

Our Lady Star of the Sea History Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Royal Family	The Wright Brothers	Changes in Britain from the Stone Age to the Iron Age	Egyptians	The Ancient Greeks	The Changing Power of Monarchs
Neil Armstrong	Florence Nightingale	The Roman Empire and its impact on Britain (The Celts)	Anglo Saxons	Social History Crime and Punishments 1066 to present day	
Great Fire of London	St Anne's Lifeboat Disaster		Vikings	Early Islamic Civilisation - Baghdad 900 /	Local History Study - Fylde coast
Remembrance Day					

KEY: The eight areas of Historical Study

Key Stage One:

Living memory	Beyond living memory	Lives of significant individuals	Significant historical events, people and places in their own locality
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Key Stage Two:

British History	British History theme	Early civilisations	Non European
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Please note: This is a whole school overview of History. See teacher's curriculum maps (class pages on the Website) for more detail about and cross curricular links and how the learning is spaced.

Knowledge and Skills with direct reference to:

Progression in History under the 2014 NC-guide for schools, J. Byrom.

History can be split into two key areas of learning: “content” and “skills”– as identified in the “History Associations NC guidance”. These two words could be misunderstood if not carefully considered in the context of teaching history. Here at Our Lady’s we identify content as “historical knowledge” and skills as a complex variety of processes which include research and communicating findings. Alongside these key skills are the “secondary order concepts” of: change, continuity, causation, consequence, similarity, difference and significance. Growing as a historian requires all aspects of the subject to be developed together. It is not enough for pupils to work their way through materials– something bigger has to happen.

To ensure that we build knowledge we must consider how we bring the historical knowledge and the skills together when planning. To do this we have adopted the “sandwich*”: Knowledge and understanding “sandwiched” between historical enquiry and communication.

Historical enquiry

Knowledge of:

- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretation
- Cause
- Change
- Similarity/difference
- Significance

Communication

* the sandwich model

Historical Schema

A historical schema organises knowledge into learned units, in a meaningful way. At Our Lady’s, the cumulative nature of the learning develops historical schemas in long term memory, allowing the children to refer to prior knowledge and build upon it. From EYFS through to KS1, children begin learning about significant events within living memory and their own locality. In KS2, their learning begins at the Stone Age and follows on chronologically. The children are taught about the past in this ‘order’, to encourage cumulative sufficiency and a coherent chronological understanding.

Progression of Historical Knowledge and Skills

Progression in history involves developing historical perspective through: wider and more detailed chronologically secure knowledge; sharper methods of enquiry and communication; deeper understanding of more complex issue and of abstract ideas; closer integration of history’s key concepts and greater independence in applying all these qualities. The following pages give an overview of how historical knowledge and skills are built upon at Our Lady Star of the Sea.

EYFS — History

Understanding of the World

- **Past and Present**
- **People, Culture and Communities**



Building our understanding of the past and present on solid foundations.

Children are introduced to chronology through a visual timetables and a class timeline of significant events.

Children talk about past and present events in their own lives and in the lives of family members.

Children know that things exist, even when out of sight. They will recognise some numerals of personal significance, such as their birthday and place numbers in order to build sequencing skills.

Children talk about members of their family and community. During dedicated talking time, they name and describe people who are familiar to them and comment on images of familiar situations in the past.

Children measure short periods of time using sand timers and can identify and describe patterns in daily routines.

Children reflect on events they have done in the year and give their interpretation of what they enjoyed. Children listen to other's opinions and recognise that people can have different feelings and memories of the same event.

Children can ask and answer appropriately. During show and tell, children are encouraged to answer questions that develop their understanding of 'past and present'.

Children develop their understanding of changes over time, by talking about the immediate past and future, using language such as before, later and sooner.

Children are enriched with a range of nonfiction texts and a wide range of fiction books with historical settings. They compare and contrast characters from stories, including figures from the past.

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 1

Historical Enquiry			
The Royal Family	Neil Armstrong	The Great Fire of London	Mini Topic - Remembrance
<p>What does it mean to be a monarch? Who is Queen Elizabeth II? Who will be the next monarch? What is a significant event? What happens at a King/Queen's coronation? How is Queen Victoria similar/different to Queen Elizabeth II?</p>	<p>Has man ever been to the moon and how can we know for sure? How were the astronauts able to get there and back safely? What did they do when they got to the Moon and how do we know? Why did the astronauts risk their lives to go to the moon? Does everyone agree that we should continue to send people to the Moon? How should we commemorate this great achievement?</p>	<p>What questions do we need to answer about the fire? How did the great fire start and what happened during the great fire? What happened during the great fire and how do we know? (Samuel Pepys) How have we learned from the Great Fire of London? How are fires fought differently today? Why did the Great Fire burn down so many more buildings than other fires? How should we rebuild London to stop another great fire?</p>	<p>What can we discover from visiting our local war memorial? Why do we wear poppies to remember? Do you think we should still have a two minute silence to remember all those who died in wars?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Carrying out a Historical Enquiry	Using sources as Evidence
<p>Identifying that events have happened in the past and significant people from the past have helped shape the present - Neil Armstrong. Identifying that there are some themes that link history together – locality, transport etc.</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves. Identifying that events and changes have happened in order – British Monarchy. Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/20thC etc., learned through Whole School Timeline.</p>	<p>Using simple phrases and words to describe the passing of time - e.g. 'past', 'before', 'now', 'then', 'long ago', 'before I was born' and 'changes to now'. Using simple words and phrases to describe events and people from the past – e.g. 'rich', 'poor', 'local', 'national' and 'important'.</p>	<p>Identifying that changes have happened in history that can impact on today – Apollo 11 Moon Landing and Fire Safety. Identifying that there are reasons for continuities and changes and stating some of these. Identifying that continuity or change can be a good thing or a bad thing.</p>	<p>Identifying that certain events and individuals have had major consequences in history – Great Fire of London and Apollo 11. Identifying that history can affect the local area, as well as nationally and globally – Remembrance Day. Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Great Fire of London and health and safety changes made due to it.</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally. Begin to understand what makes someone or something significant -</p>	<p>Guided enquiry using knowledge from topic.</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event. Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>

Communication	<p>Recount of Queen Elizabeth II's coronation using ordering language and an explanation.</p>	<p>Retelling of Apollo 11 mission through Dance. Talk for Writing - How were the astronauts able to get there and back safely?</p>	<p>Explanation of why the Great Fire of London burned down so many more buildings than other fires.</p>
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Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 2

Historical Enquiry		
Wright Brothers	Florence Nightingale	St Anne's Lifeboat Disaster
<p>Who were the Wright Brothers?</p> <p>How have flights changed as a result of the Wright brothers work?</p> <p>Investigation of sources - What do these clues tell us about why the Wright Brothers were famous?</p> <p>How do we possibly know about their first successful flight when it happened over 100 years ago?</p> <p>How did the Wright brothers manage to be the first to launch a man powered flight?</p> <p>Why did the Wright brothers succeed where others had failed?</p> <p>Why do you think people still remember Amy Johnson?</p>	<p>Why is Florence Nightingale remembered today and what did she do in her life?</p> <p>What did Florence do to help the soldiers and did everyone have the same opinion of her?</p> <p>How should we remember Florence Nightingale?</p> <p>Why do you think Florence took the brave steps to go to the Crimea and who influenced her?</p> <p>What were the most significant achievements of Florence's life?</p> <p>Who is Mary Seacole and why have we learnt so much about Florence and less about Mary Seacole?</p>	<p>What events took place on the 9th December 1886?</p> <p>How did the community of St Anne's support those who had suffered as a result of the disaster?</p> <p>How do we know about the St Anne's lifeboat disaster, when it happened so long ago?</p> <p>In the words of Queen Victoria, what was the 'dreadful misfortune', that happened on the Lancashire coast? How is the event remembered?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Carrying out a Historical Enquiry	Using sources as Evidence
<p>Identifying that significant events and individuals from the past have helped shape the present locally, nationally and internationally – The Wright Brothers.</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world.</p> <p>Identifying that the past can be commemorated each year at specific times.</p>	<p>Identifying and comparing people from different periods of time – Neil Armstrong (Year 1) The Wright Brothers, Victims of St Anne's Lifeboat Disaster.</p> <p>Identifying how periods of time can impact on individuals and events.</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning e.g. The Wright Brothers developed the first airplane and Neil Armstrong learned to be a pilot before training to be an astronaut.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past', 'before', 'now', 'then', 'present', 'period', 'long ago', 'before I was born', 'changes to now' and 'stayed the same'.</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich', 'poor', 'local', 'national', 'important', 'significant', 'primary source', 'impact', 'explorer' and 'pioneer'.</p>	<p>Identifying that changes throughout history have had important consequences – development of technology and the RNLI.</p> <p>Identifying why some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history – The Wright brothers' invention expanded our knowledge of the world etc.</p> <p>Identifying how events from history are so significant that they are remembered each year.</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – Wright Brothers and Neil Armstrong.</p>	<p>Identifying why certain people/events are significant in the wider context of history – The Wright Brother's inventions and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally - St Anne's Lifeboat Disaster.</p>	<p>Guided enquiry using knowledge from topic.</p> <p>Making semi-independent decisions and using evidence provided to justify.</p>	<p>Understanding the difference between primary and secondary sources.</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources.</p>

Communication	Newspaper report - What happened that day?	Non Chronological Report - Who was Florence Nightingale and what did she do?	Mini museum
	Interviewing		Recount of trip to RNLI

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 3

Historical Enquiry	
<u>Changes in Britain from the Stone Age to the Iron Age</u>	<u>The Roman Empire and its Impact on Britain (The Celts)</u>
<p>How different was life in the Stone Age when man started to farm?</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p> <p>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>Why is it so difficult to work out why Stonehenge was built?</p> <p>Can you solve the mystery of the 52 skeletons of Maiden Castle?</p>	<p>Did Claudius invade for the same reasons as Caesar?</p> <p>Should the Celts take on the Romans?</p> <p>Why did Boudica stand up to the Romans and what image do we have of her today?</p> <p>How were the Romans able to keep control of such a vast empire?</p> <p>How much did Celtic life change after the Romans settled? How do we know?</p> <p>Why did the Roman Empire suddenly come to an end?</p> <p>What did the Romans ever do for us? What is their legacy?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Carrying out a Historical Enquiry	Using sources as Evidence
<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> - artefacts - food and farming - settlements - society <p>Building a coherent knowledge of the Roman Empire and its impact on Britain by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> - conflict - culture and pastimes - location - society 	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts.</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology.</p> <p>Developing an understanding of concurrence of civilisations around the world during these times.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past', 'before', 'now', 'then', 'present', 'period', 'decade', 'century', 'long ago', 'before I was born', 'changes to now' and 'stayed the same'.</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer', 'impact', 'significant', 'continuity', 'change', 'warrior', 'prehistoric', 'artefact', 'empire' and 'BC/AD'.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> - artefacts - food and farming - settlements - society <p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> - beliefs - culture and pastimes - food and farming - settlement - society 	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally.</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life.</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence .</p> <p>Use Boudica primary sources to understand that that is one viewpoint and cannot be verified.</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>Identify why interpretations can change in light of new evidence.</p>	<p>Small independent enquiry using pre-selected primary and secondary sources.</p> <p>Begin to make independent decisions and use evidence to justify.</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages.</p>

Communication	Diary as a Stone Age man	Report to the Celtic Chief
	Dance retelling changes in Britain from Hunter Gatherers to Farmers.	Inspirational speech as Boudica 60 second broadcast for BBC History on how the Romans kept control Write a quiz—you are the expert (Purple Mash)

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 4

Historical Enquiry		
Egyptians	Anglo Saxons	Vikings
<p>What can we quickly find out to add to what we already know about Ancient Egypt?</p> <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>What did Ancient Egypt have in common with other civilizations from that time?</p> <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>What did the Ancient Egyptians believe about life after death and how do we know?</p>	<p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>How were the Saxons able to see off the Viking threat?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>Just how great was King Alfred, really?</p> <p>How dark were the Dark Ages, really?</p>	<p>What image do we have of the Vikings?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>How have recent excavations changes our view of the Vikings? (Focus on Jorvik)</p> <p>What can we learn about Viking settlement from a study of place-name endings?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Carrying out a Historical Enquiry	Using sources as Evidence
<p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations:</p> <ul style="list-style-type: none"> - artefacts - beliefs - food and farming - society <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison of:</p> <ul style="list-style-type: none"> - artefacts - beliefs - conflict - location - settlements - society - travel and exploration 	<p>Placing early civilisations of Egyptians into chronological context.</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology.</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration', 'period', 'era', 'concurrent', 'during this time', 'previously' and 'compared to'.</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire', 'emperor', 'migration', 'conquest', 'cause', 'effect', 'peasantry', 'civilisation', 'rebellion' and 'reliable'.</p>	<p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> - beliefs - culture and pastimes - food and farming - settlement - society <p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> - beliefs - culture and pastimes - food and farming - settlement - society 	<p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations).</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p>	<p>Interpret the achievements of the Egyptians compared to other early civilisations and make a judgement on their significance – which achievements were more impressive?</p> <p>Identify why interpretation of sources is critical to our understanding of the past.</p>	<p>Independent enquiry using a range of primary and secondary sources.</p> <p>Make independent decisions and using evidence to justify</p>	<p>Questioning the validity of sources and contradictions.</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence.</p>

Communication	<p>Explanation text: The Process of Mummification.</p> <p>Recount or Newspaper report of Howard Carter's Tomb discovery.</p> <p>Crime watch—Tomb robbers book—solving the mystery</p>	<p>Video - Why did they invade? Push and pull factors.</p> <p>Dance/drama creating our own Anglo-Saxon society, learning about everyday life.</p> <p>Diary writing 1) Life of an Anglo-Saxon 2) The day the Christians came.</p> <p>Website entry about why King Alfred was great.</p>	<p>Interview questions for Viking.</p> <p>Mini explanations - showing Vikings in a better light</p> <p>Non-Chronological Report about Vikings.</p> <p>English unit - dance/ writing Viking Myths - understanding Viking belief system.</p>

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 5

Historical Enquiry		
Ancient Greece	Crime and Punishment 1066– onwards	Early Islamic civilisation Baghdad 900
<p>How can we know so much about the Ancient Greeks who lived 2500 years ago? Theseus and the Minotaur: Is there any evidence for the legend? What can we work out about everyday life (men and women– differences)? Why was Athens s able to be so Strong in 5th and 6th century BC. What happened at the battle of Marathon? The mystery unravelled? How we can interpret Marathon in different ways. What were the consequences of the Athenians victory at Marathon? How were the Greeks Great? What did the Greeks do for us?</p>	<p>How do we know what punishment was like 800 years ago? What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Were women treated differently (witches)? Why did so much change happen in crime and punishment in the 19th century? Has the way we catch and punish criminals improved over the last 100 years?</p>	<p>Why should we study early Islamic civilisations in school today? How was the Islamic civilization able to spread so far so quickly? What can we learn about early Islamic civilisation from the way they set up the capital Baghdad? What was so special about Baghdad in its Golden Age? Just how amazing was daily life for rich people in Islamic cities like Baghdad and Cordoba Which of the early Islamic achievements has the most impact on out lives today?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical Enquiry	Using sources as Evidence
<p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history: - beliefs /philosophy - culture and pastimes</p> <p>Building an understanding of post-1066 Britain through crime and punishment from 1066– introducing the historical periods in order</p> <p>Comparing Baghdad 900 with learned civilisations: - location/settlements/belief - culture and pastimes -travel and exploration</p> <p>Exploring the reasoning for similarities/differences between each civilisation.</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology.</p> <p>Placing Early Islamic Civilisations (Baghdad 900) into chronological context and in direct comparison with Anglo Saxon and Viking Britain.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations e.g. 'duration', 'period', 'era', 'concurrent', 'chronology', 'context', 'the duration of...' and 'continuing on from...'. Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior', "philosopher" 'democracy', 'Christianity', "Islamic" 'myth', 'legend', 'global', 'invader' "smuggler" 'interpretation', 'viewpoint' and 'bias'.</p>	<p>Identifying the continuities and changes of Greek achievements and inventions from then to now through: Greek periods Minoan to Alexander - beliefs/settlement (different city states and the geography of Greece - culture and pastimes -society / philosophy/democracy.</p> <p>Exploration of change and continuity in the types of crimes committed and subsequent punishments. Equally how changes in history led to different types of crime and in turn punishments.</p> <p>How the spreading of faith led to change across Islamic empire</p>	<p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, science, language and sport</p> <p>Identifying the effects and influence of Baghdad's advances in trade, medicine etc. The silk road</p> <p>The influence King James had on crime due to his beliefs</p>	<p>Interpret the achievements of Baghdad 900 and make a judgement on their significance.</p> <p>How significant was the victory at battle of Marathon.</p> <p>Interpret the significance of the Greek's achievements on the Western world.</p>	<p>Independent selection of sources to provide evidence.</p> <p>Making independent decisions using a range of evidence to justify thinking.</p>	<p>Using sources to interpret viewpoints, including bias.</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints - Greeks first to record their own history</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Greeks/Anglo-Saxons/ medieval times. Why so much evidence is missing for the Islamic empire</p>

Communication	Post cards from Greece (different city states)	Diary from a Victorian Prisoner Newspaper reports for the Highwayman/witch trial	Letter home from an Anglo Saxon Britain visitor to Baghdad
	Miltiades's diary form the Battle of Marathon Persuasive letter/presentation from the Greatest Greeks		

Our Lady Star of the Sea - Progression of Historical Knowledge and Skills Year 6

Historical Enquiry	
The Changing Power of Monarchs	Local History Study - Fylde Coast
<p>How did Henry VIII want to be portrayed?</p> <p>Who were the Tudor monarchs?</p> <p>How was the Spanish Armada defeated?</p> <p>What are the highs and lows of Catherine of Aragon?</p> <p>What is my interpretation of Henry VIII?</p> <p>Did marrying Anne Boleyn solve Henry VIII's problems?</p> <p>How and why did Elizabeth I control her image?</p> <p>Why was the Spanish Armada defeated?</p>	<p>Why was seaside resorts a popular place to visit?</p> <p>How did Blackpool rise to popularity during the 1950s?</p> <p>How did the development of the British railway aid people getting to seaside resorts?</p> <p>Who were pioneers of the British Railway industry? Brunel and Stephenson</p> <p>How did Blackpool develop as a Seaside resort between the 1950s and 1980s?</p> <p>What are the major tourist attractions in Blackpool, how have these developed and increased the prosperity of Blackpool?</p>

Knowledge of:			Understanding of:				
Constructing the past	Sequencing the past / Chronology	Historical Terms	Continuity and Change	Cause and Effect	Significance and Interpretation	Carrying out a Historical Enquiry	Using sources as Evidence
<p>Building an understanding of post-1066 Britain through the Changing Power of the Monarchs and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> - beliefs - conflict - culture and past times - society - travel and exploration <p>Building a coherent knowledge of local history on the Fylde Coast by focusing on:</p> <ul style="list-style-type: none"> - location - travel and exploration - society 	<p>Placing Tudor Britain and the reformation of the Catholic Church into chronological context and investigating it's legacy and impact today.</p> <p>Placing previously learnt periods into context and identifying how aspects of history are reflected in our locality.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration', 'period', 'era', 'concurrent', 'chronology', 'context', 'the duration of...' and 'the narrative of history'.</p> <p>Using words and phrases to describe events and people from the past – e.g. 'significance', 'discovery', 'invention', 'prosperity', 'causation', 'diversity' and 'progression'.</p>	<p>Identifying the continuity and change of the changes on monarchs in Tudor Britain and their impacts today.</p> <p>Identifying the continuity and changes to the local area through:</p> <ul style="list-style-type: none"> - entertainment - tourism - local significance 	<p>Identifying the impact Henry VIII, Anne and Elizabeth I had on Britain and the impact this has today.</p> <p>Identifying the influence Tudor Britain had on the military and the effect this had exploration and trade.</p> <p>Identifying the causes and effects of the developments on the Fylde Coast – explaining the local, national and international impacts.</p>	<p>Identifying the significance of the actions of Tudor monarchs.</p> <p>Understand that there are different interpretations of the people and events.</p>	<p>Independent selection of sources, arguments and evidence to justify opinion.</p> <p>Apply critical thinking when reasoning, researching and debating.</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate.</p>	<p>Conducting an enquiry about how Blackpool rose to popularity during the 1950s – using sources as evidence in a debate.</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification.</p>

Communication	Persuasive letter x 2 (Outcome 1 and Outcome 2)	Seaside postcard sent from 1950's Blackpool.
	Letter to Pope Clemence to persuade him to grant him a divorce.	Biography written on Brunel or Stephenson
	Letter to Henry VIII to persuade him to stop the execution.	Book Creator - overview of the unit of work.
	Queen Elizabeth speech about the Spanish Armada.	