



St. Mary's R.C. Primary School

Learn and Grow Together in Christ

History Curriculum Overview	
Rational	<p>History is a subject which we are passionate about at St. Mary's. Our intention for the teaching of history is to give pupils the opportunity to develop an understanding of why the world and its people are the way they are today. They begin to ask questions as they explore the diversity of human experience, past lives and societies. We intend that by the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day and are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this is the need to look at world history. The children will explore and understand the term 'ancient civilisations' by studying Egypt, Greece and the Romans in KS2 developing their understanding of trends over time and across concurrent civilisations. Children in KS2 will explore chronology, geography, key people, religion, daily life, culture and legacy in each history unit giving them the opportunity to make links across the different time periods. They will look at the impact on the local area, looking at Queen's Mill and Gawthorpe Hall and as well as looking at history through neighbouring local areas, for example, Clitheroe Castle.</p>
Approach	<p>Our approach to teaching History is:</p> <ul style="list-style-type: none">- to foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.- to enable children to know about significant events in British history, and to appreciate how things have changed over time.- to develop a sense of chronology.- to have some knowledge and understanding of historical development in the wider world.- to help children understand society and their place within it, so that they develop a sense of their cultural heritage.- to develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation.- to develop the cross-curricular use of history in other subjects.- to provide a progressive, systematic building of vocabulary, knowledge and concepts linking learning over time.
SEND	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be</p>



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	recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in geography and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers				
Values	Kindness	Tolerance	Friendship	Aiming High	Positivity
Concepts	Chronology	Events People and Changes	Enquiry, Interpretation and Using Sources	Communication	
Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.					
Year 1 Curriculum	Autumn	Spring		Summer	
Topic Titles and Knowledge Outcomes	<p>Schools Past and Present On completion of this unit, pupils will know how to...</p> <p>Recognise the distinction between schools past and present. Order and sequence events related to school life. Identify some similarities and differences between ways of life in Victorian schools and present-day schools. Make simple observations about life in Victorian schools. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p>	<p>Castles and Battles On completion of this unit, pupils will know how to...</p> <p>To make simple observations about different people, events, beliefs and communities – What castles are and were used for. Use sources to answer simple questions about the past to identify features of castles Use simple historical terms. – Name features of castles To identify some similarities and differences between ways of life at different times – Life in a castle To make simple observations about different people, events, beliefs and</p>		<p>Transport Inventions On completion of this unit, pupils will know how to...</p> <p>To order and sequence some familiar events and objects – Transport through the ages To identify similarities and differences between ways of life at different times – Transport now and then. To retell some events from beyond their living memory which are significant nationally or globally – Information poster on George Stephenson and his achievements To make simple observations about different people, events, beliefs and</p>	



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	<p>Retell some events from beyond their living memory – how school education became compulsory Use sources to answer simple questions about the past.</p>	<p>communities – What Motte and Bailey castles are, what they were used for and their features. Order and sequence some familiar events and objects – Events of the Battle of Hastings Retell some events from beyond their living memory which are significant nationally or globally. – Invasion of the Normans Use sources to answer simple questions about the past – Bayeux Tapestry and what it tells us.</p>	<p>communities – How steam locomotives changed lives To identify some similarities and differences between ways of life at different times. – Before and after steam locomotives/ Industrial Revolution. To retell some events from beyond their living memory which are significant nationally or globally – Invention of steam locomotives</p>
<p>Lesson Sequence</p>	<p>L1 – Can I recognise the distinction between schools in the past and the present? L2 – Can I order and sequence some familiar events and objects? L3 – Can I identify similarities and differences between school life at different times? L4 – Can I retell the events of how education was made compulsory? L5 – Can I use sources to answer simple questions about schools in the past? L6 – Assessment of Unit</p>	<p>L1 – Can I use the features of castles to design my own castle? L2 – Can I identify the roles and responsibilities of people in a medieval castle? L3 – Can I find and label the parts of a Motte and Bailey castle? L4 – Can I describe who William the Conqueror was and what he did? L5 – Can I retell the Battle of Hastings using the Bayeux Tapestry? L6 – Assessment of Unit</p>	<p>L1 – Can I create a timeline of transport through the ages? L2 – Can I explain who George Stephenson was and why he was significant? L3 – Can I identify how steam locomotives changed lives? L4 – Can I explain how the work of George Stephenson has been built on today? L5 – Assessment of Unit</p>



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Knowledge Capture Task	Assessment – End of topic review.	Assessment – End of topic review.	Assessment – End of topic review.
NC History Links	Please see the document attached showing National Curriculum links across the History topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	English – Diary entry of a school pupil, role-play life in a Victorian School	Art/DT - Create your own castle	English – Information poster on George Stephenson Maths – statistics – favourite trains DT – Make Trains, axles and wheels
Trip and Visitors	Victorian School Day – dress up and roleplay being in a Victorian School	Trip to Clitheroe Castle	
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		
Year 2 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	Queen Victoria On completion of this unit, pupils will know how to... Order and sequence events and objects. Use common words and phrases concerned with the passing of time. Demonstrate awareness of the lives of significant individuals in the past who have contributed to	Local Mills On completion of this unit, pupils will know how to... Develop awareness of significant historical events, people and places in their own locality. – Queen Street Mill Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and	Transport Inventions II On completion of this unit, pupils will know how to... Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements – The Wright Brothers.



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	<p>national and international achievements – Timeline of Queen Victoria and her achievements. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time – Compare life in the Victorian Era to present-day. Ask and answer simple questions about the past through observing and handling a range of sources – What sources tell us about life in the Victorian Era. Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements – Study on a key Victorian figure Choose parts of stories and other sources to show what they know about significant people and events – How Queen Victoria contributed nationally and internationally.</p>	<p>international achievements. Talk about what / who was significant in simple historical accounts – Mill owners in Burnley Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events. Demonstrate simple historical concepts and events through role-play, drawing and writing. – Life in the mills</p>	<p>Choose parts of stories and other sources to show what they know about significant people and events. Ask and answer simple questions about the past through observing and handling a range of sources – What sources tell us about early aeroplanes. Demonstrate simple historical concepts and events through role-play, drawing and writing. – Events of the first flight Recognise that their own lives are similar and / or different from the lives of people in the past. – How planes have changed and what affect has it had. Order and sequence events and objects. Use common words and phrases concerned with the passing of time. – Changes to aeroplanes and flight</p>
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Lesson Sequence	<p>L1 – Can I order, and sequence events and objects related to Queen Victoria's life? L2 – Can I recognize that our own lives are different from those in the past? L3 – Can I answer simple questions about the past by observing and handling a range of sources? L4 – Can I recognise key figures from the Victorian era who contributed to society? L5 – Can I describe how Queen Victoria contributed nationally and internationally? L6 – Assessment of Unit</p>	<p>L1- Can I understand the importance of mills in local history? L2 – Can I identify the significant people associated with the mills? L3 – Can I explore how mills worked using historical terms and concepts? L4 – Can I examine changes over time in the function and technology of mills? L5 – Can I discuss the implications of mill closures on the local community? L6 – Assessment of Unit</p>	<p>L1 – Can I recognise the Wright brothers and their achievements? L2 – Can I use sources to answer questions about the invention of the first aeroplanes? L3 – Can I understand historical accounts of the first flight and demonstrate in a creative way? L4 - Can I explain how aeroplanes have changed from the Wright Flyer to todays? L5 – Can I sequence historical events linked to the first flight? L6 – Assessment of Unit</p>
Knowledge Capture Task	Assessment - End of topic review.	Assessment - End of topic review.	Assessment - End of topic review.
NC History Links	Please see the document attached showing National Curriculum links across the History topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	English – Role play Victorian life, diary entry. Information poster on key figures.	English – Role play life in the mills Science & DT – machinery and technology in the mills	English – Role lay events of the first flight DT – make a Wright Flyer.



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	Geography – British Empire.		
Trip and Visitors		Trip to Queen Street Mill	
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 3 Curriculum	Autumn	Spring	Summer
Topic Title and Knowledge Outcomes	<p>The Stone Age On completion of this unit, pupils will know how to... Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time – Stone Age Timeline Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. – How geography influenced movements of the Stone Age people. Select and organise historical information to present in a range of ways – How they collected food.</p>	<p>The Anglo-Saxons On completion of this unit, pupils will know how to... Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time – Anglo-Saxon Timeline Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. Demonstrate knowledge of aspects of history significant in their locality. Select and organise historical information to present in a range of ways – Mapping Key Locations.</p>	<p>The Roman Empire On completion of this unit, pupils will know how to... Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time – Roman Timeline Describe some aspects of the Roman Empire and recognise its impact on Britain. Discuss some historical events, issues, connections and changes. Explore trends and changes over time – How the Roman Empire grew and its affects. Identify historically significant people and events in different situations.</p>



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	<p>Discuss some historical events, issues, connections and changes – Stone Age religion</p> <p>Use sources to address historically valid questions – what sources tell us about Stone Age Britain.</p>	<p>Identify where people and events fit into a chronological framework – Key Anglo-Saxon leaders.</p> <p>Recognise that our knowledge of the past is constructed from a range of sources – What sources tell us about Anglo-Saxon culture.</p> <p>Discuss some historical events, issues, connections and changes – Paganism and Christianity.</p>	<p>Identify where people and events fit into a chronological framework – Key figures in Roman Empire</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations – Religion and mythology.</p> <p>Explore links and contrasts within and across different periods of time – Daily life and Roman culture.</p>
Lesson Sequence	<p>L1 – Can I understand and present a timeline of the Stone Age?</p> <p>L2 – Can I explore the geography of Stone Age people?</p> <p>L3 – Can I show how Stone Age people collected their food?</p> <p>L4 – Can I investigate Stone Age religion?</p> <p>L5 – Can I recognise what a range sources can tell us about the Stone Age?</p> <p>L6 – Assessment of Unit</p>	<p>L1 – Can I understand and present a timeline of the Anglo-Saxon era?</p> <p>L2 – Can I investigate the geography of Anglo-Saxon Britain?</p> <p>L3 – Can I identify key figures in Anglo-Saxon history?</p> <p>L4 – Can I explore aspects of Anglo-Saxon culture?</p> <p>L5 – Can I describe and explain Anglo-Saxon paganism and Christianity?</p> <p>L6 – Assessment of Unit</p>	<p>L1 – Can I understand and present a timeline of the Roman Empire?</p> <p>L2 – Can I identify the geographical extent of the Roman Empire?</p> <p>L3 – Can I learn about key figures in Roman history?</p> <p>L4 – Can I explore Roman religion and mythology?</p> <p>L5 – Can I describe some aspects of daily life in the Roman Empire?</p> <p>L6 – Can I describe and explain the legacy of the Roman culture?</p> <p>L7 – Assessment of Unit</p>
Knowledge Capture Task	Assessment - End of topic review.	Assessment - End of topic review.	Assessment - End of topic review.
NC History Links	Please see the document attached showing National Curriculum links across the History topics.		



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Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	Geography – Maps of ancient Britian, how physical geography affected life. DT – Diet of Stone Age people	Geography – maps of Britain DT – Making Anglo-Saxon jewellery RE – Paganism and Christianity	Geography – maps of the Roman Empire DT – Roman banquet?
Trip and Visitors			History Day Visit to Ribchester Roman Museum
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 4 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	The Ancient Egyptians On completion of this unit, pupils will know how to... Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.		The Ancient Greeks On completion of this unit, pupils will know how to... Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.



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	<p>Recognise why some events happened and what happened as a result. Select and organise relevant historical information to present in a range of ways. Identify historically significant people and events in different situations. Discuss significant aspects of, and connections between, different historical events. Select and organise relevant historical information to present in a range of ways.</p>	<p>Explore links and contrasts within and across different periods of time. Recognise why some events happened and what happened as a result. Select and organise relevant historical information to present in a range of ways. Identify historically significant people and events in different situations. Discuss significant aspects of, and connections between, different historical events. Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims.</p>
<p>Lesson Sequence</p>	<p>L1 – Can I understand and present a timeline of the Ancient Egyptians? L2 – Can I understand and explain the significance of the River Nile on the Ancient Egyptians? L3 – Can I learn about key figures in Egyptian history? L4 – Can I understand Ancient Egyptian beliefs and practices? L5 – Can I explain the process of Mummification and its importance? L6 - Can I analyse sources of information and what they tell us about Ancient Egypt? L7 - Can I analyse sources of information (hieroglyphics) and what they tell us about Ancient Egypt?</p>	<p>L1 – Can I understand and present a timeline of the Ancient Greeks? L2 – Can I identify the geography of Ancient Greece? L3 – Can I learn about key figures in Greek history? L4 – Can I explore Ancient Greek religion and mythology? L5 – Can I use sources to find out about Ancient Greece's Olympic games? L6 – Can I describe daily Ancient Greek life? L7 - Can I understand how theatre was a part of Ancient Greek culture? L8 - Can I understand and explain the legacy of the Ancient Greeks? L9 – Assessment of Unit</p>



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	L8 – Assessment of Unit	
Knowledge Capture Task	Assessment - End of topic review.	Assessment - End of topic review.
NC History Links	Please see the document attached showing National Curriculum links across the History topics.	
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Cross Curricular Links	Geography – Rivers, physical and human geography – River Nile	PE – Olympics Geography – Greece English – Greek plays
Trip and Visitors		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.	

Year 5 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	The Vikings On completion of this unit, pupils will know how to... Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework.	Maya Civilisation On completion of this unit, pupils will know how to... Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework.	



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	<p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Use a wider range of sources as a basis for research to answer questions</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Evaluate sources and make simple inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p>Describe key aspects of a non-European society such as the Mayan civilisation.</p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Evaluate sources and make simple inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p>
<p>Lesson Sequence</p>	<p>L1 – Can I understand and present a timeline of The Vikings? L2 – Can I explore Viking geography and how they came to Britain?</p>	<p>L1 – Can I understand the chronology of the Maya Civilisation? L2 – Can I explore the geography of the Maya region?</p>



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	<p>L3 – Can I identify key figures in Viking history and their contributions? L4 – Can I investigate the beliefs and religion of the Vikings? L5 – Can I explore daily life during the Viking era? L6 - Can I investigate Viking culture? L7 - Can I analyse the legacy of the Vikings? L8 – Assessment of Unit</p>	<p>L3 – Can I identify key figures in the Maya Civilisation? L4 – Can I investigate Maya religion and beliefs? L5 –Can I explore daily life in the Maya civilization? L6 – Can I understand Maya culture? L7 - Can I analyse sources on the Maya civilisation? L8 – Assessment of Unit</p>
Knowledge Capture Task	Assessment - End of topic review.	Assessment - End of topic review.
NC Geography Links	Please see the document attached showing National Curriculum links across the History topics.	
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.	
Cross Curricular Links	Geography – South America	Art & Design, D&T – Making a Viking Longboat Geography - Europe
Trip and Visitors		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.	



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Year 6 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	World War II On completion of this unit, pupils will know how to... Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.		Gawthorpe Hall – Elizabethan Era On completion of this unit, pupils will know how to... Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information. Recognise that some events, people and changes are judged as more significant than others. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Describe the impact of historical events and changes.



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	<p>Give some reasons for contrasting arguments and interpretations of the past. Use appropriate vocabulary when discussing, describing and explaining historical events.</p>	<p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Give some reasons for contrasting arguments and interpretations of the past. Use appropriate vocabulary when discussing, describing and explaining historical events.</p>
Lesson Sequence	<p>L1 – Can I understand the chronology of World War II? L2 – Can I explore the geographical spread and impact of World War II? L3 – Can I identify key figures of World War II? L4 – Can I examine the influence of religion during World War II? L5 – Can analyse different sources from World War II? L6 – Can I study daily life in Britain during World War II? – Role of Women L7-L8 - Can I study daily life in Britain during World War II? – Evacuation/Rationing L9 – Assessment of Unit</p>	<p>L1 – Can I explore the chronology of the Elizabethan Era? L2 – Can I understand the geographical context of Gawthorpe Hall? L3 – Can I identify key figures of the Elizabethan Era at Gawthorpe Hall? L4 – Can I examine the role of religion in Elizabethan society? L5 – Can I analyse primary and secondary sources related to Gawthorpe Hall? L6 - Can I investigate the daily life of people living during the Elizabethan Era at Gawthorpe Hall? L7 - Can I understand the culture of the Elizabethan Era? L8 - Can I reflect on the legacy of the Elizabethan Era and its impact on modern times? L9 – Assessment of Unit</p>
Knowledge Capture Task	Assessment - End of topic review.	Assessment - End of topic review.
NC Geography Links	Please see the document attached showing National Curriculum links across the History topics.	



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Cross Curricular Links	English – Letters from Evacuees PHSE / British Values – Holocaust Geography - Europe	English – Shakespeare Geography – Local Area
Trip and Visitors		Trip to Gawthorpe Hall
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.	