p>8. How shall we rebuild London? (change and continuity, designing new city)</p>	<p>(investigate Scott's diary and other primary sources)</p> <p>6. Why did Scott fail to get there first?</p> <p>7. How should we remember Scott today?</p> <p>8. Should we carry on exploring today?</p> <p>9. Were Captain Scott and his crew good explorers?</p>	<p>6. What was the most important reason the Titanic sank?</p>
<p>End project / Key task How will the children show their full learning?</p>	<p>Children will show their learning through a Stopmotion animation video that details the events of the fire, and a piece of writing debating whether the fire had more of a positive impact or not.</p>	<p>Children will show their learning through a debate as to whether they think Captain Scott and his crew were good explorers.</p>	<p>Link to non-fiction writing Explanation of why the Titanic sank</p>
<p>Conceptual focus</p>	<p>This unit particularly lends itself to: Causation Significance Chronology Change and continuity</p>	<p>This unit particularly lends itself to: Significance Causation Chronology</p>	<p>This unit particularly lends itself to: Chronology Similarity and difference (rich and poor) Causation Significance</p>
<p>Skills Focus</p>	<p>Visit by Fire Brigade Pepys Diary extracts</p>	<p>Trip to Edward Wilson Museum</p>	<p>Photographs of Titanic Tickets</p>

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	Paintings engravings	Edward Wilson paintings Scott's Diary Artefacts from loans museum	Titanic Menu Titanic service form Paintings
Curriculum links What are the links to other areas of the curriculum in your year group?	Links to other natural disasters- earthquakes in Year 5	Links to- Charles Darwin- discovery and exploration, Mary Anning- reception, Y4- local study on Cheltenham	Links on from Victorians taught in Year 3 and social status
Values What core values and British values are promoted?	Safety- respecting others and keeping ourselves safe Perseverance to work as a team and overcome problems Compassion to others British values- improving standards of living in Britain	Perseverance to work as a team and overcome problems Heroism, perseverance and working hard to achieve a goal	Fairness and equality Respect- listening to others and following rules Compassion to others Comparison to human disasters/ tragedy-

LKS2

		Autumn	Spring	Summer
Year 3	Key Question	What are the secrets of the Stone Age through to Iron Age?	What was the cause of Boudicca's Revolt?	How has our school changed since Victorian times?
	Context What will the children learn? (outcomes of key knowledge and understanding)	Demonstrate an understanding of a prehistoric Timeline from the Stone Age to Iron Age. Annotate historical evidence.	Effects of The Roman Invasion on Britain. understand that historical opinions vary. To appreciate that the causation of an event is not generally just down to one factor	Research the history of our school using primary and secondary sources. Local history Develop the concepts of change and continuity
	National Curriculum Coverage	Pupils will be taught about: changes in Britain from the Stone Age to the Iron Age as well as late Neolithic hunter-gatherers and early farmers, for example, Skara Brae They will continue to develop a secure chronological understanding of British history	Pupils will be taught about: The Roman Empire and its impact on Britain Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army The British resistance, for example, Boudica	Pupils will be taught about an aspect of local History which will extend pupils chronological knowledge beyond 1066
	Lesson enquiry questions	1. When was the Stone Age? 2. Where is Skara Brae? 3. How was it discovered? 4. Why is it of such historical importance?	1. Who were the Romans? 2. When did the Romans invade? 3. Why did the Romans invade?	1. When was the Victorian era? 2. What was life like for children in Victorian Britain? 3. How old is our school? When does it date back to?

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		<p>5. What evidence still remains today? 6. What other evidence remains from Stone Age Britain to the Iron Age?</p> <p>7. How did life change from Stone Age times to Iron Age times?</p>	<p>4. Who were the Celts? 5. Who was Boudicca? 6. Why did the Romans think Boudicca was bad? 7. What did Boudicca do? 8. Was Boudicca bad?</p>	<p>4. What evidence do we have of Victorian Christ Church primary school? 5. What was it like to be a Victorian pupil? 6. How has our school changed since Victorian times?</p>
	<p>End project / Key task How will the children show their full learning?</p>	<p>Write a report on changes from the Stone Age to Iron Age – summarise and explain.</p>	<p>Debate / role play between the Roman Army and the Icenii tribe.</p>	<p>Re-enact a Victorian School day.</p>
	<p>Conceptual focus</p>	<p>This unit particularly lends itself to: Chronology Similarity/ difference Significance</p>	<p>This unit particularly lends itself to: Chronology Similarity/ difference Significance Causation</p>	<p>This unit particularly lends itself to: Chronology Similarity/ difference Significance Change and continuity</p>
	<p>Skills focus</p>	<p>Photographs of Skara Brae Website – Skara Brae site</p>	<p>Primary sources Artists impressions Artefacts Recounts Websites</p>	<p>Primary sources e.g. School logbook Artefacts Old school Photographs websites</p>
	<p>Curriculum links What are the links to other areas of the curriculum in your year group?</p>	<p>Primary sources/ variety of evidence. Geography – British Isles Art – Cave Paintings.</p>	<p>Links to English, drama, art, geography.</p>	<p>Links to English, drama, art, geography.</p>
	<p>Values What core values and British values are promoted?</p>	<p>Respect, creativity, perseverance.</p>	<p>Compassion, Creativity, Respect</p>	<p>Respect, Creativity</p>

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		Autumn	Spring	Summer
Year 4	Key Question	What is the significance of The Pyramids?	Raiders, Traders or Settlers: How should we remember the Vikings?	Pumps and Pigeons! How did Cheltenham change with the discovery of Spa waters?
	Context What will the children learn? (outcomes of key knowledge and understanding)	They will demonstrate an understanding of Egyptian society and who was responsible for building the pyramids through speculation, categorising, debate and weighing up of historical evidence to enable them to make a reasoned judgement	They will be able to compare and contrast Anglo-Saxons with The Vikings. Reason, interpret and justify whether the Vikings were Raiders or Traders	They will be able to explain, summarise and make reasoned judgements about the effect the discovery of the spa waters had on Cheltenham
	National Curriculum Coverage	An overview of ancient Egyptian society, considering the achievements of one of the earliest civilisations	Britain's settlement by Anglo-Saxons and Vikings. Children should learn about why they invaded and their struggle to rule the kingdom of England	A local history enquiry focussing on the discovery of the spa waters in The Georgian Period and how it affected the development of Cheltenham
	Lesson enquiry questions	<ol style="list-style-type: none"> 1. Where in the world is Egypt? Where does Ancient Egypt fit in a timeline of world history? 2. What can we learn from artefacts from Ancient Egypt? 3. What do The Pyramids tell us about Ancient Egyptian society and daily life? 4. What do the pyramids teach us about religious beliefs in Ancient Egypt? 	<ol style="list-style-type: none"> 1. When did the Vikings first come to Britain? Where did the Vikings come from? 2. Why do the Vikings have such a bad reputation? 3. How did the Vikings try to take over the country and how close did they get? 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from a 	<ol style="list-style-type: none"> 1. How and when were the spa waters discovered? 2. Why did so many people visit Cheltenham during this period? 3. What does the Cheltenham coat of arms tell us about the history of the town? 4. What impact did the Honeybourne line have on the town?

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		<p>5. Who was Howard Carter and what is his connection with The Pyramids?</p> <p>6. What is the significance of the pyramids?</p>	<p>study of place-name endings?</p> <p>6. Raiders, traders or settlers: how should we remember the Vikings?</p>	<p>5. Do you think the discovery of spa waters changed Cheltenham for the better?</p>
	<p>End project / Key task How will the children show their full learning?</p>	<p>What is the significance of The Pyramids and should they be preserved? A guide to the pyramids created in small groups.</p>	<p>Annotate contrasting pictures of Vikings. Explain and write which version they believe to be correct and why? Present to an audience.</p>	<p>Make a tourist guide for Cheltenham or historical walk guide. Invite the mayor of Cheltenham in.</p>
	<p>Conceptual focus</p>	<p>This unit particularly lends itself to: Chronology Significance Change and continuity</p>	<p>This unit particularly lends itself to: Chronology Causation Change and continuity</p>	<p>This unit particularly lends itself to: Causation Change and continuity Chronology</p>
	<p>Skills focus</p>	<p>Trip to Bristol Museum Original photographs Hieroglyphics/papyrus paper Replica artefacts from Loans Museum Prints of original artefacts</p>	<p>Visit from freshwater theatre company. Replica artefacts from loans museum Photographs Paintings Listen to a sample of Beowulf in Olde English</p>	<p>Local visits of the area Maps from different periods Letters in Glos archives Census from the period Paintings Photographs Cheltenham Antique Loans museum</p>
	<p>Curriculum links What are the links to other areas of the curriculum in your year group?</p>	<p>Links with Art, Geography, Science, English, RE Link with chronology and time lines which are a focus throughout the school and Ancient Greece, another ancient civilisation which is studied in Year 5</p>	<p>Links with Art, Geography, D.T, English Link with life after The Romans (Year 3) Continue to analyse historical sites. Theme of Invasion (Year 3 and Year 5)</p>	<p>Links with Geography, Art, Music, English Links and develops study of significant individuals in Key Stage 1, Year 3 (Darwin) and Year 6. Links with local studies in Years 3 and 5.</p>
	<p>Values What core values and British values are promoted?</p>	<p>Values-Respect/Empathy/ Creativity/Perseverance</p>	<p>Perseverance/ Heroism – working hard to achieve a goal</p>	<p>Respect/Co-operation</p>

UKS2

		Autumn	Spring	Summer
Year 5	Key Question	How did the second World War affect the lives of children in Britain?	What did the Ancient Greeks ever do for us?	Why did The Mayan Empire end so quickly?
	Context What will the children learn? (outcomes of key knowledge and understanding)	Children will be able to locate WW2 in the context of the history of Britain. They will be able to name the main Allied and Axis countries with a brief understanding of the causes of the war. Children will then construct informed responses about the effect WW 2 had on children across Britain.	This unit of work focuses on Ancient Greece and their legacies: government systems, culture and art and science and technology. Children will learn important historical skills of analysing evidence, using timelines as well as hypothesising, justifying and evaluating their ideas. They will make comparisons, study artefacts to inform decisions, explore the achievement and influences on Ancient Greek life.	They will demonstrate an understanding of Mayan society AD900 within a chronologically secure knowledge and understanding of British History
	National Curriculum Coverage	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history (The Second World War: Evacuation)	Ancient Greece- a study of Greek life and achievements and their influence on the Western world	A non-European society that provides contrasts with British history –Maya civilization
	Lesson enquiry questions	1. What was the cause of the second world war and who was involved?	1. Where is Greece? 2. What were the Ancient Greeks like?	1. When and where did the Maya live? 2. What were the Maya like?

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		<p>2. Why were children evacuated and what happened to them?</p> <p>3. What was the Blitz and what damage did it cause?</p> <p>4. What affect did rationing have on children's lives?</p> <p>5. How do we remember the events and people of WW2 now?</p> <p>6. Response to initial enquiry question.</p>	<p>3. How did Ancient Greece become so powerful?</p> <p>4. How were Greek city states governed?</p> <p>5. What were Greek soldiers like?</p> <p>6. What were Greek buildings like?</p> <p>7. What gods and goddesses did the Greeks worship?</p> <p>8. Why did the Greeks take part in Games?</p>	<p>3. How did the Maya live?</p> <p>4. Why did the Maya build pyramids?</p> <p>5. How successful were the Maya?</p> <p>6. Why did the Maya civilisation die out?</p>
	<p>End project / Key task How will the children show their full learning?</p>	<p>Children produce an information leaflet to explain how WW2 and evacuation affected and changed the lives of children in Britain.</p>	<p>A mini-museum showing off their learning through text/artefacts/digital work to demonstrate their understanding.</p>	<p>Create a leaflet to promote Central America as a tourist destination.</p>
	<p>Conceptual Focus</p>	<p>This unit particularly lends itself to: Causation Significance (life changing to some children)</p>	<p>This unit particularly lends itself to: Causation Comparison Chronology Significance Legacy</p>	<p>This unit particularly lends itself to: Chronology Causation Change and Continuity</p>
	<p>Skills Focus</p>	<p>Railway Evacuation trip Original documents Recounts from evacuees Photographs Newsreel Artefacts from the loans museum</p>	<p>Artefacts from Museum Loan Evidence for Theseus and the Minotaur story (maps/photo/carvings/language) Battle of Marathon-Battle plan maps Comparison of story versions Maps of Greece</p>	<p>Map of Central America with Mayan cities. Study of artefacts – what can artefacts tell us about how the Maya lived? Timeline of Mayan successes What evidence have we for the purpose of Mayan pyramids? Examine</p>

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			<p>Architecture Online research</p>	<p>evidence for possible theories as to why the Maya disappeared.</p>
	<p>Curriculum links What are the links to other areas of the curriculum across the school?</p>	<p>Link to Geography – UK knowledge: where were children evacuated from? Local history link with Year 3 and 4. Recount (evacuation experience). Historical fiction writing (Evacuation/air raid). Newspaper report (Cheltenham air raid). Discussion text (Was evacuation the right thing?). World War Two songs (Music). World War Two casualty figures (Maths – place value).</p>	<p>Etymology – study of words/English alphabet based on Greek Research skills/reliability of source in Computing Design a Greek labyrinth maze - coding Timeline work in Autumn/Summer Link with Ancient Egyptian work in Year 4</p>	<p>Links to other historical periods studied – where are the Maya on a timeline of World History? Comparison with ancient Egyptian study in Year 4 PSHE – was it right for Europeans to take over Mayan territory? Geography – how did the terrain of Central America affect how the Mayan civilisation developed?</p>
	<p>Values What core values and British values are promoted?</p>	<p>Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance: All touched on during work on World War 2. Perseverance – needed during the long years of war. Compassion and Friendship– shown by those who took in and looked after evacuees. Respect – for those who risked their lives to fight for freedom in World War 2.</p>	<p>Democracy – Greek legacy still used today Government/parliament/human rights Creativity –Greek art-pots/columns Friendship – working with others in tasks Tolerance of beliefs/faiths</p>	<p>Creativity – Mayan art and religious ideas Respect – Treatment of Maya by Spanish invaders</p>

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		Autumn	Spring	Summer
Year 6	Key Question	What happened to the man who mapped the Amazon?	How far were the Windrush Generation welcomed to Britain?	Did the punishment fit the crime?
	Context What will the children learn? (outcomes of key knowledge and understanding)	This is a mini-study into the life and work of Percy Fawcett the lost British explorer who mapped the Amazon. The children will learn about reliable research, finding out who he was and why he is still remembered today.	This unit of work focuses on the Windrush Generation coming to Britain from 1948+ to help rebuild Britain after the Second World War. We will look at themes of migration, diversity and discrimination.	We go on a journey through British history as they discover how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, we will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished. Pupils will consider why criminals were treated differently in each time period. Children will reach informed conclusion and make reasoned judgements.
	National Curriculum Coverage	An in depth study of a famous British explorer noting connections and contrasts with other British explorers	An aspect of British History post 1066 – the Windrush Generation in Britain	Crime and Punishment- the study of a theme in British history which extends pupils chronological knowledge beyond 1066
	Lesson enquiry questions	<ol style="list-style-type: none"> 1. Who was Percy Fawcett? 2. What were the significant events in his life? 3. How did he come to explore the Amazon? 	<ol style="list-style-type: none"> 1. Why did Britain need immigration to the UK after the Second World War? 2. How significant a role has migration affected British history? 3. How did the British Empire change after the Second World War? 	<ol style="list-style-type: none"> 1. What is crime and punishment like in the Roman period? 2. How does crime and punishment like in the Anglo-Saxon period differ from the Romans?

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			<p>4. Who were the Windrush Generation and why did they come to Britain?</p> <p>5. What was the journey like for people onboard the Empire Windrush?</p> <p>6. What challenges did they face when they arrived in Britain?</p> <p>7. How has the Windrush Generation influenced British culture?</p> <p>8. What was the Windrush Scandal in 2018 and how has it changed the immigration system in Britain today?</p> <p>9. How far were the Windrush Generation welcomed to Britain?</p>	<p>3. What is crime and punishment like in the medieval and Tudor periods?</p> <p>4. Are there similarities between the periods studied so far?</p> <p>5. Are there differences between the periods studied so far?</p> <p>6. What is crime and punishment like in the Victorian period?</p> <p>7. How does crime in punishment in the past, compare with systems in Britain today?</p> <p>8. Why were criminals treated differently in different periods?</p>
	<p>End project / Key task How will the children show their full learning?</p>	Children will research and write a biography of Percy Fawcett.	A virtual presentation documenting our learning journey.	Children will take part in a Mock Trial Competition.
	<p>Conceptual focus</p>	<p>This unit particularly lends itself to: Chronology Significance</p>	<p>This unit particularly lends itself to: Causation Comparison Chronology Significance Legacy</p>	<p>This unit particularly lends itself to: Similarity and Difference Change and continuity</p>
	<p>Skills Focus</p>	Online research Link to class novel "The Explorer"	Primary sources from British Library including photographs, video footage, pamphlets,	Online research Photographs Documents

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	Photographs/Maps	diaries, autobiographies, artwork First hand observations Floella Benjamin's "Coming to Britain" book Comparison of behaviour of British people's attitudes Maps used to show migration <u>Online research</u>	
Curriculum links What are the links to other areas of the curriculum in your year group?	<u>Links across learning in Y6:</u> Famous person study - Carl Linnaeus in Science, link with "The Explorer" by Katharine Rundell novel study. Research skills/reliability in Computing	<u>Links across learning in Y6:</u> Celebrating difference in PSHE Research skills/reliability of source in Computing Timeline work in Autumn/Summer	<u>Links across learning in Y6:</u> Compare punishment to Ancient Greece Hinduism-karma-why do Hindus try to be good? Research skills/reliability of source in Computing Timeline work in Autumn/Spring
Curriculum links What are the links to other areas of the curriculum across the school?	<u>Links across learning in school:</u> Y2 explorer study with Shackleton in Antarctica / Edward Wilson from Cheltenham on Scott expedition Howard Carter in Y4	<u>Links across learning in school:</u> Link with Second World War in Y5	<u>Links across learning in school:</u> Link with Fire of London Y2 – who is to blame? Stone Age/Roman study in Y3 Use of Danegeld in Viking Anglo-Saxon study in Year 4
Values What core values and British values are promoted?	<u>Core values/British Values:</u> Bravery/courage- going into the unknown, effect on his family Respect – how he is still respected today even after his death. Perseverance – his passion to exploration	<u>Core values/British Values:</u> Democracy Government/parliament/human rights Friendship – working with others in tasks Tolerance of beliefs/faiths/cultures Individual liberty	<u>Core values/British Values:</u> Democracy Legal systems – The Rule of Law Government/parliament/human rights Respect – forgiveness-does everyone deserve respect/forgiveness? Even criminals?