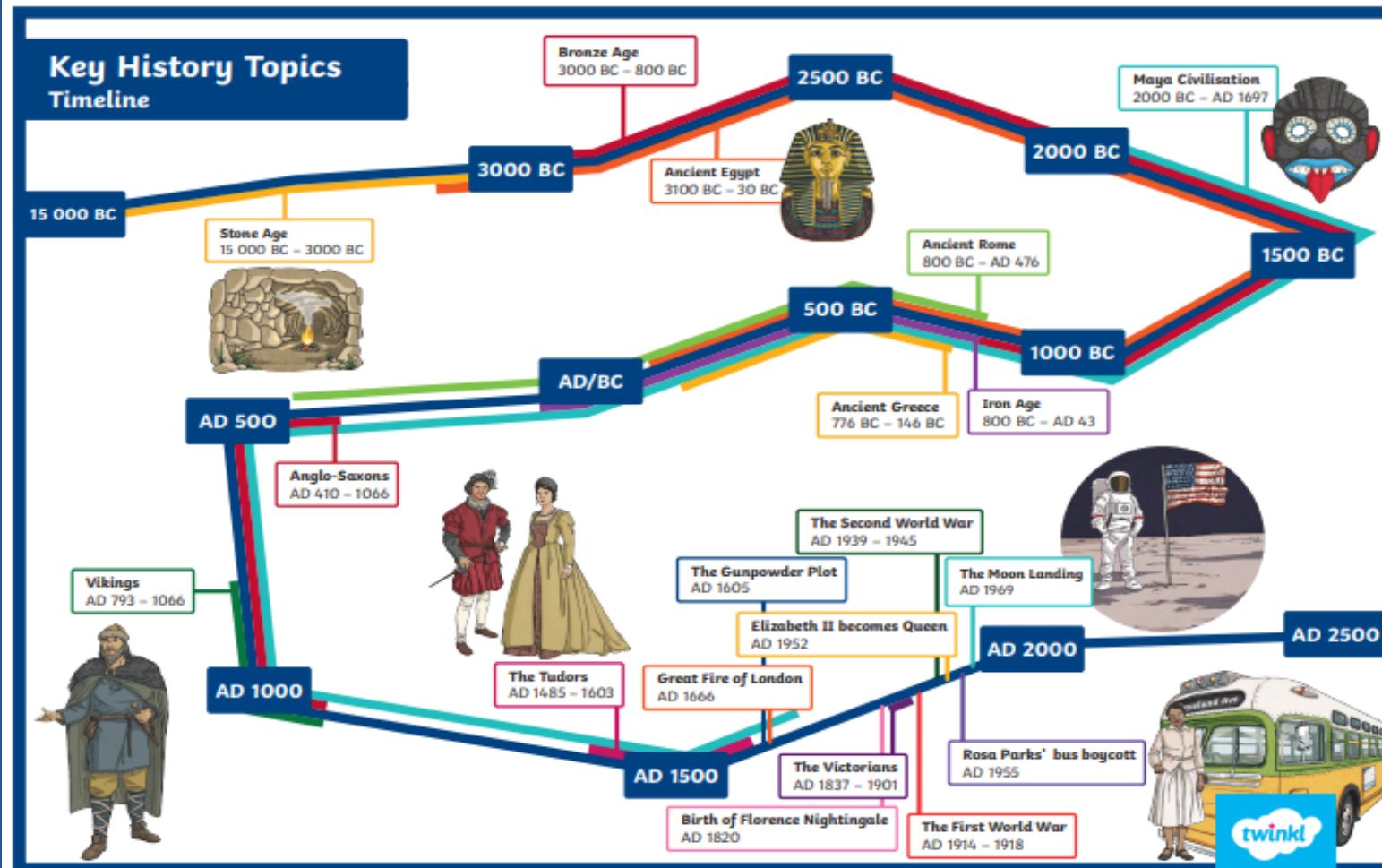


## History

In our History lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year. We want children to be curious about the past so we pose questions in each history unit.

**Substantive Knowledge:** Knowledge and 'substance' of our curriculum e.g. people, dates, features of something

**Disciplinary Concepts and Skills:** Skills our children develop how interpret the past – how do we know what we know? e.g. changes, continuation, causes, sources.



Substantive Knowledge									
<b>Time (Chronology)</b> <b>Key Questions:</b> When was this period? What other events does it fit in with? Where is it in time? What came before/after?		<b>Monarchy</b> <b>Key Questions</b> Who was the leader? What did they enforce? What was the impact of the enforcement? How did people respond? Who were significant people of that time?		<b>Conflict (Battles and War)</b> <b>Key Questions</b> Was there any conflict? Who was involved? What was the cause of the conflict? What was the impact of the conflict?		<b>Society</b> <b>Key Questions:</b> How did people used to live? Houses and homes Education Food Leisure Travel How has society changed or stayed the same? What was it like for a child?		<b>Invasion</b> <b>Key Questions:</b> Where was invaded? Why was that place invaded? How was it invaded? What impact did that have?	
Disciplinary Concepts									
<b>Constructing the Past</b>  Learning how does history 'fit' together?	<b>Sequencing the Past</b>  Chronology and understanding of time and place through history.	<b>Continuity and Change</b>  Identifying whether something has changed or stayed the same.	<b>Cause and Effect</b>  Understand that events happened to being about another event and implications of these.	<b>Significance and Interpretation</b>  Identifying what is important and that our understanding of the past comes from different sources.	<b>Historical Enquiry</b>  Providing opportunities for our children to develop their knowledge and understanding by carrying out investigations.	<b>Sources of Evidence</b>  Knowing history is made up of a variety of sources and different types of sources.	<b>Vocabulary</b>  Pupils knowing how to use vocabulary to become articulate historians.		

### Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Time/Society/Monarchy	Monarchy			Time/Society
EYFS	<b>Continuous Provision –</b> Baby Photos Different life stage small world/dolls Stories from recent history e.g. Peepo, Dogger, Once there were Giants	<b>Adult Directed Learning –</b> In this unit children will learn about steam trains and the role they played in linking places in the past. Children in EYFS will learn about Guy Fawkes Day and the events of parliament on this day.	<b>Adult Directed Learning –</b> In this unit children will learn what a King or Queen is. They will learn who is the King of England. Children will draw pictures of castles and the King.	<b>Continuous Provision –</b> Photos of parents, grandparents as children to discuss. Curiosity Cube Birthday Party Table – talk about past and present, how old were you? How old are you? How old will you be?	<b>Continuous Provision –</b> Peg line - Ordering photos from this school year. Investigation Station – items from the past	<b>Adult Directed Learning –</b> In this unit children will think about how they take photos of events and holidays now and compare this to how it was different in the past.

<p><b>Key Stage 1</b></p>		<p><b>Time/Society</b></p> <p><b>Leicestershire – Why did people used to mine coal?</b></p> <p><b>Why was/ is coal important?</b>            Pass coal around. Chn to rotate in groups around tables adding to a circle map to ascertain what children already know about mining.            Qs:  <i>What is coal?</i>  <i>What is it used for?</i>  <i>Where does it come from?</i>  <i>How do we get it?</i>            Explain that coal was used to power machinery e.g. trains, factory machines, steam ships            Teaching note: Coal is used to create heat. This heat causes water to boil which then produces steam. The pressure from the steam drives the pistons in a steam engine.</p> <p><b>Where were the pits in Leicestershire? (*Geog link*)</b>            Provide a range of maps from the 1800's in a carousel style activity with key questions. How many pits can you find on your map? Children locate as many pits and collieries as they can on their section of the map using highlighters. What is often located near to a pit of colliery?            Why do you think that is?            Why do you think there were so many pits opened in our local area?            Conclude that the Leicestershire had many pits in the 1800s and early 1900s.            Find the most local pits to us.</p> <p><b>What was life like for a miner in the past?</b>            Virtual meet a miner session. Look at artefacts.</p> <p><b>What happened in the Whitwick Colliery Disaster 19/04/1898?</b>            Give children a timeline to complete with key events in mining so far (use of coal in trains/ machinery/ expansion of pits/ closure of local mines). Now provide 1898, explain how there was a local disaster and brief summary of it. Read a newspaper statement in the days following the explosion and discuss vocabulary.            End of session Qs: How do you think the local community would have been</p>	<p><b>Time/Society</b></p> <p><b>In this unit we ask children to get curious about Florence Nightingale, who was she and why is she famous?</b></p> <p><b>How did a nurse become famous?</b></p> <p><b>When/where did Florence Nightingale live and work?</b></p> <p><b>What did she do that was special?</b>            To know about the life of Florence Nightingale (Find out about the life of a significant individual.)</p> <p><b>How did she become a nurse and why is she remembered today?</b>            To about key events during her life.</p> <p><b>How was it different for Mary Seacole?</b>            To compare the lives of different nurses - I can explain who Mary Seacole was and her contribution to nursing</p> <p><b>How did this change nursing today?</b>            To explain how Florence Nightingale improved nursing</p> <p><b>What is nursing like today?</b>            To question a nurse about their job in present day.</p>			<p><b>Time/Society</b></p> <p><b>By the Sea</b></p> <p><b>Have you ever been to Skegness?</b>            Describe using pictures what it is like today in Skegness. (How did they get there? What did they see? What did they do? What did they eat?)</p> <p><b>Did your grandparents go to Skegness?</b>            Describe using pictures and interviews what it was like for their grandparents in Skegness. (How did they get there? What did they see? What did they do? What did they eat?)</p> <p><b>How were your holidays different?</b>            Compare and contrast holidays past and present.</p> <p><b>Why have holidays changed from the past?</b>            Discuss and explore why have holidays changed from the past.</p>
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		<p>affected? How did the villagers know that something had happened?</p> <p><b>To understand where the Victorian Era sits in a timeline of history.</b> To know when coal mining in Britain was at its peak and know where this period sits compared to other times and events in British history. Understand and know what a timeline is and how it can be used. Create a history of local mining timeline.</p> <p><b>How is modern day mining different in mining in the Victorian Era?</b> Compare mining then and now, as well as daily life for families and children in the present day and in Victorian times.</p> <p><b>Was it right to send children down the mines?</b> Children's rights, Human rights, moral discussion on sending children down the mines, health issues from working down mines. Debate 'for' and 'against'.</p>				
<p><b>Lower Key Stage 2</b></p>	<p><b>Time/Monarchy/Society</b></p> <p><b>Treasure Hunters – Who was the boy behind the mask?</b></p> <p>Investigate how the Egyptian civilisation first formed. Identify and research the practices of how people lived in these times. To consider the lasting impact of the Egyptians on later societies.</p> <p><b>Who were the Egyptians?</b> <b>Identify</b> when the Ancient Egyptians were around. <b>Locate</b> where they lived.</p> <p><b>Why was the Nile so important?</b> <b>Discover</b> where the Egyptians settled. <b>Investigate</b> the uses of the Nile and <b>why</b> they decided to live there</p> <p><b>What were the 'wonderful things' that Howard discovered in 1922?</b> To <b>analyse</b> artefacts in order to <b>understand</b> more about this ancient civilisation.</p>		<p><b>Conflict/Society</b></p> <p><b>The Anglo Saxons</b> To understand that the Roman empire ended. To learn about key Anglo-Saxon invasions and settlements. We will find out about Anglo Saxon place names and village life. We will discuss the Christian conversion e.g. Lindisfarne</p> <p><b>Why did the Romans leave Britain?</b> <b>Interpret</b> both primary and secondary sources of evidence to <b>describe and explain</b> what occurred in AD 410 that contributed to the Romans abandoning Britain for ever</p> <p><b>Who were the Anglo-Saxons and why didn't they live in the towns the Romans left behind?</b> <b>Describe and explain</b> why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and <b>evaluate</b> the advantages and disadvantages</p>		<p><b>Conflict/Monarchy</b></p> <p><b>The Vikings – Why was Alfred the Great great?</b></p> <p><b>The Vikings</b> What did the Vikings want and how did Alfred stop them from getting it?</p> <p><b>What was the 'terror' that appeared in Britain on June 8th 793?</b> Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'</p> <p>Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread</p> <p><b>Who were the Vikings?</b> To know where the Vikings came from and when they invaded Britain</p> <p>Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline.</p>	<p><b>Settlement and Land Use – Why did settlers settle?</b></p>

	<p><b>How was Egyptian society structured?</b> Understand how ancient Egyptian society was structured and <b>explain</b> the role of the pharaoh.</p> <p><b>If I were a scribe in Ancient Egypt, what would my role be?</b> Investigate the role of a scribe in Ancient Egyptian society and <b>justify</b> their importance.</p> <p><b>What did the Egyptians believe about the afterlife?</b> Investigate the role of religion in Egyptian society and <b>explore</b> their beliefs about gods and the afterlife.</p>		<p>of living in this way compared with occupying the existing towns</p> <p><b>How did the lives of Anglo-Saxons change after Ethelbert met Augustine?</b> <b>Describe and explain</b> why Britain converted to Christianity following the visit of Augustine and make a <b>reasoned judgment</b> about what the message from Pope Gregory to King Ethelbert might have been</p> <p><b>How did converting to Christianity change the lives of people in Britain?</b> <b>Recognise and describe</b> some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity and <b>evaluate</b> the costs and benefits for ordinary people compared with those of lords and noblemen</p> <p><b>What does Sutton Hoo tell us about the Anglo-Saxon world?</b> <b>Identify and describe</b> the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, <b>explain</b> why they are so important to historians and, using these artefacts, <b>reach a judgment</b> as to how the burial would have been constructed and carried out</p>		<p><b>Why was the design of their longships so important to the Vikings?</b> Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain</p> <p><b>What were the two treasures that most Viking Norsemen wanted from Britain?</b> Identify and describe the distribution of those areas of Britain settled by Viking Norsemen</p> <p>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed</p> <p><b>Viking horned helmets – historical fact or myth?</b> <b>Explain</b> the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed</p> <p><b>Why is Alfred the only King or Queen of England to have 'the Great' after their name?</b> Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision.</p>	
Upper Key Stage 2	<p><b>Time/Society</b></p> <p><b>Medicine through time</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>What did families in Britain gain for the first time around 11,000 years ago?</b> To know what the term <i>life expectancy</i> means and how and why this changed over time</p>		<p><b>Time/Society</b></p> <p><b>Mayans</b></p> <p><b>Who are the Maya and where do they live?</b> Know where the Ancient Mayans fit in history.</p> <p><b>Identify, locate and describe</b> the region of the world in which Maya people live and <b>explain</b> using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like.</p> <p><b>What are the main occupations of the Maya people today?</b></p>			<p><b>Monarchy/Conflict</b></p> <p><b>War of the Roses</b> <b>Who was the king under the car park? (Local History)</b></p> <p><b>Who was Richard the 3<sup>rd</sup>?</b> To know about the life of Richard 3<sup>rd</sup>.</p> <p>• <b>How do we know about Richard the 3<sup>rd</sup>?</b> Discuss the pictures of the Rous Roll, Shakespeare's Richard III, and</p>



	<p><b>Why was life expectancy in Britain still only forty years in 1840 – 10, 840 years later!?</b></p> <p>Understand and explain why life expectancy was so low for so many years.</p> <p><b>What did people believe about what caused plague and how they could avoid catching it?</b></p> <p>To understand the cause of the Great Plague and the actions people took to cure</p> <ul style="list-style-type: none"> <li>• To describe and sequence the main milestones in the history of medicine in Britain</li> </ul> <p><b>How did Edward’s discovery result in saving more lives than any discovery in history?</b></p> <ul style="list-style-type: none"> <li>• To know about key scientists that had a significant impact (Edward Jenner)</li> </ul> <p><b>How have the biggest medical milestones of the last 250 years changed life in Britain?</b></p> <ul style="list-style-type: none"> <li>•To know about recent scientists and scientific advancements in medicine</li> <li>•Evaluate and justify which scientific advancement/invention pupils think was the most important</li> </ul>		<p><b>Identify, describe</b> and provide <b>reasons to explain</b> the occupations of modern Maya people.</p> <p><b>What did John and Frederick rediscover in 1839?</b></p> <p>Refer to primary evidence to <b>identify</b> and <b>describe</b> the lost jungle cities of the Maya and reach a <b>judgment</b> as to their purpose, <b>justifying their reasoning.</b></p> <p><b>What did the ruins of Chichen Itza tell us about the lives of ancient Maya?</b></p> <p>Understand through <b>explanation</b> the purpose of the ancient Maya city of Chichen Itza.</p> <p><b>Why do historians know so much about ancient Maya society?</b></p> <p><b>Infer</b> using <b>reasoning</b> and <b>informed judgment</b> the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – <b>justifying their conclusions</b></p> <p><b>Why was pok-a-tok more than just a ball game?</b></p> <p><b>Explain</b> the social and religious importance of the Maya ball game pok-a-tok</p> <p><b>Why did the ancient Maya leave their jungle cities?</b></p> <p><b>Evaluate</b> and synthesise a range of ideas to reach a <b>judgment</b> as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and <b>justify their conclusions</b></p>			<p>the recent archaeological dig that discovered Richard III’s skeleton.</p> <p><b>Was Richard a good king or not?</b> To deduce if Richard was a good king and explain why.</p> <p><b>When and where did the Battle of Bosworth take place?</b></p> <p><b>What events led up to the Battle of Bosworth?</b> Who was Henry Tudor? Why did he go into battle against Richard?</p> <p><b>What impact did the result of the Battle have on Britain?</b></p>
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## Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Continuous Provision –</b> Baby Photos Different life stage small world/dolls Stories from recent history e.g. Peepo, Dogger, Once there were Giants	<b>Time/Monarchy</b>  <b>Adult Directed Learning –</b> In this unit children will learn about Guy Fawkes Day and the events of parliament on this day.	<b>Continuous Provision –</b> Birthday Party Table – talk about past and present, how old were you? How old are you? How old will you be? Curiosity Cube	<b>Time/Society</b>  <b>Adult Direction Learning -</b> Children will look at dolls/toy houses through history.  <b>Continuous Provision –</b> Photos of parents, grandparents as children to discuss. Curiosity Cube	<b>Monarchy</b>  <b>Adult Directed Learning –</b> In this unit children will learn what a King or Queen is. They will learn who is the King of England. Children will draw pictures of castles and the King.	<b>Continuous Provision –</b> Peg line - Ordering photos from this school year. Investigation Station – items from the past
Key Stage 1	<b>Time/Society</b>  <b>Newtown Linford – Which is the oldest house in the village?</b>  <b>Is my house the same as yours? How does my house look different?</b> Compare images of their houses and identify similarities and differences.  <b>Which is the oldest house in the village?</b> Explore homes from the past and identify features. Look at houses in their local area – sort into chronological order from old to newer houses and give reasons for their choices.  <b>How was my grandparents’ kitchen different to mine?</b> Explore and compare kitchens from the past (living memory) to today.  <b>How long did it take to make a cup of tea?</b> Explore some advancements in technology that have impacted on our lives.	<b>Time/Society</b>  <b>London</b>  <b>How did the Great Fire of London start?</b> Describe from images reasons for the cause of the fire and why it spread so quickly. (To know what homes and cities were like in the past)  <b>What happened in London as the fire spread?</b> To order the most significant events of the Great Fire of London.  <b>How do we know about the events of the Fire of London?</b> Investigate diary entries from Samuel Pepys and use to give possible reasons for two of the most significant events in the Great Fire of London.  <b>Why did the fire spread so quickly and take so long to put out?</b> Compare and contrast the fire service then and now. Children suggest reasons why the fire too so long to extinguish.  <b>How did this change how London is today?</b> Compare and contrast London then and now and suggest some reasons for these changes.		<b>Time/Society</b>  <b>Toys – Why have some toys stayed the same and some changed?</b>  <b>Where do we go on holiday today?</b> Locate common holiday places on a world map and how people travel there.  <b>Where did people go 150 years ago?</b> Know and locate on UK maps where people used to go on holiday and explain why.  <b>How did they get there?</b> Know about the invention of the railway.  <b>What do people do on holiday?</b> Compare and contrast what people do on holidays past and present. <b>Why have holidays changed over time?</b> Compare and describe how holidays have changed over time.  <b>How will holidays change in the future?</b>	<b>Monarchy</b>  <b>Riotous Royalty – Who was Queen Victoria?</b>  <b>Who was Queen Victoria? Why do we remember her?</b>  To know who was Queen Victoria, where she fits into history and to explore her significance.	<b>Time/Society</b>  <b>Great Explorers</b>  <b>Why is Ranulph Fiennes in the Guinness World Records?</b> <b>Describe</b> the achievements of Ranulph Fiennes, the qualities he possesses and <b>give reasons</b> why he is recognised as the world’s greatest living explorer  <b>How do Amy Johnson’s achievements compare with those of Ranulph?</b> <b>Give an account</b> of the accomplishments of Amy Johnson and <b>give reasons</b> which suggest why they can be considered remarkable given the role of women in society at the time  <b>Why did Christopher Columbus sail across an unknown ocean?</b> <b>Identify</b> and <b>recognise</b> the main motives of the explorer Christopher Columbus, <b>describe</b> what he achieved and <b>give reasons</b> to help understand why he was able to accomplish what he did  <b>Why was Neil Armstrong’s small step a great leap?</b> <b>Describe</b> and <b>suggest reasons</b> to help <b>explain</b> why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did.  <b>Would you like to be a Mars explorer?</b> <b>Recognise, observe</b> and <b>suggest reasons</b> for the particular

						challenges’ explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully.
Lower Key Stage 2		<p><b>Time/Society</b></p> <p><b>The stone Age to Iron age</b> <b>How did the lives of ancient Britons change during the Stone Age?</b></p> <p>What changes have occurred through History and how do we know? Link to technology and travel through the Bronze age.</p> <p><b>When was the Stone Age?</b> Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age.</p> <p><b>Who left their footprints on the beach and what were they doing there?</b> Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today.</p> <p><b>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</b> Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age.</p> <p><b>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</b> Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required.</p>		<p><b>Invasion/Conflict</b></p> <p><b>Romans</b> <b>Why did the Romans invade Britain?</b></p> <p>We will find out about the British resistance, e.g. Boudica.</p> <p>‘the impact of technology, culture and beliefs, including early Christianity.</p> <p>We will find out about the lasting impact of the Romans on life in Britain today.</p>		<p><b>Conflict/Monarchy/Society</b></p> <p><b>The Normans</b> <b>Why did the Normans build castles?</b></p> <p><b>Why were castles so important to the Normans?</b> Why William the Conqueror decided to invade and occupy England?</p> <p><b>Why did William Duke of Normandy invade England in 1066?</b> <b>Explain</b> why William the Conqueror decided to invade and occupy England (Who should be king?)</p> <p><b>Why did William win the war?</b> <b>Identify, describe and sequence</b> the events which occurred in Normandy and Sussex on October 13<sup>th</sup> -14<sup>th</sup> 1066 (Battle of Hastings). <b>Evaluate</b> why did William win the war?</p> <p><b>What were the first Norman castles like?</b> <b>Recognise and describe</b> key features of a typical Norman Motte and Bailey castle.</p> <p><b>How did Norman castles change?</b> <b>Explain</b> how and why the design of Norman castles began to change after William gained control over most of England;</p> <p><b>Why were Norman castles so difficult to attack?</b> <b>Identify, locate, describe and explain</b> the different parts of a Norman castle keep; <b>Describe and explain</b> why the Normans built castles (why was it so difficult for the Anglo Saxons to successfully attack a Norman castle?)</p> <p><b>What was life like inside a Norman castle?</b></p>

		<p><b>Why was the Red Lady of Paviland so important?</b> Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence).</p> <p><b>How were people living in Britain at the end of the Stone Age compared with the beginning?</b> Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.</p>				<p><b>Recognise and explain</b> how the lives of children in Norman England were very different depending on the section of society to which they belonged – nobility and commoners.</p> <p><b>Why do so many people visit Norman castles today?</b> <b>Explain and reach a judgement</b> as to why the remains of Norman castles in modern Britain attract millions of visitors and tourists a year.</p>
Upper Key Stage 2	<p><b>Time/Society/Monarchy</b></p> <p><b>Revolution The Victorians Why did Britain once rule the largest empire the world has ever seen?</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Why was it said the sun never set on the British Empire?</b> To identify and describe the extent of the British Empire</p> <p><b>When was the Victorian era and who was Queen Victoria?</b> To understand what is an empire and explain what it meant to be a colony</p> <p>To locate on a map countries that were in the British Empire by the end of Queen Victoria's reign</p> <p><b>Why did Britain built an empire around the world?</b> To describe and explain reasons why Britain wanted and empire. Evaluate and justify those factors and consider which were the most important</p>		<p><b>Invasion/Conflict</b></p> <p><b>Why was winning the Battle of Britain in 1940 so important?</b></p> <p>We will explore the events of WW2 through the life of a local Fighter Pilot and investigate the significance of the Battle of Britain.</p> <p><b>How serious was the risk of invasion by Nazi Germany in June 1940?</b> To know and why when the war started To know and locate which countries were involved at the start of WW2 and which key individuals</p> <p><b>Why was Britain invaded?</b> Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion.</p> <p><b>What was the Battle of Britain?</b> Know and record key facts and order events on a timeline</p> <p><b>Why did Hitler decide to fight in the sky and not in the sea?</b> Interpret evidence (compare the Royal Navy to the Kriegsmarine and the planes each side had) to explain and justify why Hitler fought by air</p>		<p><b>Time/Society</b></p> <p><b>Who Were the Greeks?</b></p> <p><b>The story of the Trojan Horse: historical fact, legend or classical myth?</b> We will study how people lived in Ancient Greece: Houses &amp; homes, rule, education, work &amp; leisure. We will explore the use of music, art and theatre to express aspects of Ancient Greek Culture. We will explore the legacy of this culture in modern society.</p> <p><b>When was 'Ancient Greece?'</b></p> <p><b>How did the lives of people in Ancient Greece compare with ours today?</b> To describe some key features of the everyday lives of people, including understanding some of the differences between the lives of men and women, in ancient Greece</p> <p><b>How do we know about the lives of people in Ancient Greece?</b> To use a range of sources to explain how they know how people lived.</p>	



	<p><b>Why has the British Empire disappeared?</b> Reach a conclusion about why the British Empire has gone.</p> <p><b>What happened in Britian in 1982?</b> Use a range of sources to evaluate the cause and effect of the Falkland war and reach a judgement about the actions taken by Britain, justifying their views.</p> <p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p>		<p><b>How did people stay safe during the war?</b> Investigate what precautions people took during the war to stay safe, e.g. Painting over road signs, Blackouts, painting white stripes on roads, gas masks, home guard etc</p> <p><b>Why did Britain win the Battle of Britain?</b> Identify, describe, explain and evaluate the importance of factors which contributed to Britain winning the Battle of Britain in 1940. Mak a judgement as to which they feel were the most significant</p>		<p><b>What is the story of the Trojan Horse?</b> To describe and explain the main events in the siege of the city of Troy.</p> <p><b>What evidence exists to authenticate the story of the Trojan Horse?</b> To evaluate and critique visual, written and archaeological evidence which exists regarding the Trojan Horse. Use this evidence to formulate conclusions.</p> <p><b>What other explanations could there be for the origin of the story of the Trojan Horse?</b> Reach a conclusion and make a judgement regarding whether the story of the Trojan Horse is fact, legend or myth and justify their decision To identify a range of different impacts of Alexander the Great's Empire.</p>	
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