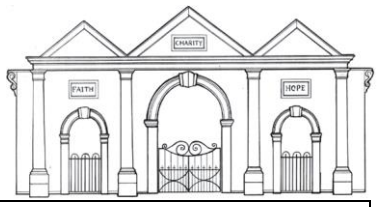
History: Organisational Structure

Class				
Bumblebee class YR. R/1	Who do you think you are?	Victorians	Jurassic World	The Great Fire of London
Hedgehog class Yr. 2/3	The Romans	Anglo Saxon & King Edmund / West Stow	Significant Individuals	Stone Age – Iron Age
Barn Owl class Yr. 4/5	Vikings & Local History	World War Two	Ancient Greece	The Mayans
Otter class Yr. 6	The Shang Dynasty	The History of Civil Rights		

Bumblebee Class

Title	**Who do you think you are?**
Overview	The aim of this unit is to study significant changes within children's living memory focusing on themselves and family. Within this unit we will also link to changes beyond their living memory to allow children to observe further changes and make more comparisons. Children will be using common words and phrases relating to the passing of time. Children will ask and answer questions to demonstrate understanding. EYFS ➢ To talk about the lives of people around them and their roles in society ➢ To know some similarities and differences between things in the past and now by drawing on their own experiences
Vocabulary	old, new, young, days, months, family tree, grandparents, the same, different
Key Learning Objectives	➢ To understand how they and their family have changed ➢ To tell the difference between the past and present in their own and other people's lives. ➢ To create a personal chronological framework ➢ To identify similarities and differences between ways of life from different periods. ➢ To recall stories and memories from the past ➢ To know about significant changes to our national life (for example the change in monarchy).
Suggested Learning Experiences	➢ Complete a family tree ➢ Talk about how we have changed from babies to now ➢ Linked 'Show and Tell' focus sessions ➢ Display of children when they were babies ➢ Use pictures and artefacts to support children in being able to talk about and describe differences between themselves now and from the past. ➢ Discuss changes beyond their living memory (parents and grandparents – toys and homes) ➢ Children to draw examples of them as a baby and now to show how they have changed. Children to use photos of them in the past and now and be able to write a sentence to explain how they have changed.



Title	**Victorians**
Overview	To aim of this unit is for the children to know that life wasn't the same and to understand how life has changed over the last 100 years. We will focus on what was life was like for children of the same age as them; what Queen Victoria was like and the significant things that happened when she was Queen. EYFS (New Curriculum) ➢ To know some similarities and differences between things in the past and now ➢ To recall important narratives, characters and figures from the past and encountered in books read in class.
Vocabulary	Monarch past Victorian slate and chalk factory rich Era whip and top washboard poor Cane Penny Black poverty workhouse Mining Dunce hat mangle orphan
Key Learning Objectives	➢ To know some ways to find out about the past ➢ To know who the Victorians were ➢ To learn about Queen Victoria ➢ To compare Victorian toys to our own ➢ To know about the lives of Victoria Children – work / school ➢ To compare and describe the differences between the lives of rich and poor. ➢ To compare our homes with Victorian homes ➢ To learn about how transport changed during the Victorian times ➢ To compare our Christmas traditions to Victorians Christmas traditions.
Suggested Learning Experiences	➢ Children to use pictures, artefacts, diaries, fact files to describe the differences between now and then and to describe this past era. ➢ Trip to Gressenhall Museum ➢ Give children the opportunity to decide which sources would be best to use to find out how these such as homes, schools, transport, building, clothes etc have changed. ➢ Ask questions such as 'How did people…, What was it like… 'What did people do for…, 'How long ago…' ➢ Victorian dress up day! Children to experience what life was like in school for Victorian children. ➢ Children to compare Victorian toys to their own. ➢ Play some of the Victorian games on the playground. ➢ Job adverts for Victorian jobs ➢ Compare and contrast Victorian and modern- day school life. Write a diary entry about your school day. ➢ Draw and label a Victorian kitchen. ➢ Timeline of Victorian transport changing. ➢ Children make a Christmas cracker / card

Title	**Jurassic World**
Overview	The aim of this unit is to look at the significant past time period of the 'Jurassic World'. Children will understand some of the ways in which we find out about the past and the way that this is represented. Children will be using common words and phrases relating to the passing of time. Throughout this unit children will ask and answer questions to demonstrate understanding. EYFS (New Curriculum) ➢ To know some similarities and differences between things in the past and now ➢ To recall important narratives, characters and figures from the past and encountered in books read in class.
Vocabulary	old, years, extinct, dinosaurs, meteor, fossil, scales, dinosaur names, herbivore, carnivore
Key Learning Objectives	➢ To know when dinosaurs existed ➢ To be able to name dinosaurs and know their characteristics ➢ To know that fossils prove the existence of dinosaurs ➢ To know when dinosaurs became extinct ➢ To know why dinosaurs became extinct ➢ To know who William Walker/Mary Anning is ➢ To know about the discoveries that William Walker/ Mary Anning made
Suggested Learning Experiences	➢ Dinosaur Park ➢ Create an information leaflet ➢ Dinosaur Dig ➢ Truth or myth bones activity ➢ Use pictures and artefacts to help children understand this period in history and how we can use these to help us find out about what happened in the past.

Title	**The Great Fire of London**
Overview	The aim of this unit is to study a significant event beyond living memory. Children will understand the key features of this event using a range of sources. Children will also learn about the significant individuals of 'Samuel Pepys' and 'Christopher Wren'. Children will be using common words and phrases relating to the passing of time. Children will ask and answer questions to demonstrate understanding. EYFS (New Curriculum) ➢ To know some similarities and differences between things in the past and now ➢ To recall important narratives, characters and figures from the past and encountered in books read in class.
Vocabulary	old, fire, diary, smoke, Tudor, London, baker, bread, oven, fireman, leather bucket, narrow, burning, river, water, new, rebuilt
Key Learning Objectives	➢ To know the significant event of the GFOL ➢ To use sources such as pictures to try to answer questions about the past. ➢ To use sources such as pictures to find out about the past. ➢ To sequence key features of this event ➢ To verbally talk about / re-tell the events / story of the Great Fire of London ➢ To understand the causes of the GFOL ➢ To understand how and why the fire spread ➢ To learn how the Great Fire was fought ➢ To know about the rebuilding of London
Suggested Learning Experiences	➢ Watch the 'Magic Grandad' Clip - https://www.youtube.com/watch?v=VarSSAwiimU ➢ Watch the animated clip of London in the past - https://www.literacyshed.com/puddinglane.html ➢ Use pictures of houses from then and now and talk about the differences and similarities between homes then and now. ➢ Build a Tudor Home ➢ Set up a 1666 London Scene and recreate the GFOL ➢ Children to demonstrate their knowledge and understanding through role playing the event, drawing pictures of what happened, being able to talk about this event and writing about what happened as a story.

Hedgehog Class

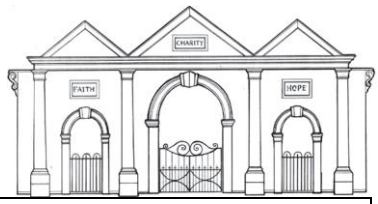
Title	**The Romans**
Overview	*The overall aim of this unit is for the children to know about the Roman Empire and the impact that it had on Britain. We will focus on three main areas; When and why the Romans invaded; Did Britain resist or welcome them? And What influence and impact did the Romans have on Britain then and now?*
Vocabulary	Invasion, empire, Julius Caesar, Claudius, resistance, Boudicca, tribe, Iceni, Celts, slaves, minerals, armour, javelin (pilum), cavalry, legion, legionaries, forts and road, Hadrian's Wall, Fishbourbe Palace, baths, toga, gladiators, tax, Latin, calendar, gods, artefact, sources. BC AD century decade
Key Learning Objectives	➢ To know who the Romans were and when they invaded Britain. ➢ To know the chronology of when the Romans invaded Britain. ➢ To know why some tribes welcomed the Romans and others did not. ➢ To know who Boudicca was and why we remember her. ➢ To consider what Boudicca looked like and why we have different views of the same person. To assess sources for accuracy and bias. ➢ To know why the Roman army was successful. ➢ To know how the Roman way of life contrasted with the Celtic lifestyle? ➢ To understand how our lives have been influenced by the Romans who lived here 2000 years ago.
Suggested Learning Experiences	*Refer to Keystage History and History Association for planning and resources.* ➢ Use maps to compare and contrast the Roman Empire. ➢ To know the story of Caesar and Claudius invasion, children to act as advisors to these leaders. For and against reasons to invade. ➢ To know and sequence the story of Boudicca – role play, retell the story. ➢ To know the requirements of being in the Roman army – job advert. ➢ Children to explore the emergence of towns and villas in countryside using clues. ➢ Children to find out about Roman entertainment and culture. ➢ Roman day

Title	**Anglo Saxons & Kind Edmund**
Overview	*The aim of this unit is to understand who the Anglo Saxons and Scots were. We will examine why, where and when they invaded and settled in Britain and link our learning back to the end of the Roman Empire. We will then focus on understanding what life was like in an Anglo Saxon village and the culture and beliefs Anglo Saxons had and how these changed. We will learn why the Anglo Saxons are significant to our own locality and study the legend of King Edmund.*
Vocabulary	BC AD century, decade, invaders, settlers, kingdoms, artefacts, sources, archaeologist, Monk, Monastery, Christianity, Picts, Scots, Jute leaders, Bede, Gildas, Hengist and Horsa, King Ethlebert, St Augstine and Vortigen, convert, Angles, Saxons, Anglo Saxons, Scots, thatched, firebox, weaving house, livestock, high boundary, water sources, livestock, Hoxne.
Key Learning Objectives	➢ To know the impact of the Romans leaving Britain. ➢ To know who the Scots and Anglo Saxons were and where they came from. ➢ To know why, where and when the Anglo Saxons and Scots invaded and then settled in Britain. How do we know where they settled? ➢ To know and locate the Anglo Saxon Kingdoms and to how they influenced place names in Britain. ➢ To know use artefacts and sources to learn about village life. ➢ To use artefacts and sources and explain what they tell us about Anglo Saxon culture. ➢ To understand how the lives of Anglo Saxons changed when Christianity came to Britain. ➢ To compare life as a Roman and life as an Anglo Saxon. ➢ To know the significance of West Stow in out locality. ➢ To know the story and legend of King Edmund and his links to Hoxne and Bury St Edmunds.
Suggested Learning Experiences	➢ Visit to West Stow Anglo Saxon Village ➢ Timeline of the Romans, Anglo Saxons (add Vikings towards the end of unit) ➢ Identify on maps where the Scots and Anglo Saxons originated. ➢ Create a map of an Anglo Saxon village ➢ Use maps to locate Kingdoms and place names influenced by the Anglo Saxons. ➢ To know about key people; Bede, Gildas, Hengist and Horsa, King Ethlebert, St Augstine and Vortigen. ➢ Ask and answer questions to find out about the Anglo Saxons and Scots. ➢ Compare the accuracy of sources. ➢ Use a venn diagram to compare Roman and Anglo Saxon Life.

Title	**Significant Individuals**
Overview	*The aim of this unit is for the children to learn about a range of significant male and female individuals who have had had an impact to national and / or international life. The children will find out about each individual and their achievement and impact. The children will use sources of evidence to help them answer questions. They will finally consider who they believe was the most significant individual and explain their reasons why, supported by evidence from their learning.*
Vocabulary	past, present, recently, before, after, now, then, later – time words relating to chronological order, explorer, voyage, crew, navigate, pilot, solo, mystery, braille, visual impairment, Crimean war, battlefield, sanitation, nursing, soldiers, printing press, world wide web, invent
Key Learning Objectives	➢ To know who Christopher Columbus and how and when he discovered America. ➢ To know the significance of Amy Johnson and her achievement. ➢ To know who Louis Braille was and how he impacted on the lives of those with visual impairments. ➢ To know who Mary Seacole was and why she was an inspiring individual. ➢ To know who Florence Nightingale was and the impact she had on nursing. ➢ To know about individuals who have contributed to the way we communicate – Caxton, Bell, Tim Berners Lee.
Suggested Learning Experiences	➢ Have a range of photos and any other sources of information we can find to show the children the ways in which we can find out about the past. Include items which wouldn't help. ➢ Children to create a timeline to add each individuals' achievement. ➢ Children to create a fact file book to include key facts about each individual. ➢ Children to decide who they think was the most significant individual and explain why. ➢ Children to use hot seating to put themselves in the role of a significant person. ➢ Children to ask and answer questions.

Title	**The Stone Age to The Iron Age**
Overview	*The aim of this unit is for the children to understand what prehistoric life was like in Britain and to know understand how we need to rely on archaeological findings to tell us about this time period. The children will learn about the three main periods during the Stone Age and then move onto learning how life changed during the Bronze age and Iron Age. The children will use key archaeological findings and case studies to support their understanding.*
Vocabulary	Stone Age, Paeolithic, Mesolithic, Neolithic, Nomads, Hunter, Gatherer, shelter, forager, tribe, settlement, weapons, tools, spear, sickle, club, flint, axe, antler, roundhouse, farming, agriculture, carvings, cave painting, artefact, archaeology, Skara Brea, Stonehenge, BC, AD.
Key Learning Objectives	➢ Hook – start off with a picture (artist impression) ask the children what they can learn from this period of time, just from this picture? ➢ Understand that pre-history occurred before historical records were kept – so how do we know about this period of time? ➢ Pupils understand that Britain was once covered in ice. *Cresswell Crags is an Ice Age site, showing life from 55,000 to 10,000 years ago.* ➢ To know the chronology of the periods in the Stone Age (Palaeolithic, Mesolithic, Neolithic) occurred over many thousands of years. ➢ To know about what it was like living in the Stone Age – case study of Star Carr (Yorkshire) Mesolithic Period. ➢ To know the story of Skara Brae (Neolithic) and what this tells us about how people lived during this time. ➢ To recognise the changes from the Mesolithic period to the Neolithic period (settlers and famers) ➢ To identify the changes from the Stone Age to the Bronze Age (religion, technology and travel). ➢ To explore how and why Stonehenge was built. ➢ To understand how life changed in the Iron Age – Case Study – Danebury Hill Fort and Maiden Castle. ➢ To identify the key changes during these three key periods (stone, bronze and iron age) and to decide what was the most significant change and why?
Suggested Learning Experiences	➢ Visit from 'Portals to the Past' to have a Stone Age to Iron Age day. ➢ Creating visual timelines of the three time periods ➢ Use pictures / images to answer question ➢ Learn about Cheddar Man

Barn Owl Class



Title	**A Local Study of Sutton Hoo & The Battle for Britain – Saxons and Vikings**
Overview	*This unit will progress from the unit on the Anglo Saxon and Scots. We will begin with a local study of Sutton Hoo and learn about the story and the discoveries made at this site. We will then move on to learn about who the Vikings were, where they came from and why they invaded Britain. The children will learn about their raids and the struggle for the Kingdom of England they had with the Anglo Saxons. The children will also discover that views on the Vikings may have developed and will understand that they were traders as well as raiders. The children will finish this unit by learning about the death of Edward the Confessor and the end to the era.*
Vocabulary	AD, BC, Sutton Hoo, Scandinavia, Norway, Sweden, Denmark, invasion/invade, raid, archaeology, warriors, long boats, trade, Lindisfarne, monasteries, treasure, settle, Danegeld, resistance, King Alfred, Alfred the Great, Danelaw, Treaty, Guthrum, Anthelstan (First true King of England), King Cnute, Unify, Saga, Jorvik, laws, justice,
Key Learning Objectives	**Local Study** – study the site of Sutton Hoo and its significance. ➢ To know what life was like in Britain before the Vikings invaded. ➢ To know the story of the discovery made at Sutton Hoo by owner Edith Pretty and local archaeologist, Basil Brown (lived in Rickinghall, a nearby village) ➢ To understand the significance of this site and the objects found. ➢ Visit to Sutton Hoo **Viking Invasion** ➢ To know the Chronology of this era. ➢ To know who the Vikings were and where they invaded Britain from. What opinion / impression do we have of the Vikings? Use images – is this fair? ➢ To understand how we know about the Vikings. ➢ To know about the Viking invasion and raids and where else they travelled (North America, Russia, Lapland, Mediterranean and Iraq). ➢ To know how the Vikings travelled. ➢ To know the events of their first raid at Lindisfarne and discuss the different opinions. ➢ To know about further Vikings raids and invasions (Northumbria, East Anglia, parts of Mercia) and the significance of Danegeld. ➢ To know where the Vikings began to settle. ➢ To understand how recent excavations have developed our view on the Vikings (Finds at Jorvik) and to understand that the Vikings were traders as well as raiders. **Anglo Saxon Resistance** ➢ To understand why King Alfred became known as 'Alfred the Great' ➢ To know about Anglo Saxon laws and justice. ➢ To know how the Vikings and Saxon ruled in Britain – Treaty with Guthrum - King Alfred and Danelaw ➢ To understand how King Cnute (king of England and Denmark) tried to unite Scandinavia and Britain. **End of the era** ➢ To understand the death of Edward the Confessor led to the end of the Anglo Saxon and Viking era in 1066.
Suggested Learning Experiences	➢ Visit to Sutton Hoo ➢ Create a timeline of events of the Anglo Saxon and Viking era. Order events ➢ To use sources to understand how history can be interpreted in different ways. ➢ Have debates for and against e.g. the raid on Lindisfarne , traders or raiders? ➢ Use maps to understand where the Vikings invaded and settled.

Title	**World War Two and The Battle of Britain.**
Overview	*The main aim of this unit is for the children to understand what the Battle of Britain was and how and why this was a key turning point in British history. Leading up to this, the children will learn about World War Two, the events leading up to and then during the war and the impact this had on life in Britain. The children will develop an understanding of the reliability of sources and also understand how propaganda was used.*
Vocabulary	Time line, century, decade, primary and secondary sources, reliable sources, 19th, 20th and 21st century, BC, AD, Hitler, Churchill, Blitz, Battle of Britain, Luftwaffe, Air Force (RAF), English Channel, defence, Spitfire, Hawker Hurricane, Messerschmitt BF 109, Operation Sea Lion Invasion, blackout, air raid siren, rationing, evacuee, Anderson shelter, Morison shelter, mass air raid shelter, propaganda.
Key Learning Objectives	➢ To understand when WW2 took place and compare these to other eras using key vocabulary (century, decade, BC, AD) and in the context of centuries and other eras from the 19th (Victorian), 20th (WW2) and 21st century (2001 – present day). ➢ To understand the causes and consequences for WW2 and place some key events in chronological order. ➢ To understand the experiences of children during evacuation and the experiences of people who were not evacuated ➢ To understand of how people protecting themselves during the Blitz (including blackouts and shelters) ➢ To understand why rationing was introduced and that it was a major change for the people of Britain. ➢ To know about the Sea Lion Invasion and how this led to the Battle of Britain. ➢ To understand the significance of the RAF during the Battle of Britain. ➢ To understand why and how the Battle of Britain was a turning point for Britain to succeed over Germany. ➢ To understand how propaganda posters were used to represent ideas and to persuade others. ➢ L.O. To evaluate and consider different versions of the same event and to understand why there could be different accounts.
Suggested Learning Experiences	➢ To understand the difference between primary and secondary sources and to choose the most reliable sources to answer questions. ➢ Drawing and labelling a variety of diagrams of bomb shelters. ➢ Exploration of primary resources and recounts of life during the blitz. ➢ Explore propaganda posters and make their own. ➢ Provide children the opportunities to discuss and choose the most appropriate ways to present information.

Title	**Ancient Greece**
Overview	*The aim of this unit is for the children to gain an understanding of what life was like in Ancient Greece. They will study a range of sources and think about what we can learn from them. The children will study Greek life, as well as the achievements of the Ancient Greeks. They will learn about the influence that the Ancient Greeks had on the western world.*
Vocabulary	Artefact, BC/AD, chronological, empire, civilisation, Minoans, Mycenaean, Archaic Period, Classical Greece, Hellenistic Period, democracy, Athens/Athenians, Sparta/Spartans, Persian Empire, Pheidippides, trading, legacy
Key Learning Objectives	➢ To know where and when the Ancient Greek civilisation existed and compare this to other key historical time periods. ➢ To order key events on a timeline ➢ To understand what an empire is and how the Ancient Greek empire was established ➢ To understand what life was like in Ancient Greece ➢ To make comparisons between life Ancient Greece and life as a Roman ➢ To explain the impact that the Ancient Greek empire had on the rest of the world ➢ To evaluate the usefulness and accurateness of a source and can select the most appropriate sources of evidence to use for different tasks. ➢ To show an understanding that past has been represented and interpreted in different way and to suggest how and why this happens.
Suggested Learning Experiences	➢ Order key events on a timeline ➢ Ancient Greece workshop to teach about what life was like ➢ Writing opportunities about daily life – diary entry/story/non-chronological report ➢ Compare life in Ancient Greece and life as a Roman ➢ Research an achievement of the Greeks (alphabet, geometry/Pythagoras, Olympics etc.) and how it has impacted the rest of the world. ➢ Selects the most appropriate source of evidence for different tasks and to form their own opinion about key events. ➢ Present information in the most appropriate way and can use a variety of ways to present information.

Title	**The Mayans**
Overview	*The aim of this unit is to extend the children's knowledge of other civilisations outside of Britain and Europe. The children will learn about who the Mayans were and when and where they lived. They will compare this to other periods in history. The children will develop an understanding of the significant achievements made by the Mayans. They will learn about the culture of Mayan life and will debate the theories on why the Mayan civilisation declined.*
Vocabulary	BC, AD, Archaeology, Maya, civilisation, Guatemala, Preclassic, Classic Period, Postclassic, Spanish invasion, rainforest, maize, slash and burn technique, irrigate, architecture, temple, pyramids, Palenque, Uxmal, Copan, Tikal and Chichen Itza, advanced, hieroglyphs, sacrifice, priest, rituals, gods, cacao, maize, carving.
Key Learning Objectives	➢ To understand and compare how the Mayan empire relates to the chronology of other historical periods (Stone - Iron Age, Romans/Saxons/Vikings) ➢ To know who the Mayans were, where and when they lived. ➢ To develop a timeline of the Mayan period. ➢ To understand how we know the Mayan civilisation existed. ➢ To understand how the difficulties of sustaining a civilization in rainforest environment. ➢ To understand the range of Mayan achievements (mathematics, system of writing, calendar system and architecture) ➢ To know what the Mayans were like at the peak of their civilisation. ➢ To know about Mayan religious beliefs, ceremonies and rituals. To appreciate that over 1000 years ago moral values were very different, including in England *(NB – Sensitive area - includes human sacrifice, restrict the images viewed and detail given).* ➢ To understand why we study the Mayan empire. ➢ To know the differing opinions historians have on why and how the Mayan civilisation declined and to debate which theory they agree with. ➢ To understand how this civilisation contrasts with British history.
Suggested Learning Experiences	➢ Workshop with Dr Diane / other visits ➢ Use a timeline to show the overview of when the Mayans existed compared to other historical periods. ➢ Have a simple a timeline of Mayan period and add to this throughout the unit. ➢ Use pictures for the children to appreciate how difficult it would be live in the jungle environment. ➢ Children to have mystery objects (or pictures of these) and to use historical enquiry and interpretation skills to make deductions about the purpose of an object. ➢ To compare this civilisation with another period of British history previously taught.

Otter Class

Title	**Ancient China - The Shang Dynasty**
Overview	*The aim of studying this period is to understand the achievements of an early civilisations outside of Britain. This unit will focus on understanding how, where and when the Shang Dynasty originated; the life of people living in during this time period, their achievements and how we know this. We will compare this time period to others at the same time, understand the significance of Lady Fu Hao and finally understand how and why the Shang Dynasty came to an end.*
Vocabulary	BC, AD, Ancient China, Shang, emperor, Tang, King Di Xin (Emperor Zhou), Lady Fu Hao, dynasty, Yellow River, oracle bones, craftsmanship, society, nobles, Priests, warriors, craftsman, traders, farmers, slaves, military leaders, religion, customs, tomb, trade, bronze, jade, beliefs, Shangdi, ceremonies, primary and secondary sources, artefact, archaeology.
Key Learning Objectives	➢ To know where and when the Shang Dynasty existed. ➢ To compare and relate this era to other significant historical periods. ➢ To develop a chronological understanding of the events during the Shang Dynasty. ➢ To understand how we know about the Shang Dynasty ➢ To know how the Shang Dynasty began. ➢ To know who Fu Hao was and why she was significant. ➢ What can we learn about the items found in Fu Hao's tomb? ➢ To know what life was like during the Shang Dynasty and to know what people believed in. ➢ To know the accomplishments of the Shang Dynasty (see below) ➢ To understand how society was organised and ruled (Royal family – Kings & Nobles, Priests and warriors, craftsman, traders, farmers, slaves. ➢ To explore how the Shang were similar and different to others at the same time (Bronze age, Mayans, Ancient Egypt). ➢ To know how the Shang Dynasty came to an end.
Suggested Learning Experiences	➢ Locate China and where the Shang Dynasty existed on a map ➢ To know the accomplishments included use of bronze, crafting weapons and chariots, importance of weaponry in defending an empire, astronomical discoveries – charting constellations and measuring a year and early writing systems. ➢ Analyse and learn from real Shang artefacts presented in activities from the website of the British Museum ➢ Create timelines to demonstrate chronological understanding of this period.

Title	**The History of Civil Rights**
Overview	*The aim of this unit is to develop an understanding of the history of the Civil Rights movements. The children develop a chronological awareness of these key events of world history. They will understand how three significant figures within history (Martin Luther-King, Rosa Parks and Nelson Mandela) fought for change and the impact that they had on the lives of others.*
Vocabulary	Slavery, segregation, racism, equality, African-American, Civil Rights Movement, Martin Luther-King, Rosa Parks, Montgomery Bus Boycott, protest, strike, Nelson Mandela, social, political, cultural
Key Learning Objectives	➢ To understand when the Civil Rights Movement occurred was compared to other key periods such as Victorians, BD and AD and today. ➢ To understand how African Americans were treated differently in America ➢ To know who Martin Luther-King was and what he did to fight for change ➢ To know who Rosa Parks was and why she is a significant historical figure ➢ To understand the effect that the Civil Rights movements had on people in America ➢ To understand the main changes in this period of time, to give reasons for these changes supported by evidence. ➢ To know who Nelson Mandela was and why he is a significant historical figure ➢ To know why Nelson Mandela wanted to fight for change ➢ To understand the effect that Nelson Mandela had on the lives of people in South Africa ➢ To be able to describe this change in history and how these changes have effected life today. ➢ To know that some evidence is propaganda, opinion or misinformation and how this affects interpretations of history. ➢ To form own opinions about this historical event referring to a range of sources.
Suggested Learning Experiences	➢ Order key events of world history on a timeline ➢ Learn about what life was like for African Americans before the Civil Rights movements began ➢ Create non-chronological report about Martin Luther-King (research project to gather information) ➢ Make comparisons between life in America before and after Martin Luther-King ➢ Learn about Rosa Parks and the 1955 Bus Boycott (newspaper report) ➢ Make comparisons between life in America and South Africa ➢ Learn about Nelson Mandela – create non-chronological report about his life and the impact he had on people's lives in South Africa. ➢ Selects the most appropriate source of evidence for different tasks and to form their own opinion about key events. ➢ Present information in the most appropriate way and can use a variety of ways to present information.