

Griffin Park History Curriculum

Golden Threads



Cause & Consequence



Migration



Civilisation











Power









Children

Nursery				
Thread	Knowledge		Skills	Vocabulary
	Know how old they are		Birthday chart	Birthday
	Know how to respond to stories from the past		Listen to and discuss stories of children growing up Listen to stories with 'A long, long time ago'	Once upon a time, Long ago
	Begin to know the season names		Home corner play Listen to songs and stories about seasons	Winter, Summer, Spring, Autumn
	Know who is older and younger than them in their immediate family		Create a family tree. Share photographs of themselves as babies	Younger, Older, Mummy, Daddy, Grandparents
	Begin to know that they have grown up		Role play with babies and families	Older, baby, now, next
	Know the difference between night and day		Sort items into what belongs in the day/ night	Night, Day
	Know how to be kind and welcoming		Read the story 'Welcome' and try to understand the feelings of the polar bear	Friend, help, kind
Learning links to enhance long term memory	Visits from family members Baby visitors Grandparents Tea Party Celebrating birthday's Festivals and special events throughout the year, e.g. Guy Fawkes Night Read 'Welcome' by Barroux to explain migration		Assessment	Know their age Say what is different at day and night Know that they used to be babies







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Reception				
Thread	Knowledge		Skills	
	Know how to treat others		Read the stories 'Everybody's Welcome' and 'The Suitcase' Understand how we should treat others	
	Know which month their birthday is and why we have birthdays		Sequence months of the year and make notations on significant months e.g. birthdays and Christmas	
	Know that dinosaurs are from the past		Watch videos, listen to stories and discuss the concept that dinosaurs lived long ago. Discuss fossils being from the past Start to use non-fiction books to look at dinosaurs.	
	Know what items belong to people of different ages		Sorting baby artefacts, describing what they are used for.	
	Know how humans change from birth to current age and beyond		Sequence events in the correct order – baby, toddler, and child. Can children take it further with milestones such as crawling and walking? Listen to stories about families and people growing up. Sequence images of themselves from birth to 5 years old.	
	Know the differences between seasons		Match images to seasons. Listen to stories/music videos about seasons and their changes.	
	Know what today, tomorrow and yesterday mean		Mostly use the terms correctly when having conversations.	
	Know the order of the days of the week and the months		Can sing along to songs/rhymes.	
Learning links to enhance long term memory		Home corners Grandparents Tea Party Celebrate Birthdays, festivals and special events throughout the year. Different stories on migration & refugees	Assessment	Know the days of the week and months of the years Know how they have changed since they were born Know the season names







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Year 1 Autumn				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	TOYS <i>Chronology</i>	Know that some of our toys are the same and some have changed since our parents were small	Match toys to people of different age groups	Change, years, decade
3 	TOYS <i>Chronology</i>	Know which toys belong to which generation	Make a simple timeline of toys from their parents' generation to today	Internet, invention
5 	The Gunpowder Plot <i>Interpretations</i>	Know who Guy Fawkes was and that the Gunpowder plot was real	Discuss the story of Bonfire night and understand that it was a real event	Guy Fawkes, Gunpowder Plot, Parliament
7 	Remembrance Day <i>Enquiry</i>	Know what remembrance day is and why people wear poppies	Use information books to find out about Remembrance Day	Remembrance, wreath
9 	Remembrance Day <i>Enquiry</i>	Know what people do now on remembrance day and why	Find answers to simple questions about the past from sources such as magazines and videos	
11 	WW1 Christmas <i>Interpretations</i>	Know the story of the Christmas truce	Retell the story of the Christmas story with pictures and key words	Truce, peace
Learning links to enhance long term memory	Visit to the war memorial Role play the Gunpowder Plot		Assessment	Order toys on a timeline Know why we remember people and wear poppies







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Year 1 Spring				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Schools <i>Enquiry</i>	Know how children's education has changed from WW1 to now	Understand what school would have been like for children in WW1	Punishment, desk, blackboard, trade
3 	Schools <i>Interpretations</i>	Know how children's education has changed from WW1 to now	Explain how they would have felt as a child during these times	
5 	Queen Elizabeth I <i>Enquiry</i>	Know why her rule was important to the world	Find answers to simple questions about the past from sources	Monarch, reign, King, Queen, coronation
7 	Queen Victoria <i>Enquiry</i>	Know when Victoria lived and how her reign changed the country	Find answers to simple questions about the past from sources	
9 	Queen Elizabeth II <i>Enquiry</i>	Know key facts about our current Queen and her life	Find answers to simple questions about the past from sources	
11 	Timeline of the 3 <i>Chronology</i>	Know what a timeline is and what it tells us	Order a timeline from further in the past of all the Monarchs studied	
Learning links to enhance long term memory	Role play Kings & Queens School day from the early 1900's		Assessment	Know how schools used to be Know some facts about three famous Queens







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Year 1 Summer				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Fashion <i>Chronology</i>	Know how fashion has changed over the past 30-40 years	Label a timeline with words such as older and newer	Older, newer
3 	Communication / technology <i>Chronology</i>	Know which devices belong to their own lives and that of their parents' childhoods	Order a timeline of devices from their parent's generation to today	World Wide Web
5 	Pirates – fact or fiction? <i>Interpretations</i>	Know that pirates were and still are real	Use stories of pirates etc. to understand events and people who are real	Fact, fiction, real, false
7 	Grace O'Malley <i>Enquiry</i>	Know some key facts about Grace's life	Find answers to simple questions from books etc.	Captain, confiscated
9 	Anne Bonny <i>Enquiry</i>	Know some key facts about Anne's life	Find answers to simple questions from books etc.	Fever,
11 	Compare the lives of female pirates to male pirates <i>Interpretations</i>	Know why female pirates had to dress as men	Interpret from their learning why female pirates were treated differently than male pirates	Different
Learning links to enhance long term memory	Pirate party Fancy dress day	Assessment	Know that pirates are real and some facts about a famous Pirate	







Griffin Park History Curriculum

Year 2 Autumn				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Toys <i>Chronology</i>	Know how toys have changed over the past 60 years	Sequence photographs of toys from their generation to their grandparents generation	Timeline, order
3 	Communication / technology <i>Chronology</i>	Know how technology and communicative devices have changed over the last 60 years	Sequence artefacts on a timeline stating dates that the devices were released	Artefacts, influence, big tech boom
5 	The Gun Powder Plot <i>Interpretations</i>	Know why we remember the 5 th November	Recognise why Guy Fawkes did what he did and what he was trying to accomplish (Yr1 link)	Eyewitness, assassination, inequality
7 	Fashion <i>Chronology</i>	Know how fashion has changed over the last 60 years (From grandparent's generation to now)	Match fashion images to relevant decades – note how some fashion choices repeat	Hippie, punk, mod
9 	Remembrance Day <i>Enquiry</i>	Know the story of the first world war	Compare pictures/photographs of people in WW1 and events linking to Remembrance Day	alliance, war, trenches
11 	Remembrance Day <i>Enquiry</i>	Know why people hold a two minute silence	Answer the question – should we still have a two minutes silence?	Truce, surrendered, armistice day
Learning links to enhance long term memory	Role play Guy Fawkes Sing songs linked to WW2	Assessment	Order artefacts from then to now Know some information about WW1	







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Year 2 Spring				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	The Plague <i>Interpretations</i>	Know what the plague was, where and when	Use Samuel Pepys diary to ask & answer questions about The Plague	Artefact, black death
3 	The Plague <i>Enquiry</i>	Know what it was like to be alive during this time	Identify differences between ways of life for people during The Plague (poor/rich/children)	Inequality, pandemic, hygiene, fleas
5 	The Plague <i>Interpretations</i>	Know what people did about the plague during this time	Recognise why people did what they did during The Plague and what happened as a result	Bacteria, bubonic, red cross
7 	The Plague <i>Interpretations</i>	Know the story of the Roses of Eyam 1665	Role-play and make links between the recent quarantines	Contagious, tailor, community
9 	Music <i>Chronology</i>	Know how music has evolved over the last 60 years (from grandparent's generation to now)	Understand that musical styles have changed over the decades – become familiar with some of the bigger artists of those years	Pop, R&B, Brit pop, indie, disco
11 	Ibn Battuta <i>Enquiry</i>	Know how Ibn Battuta influenced the world	Research facts using texts and the internet to create an informative piece in books	Explorer, global, Mecca, pilgrimage
Learning links to enhance long term memory	Disco Drama – Roses of Eyam		Assessment	Know what the Plague was Know who Ibn Battuta was







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Year 2 Summer				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	The Great Fire of London <i>Chronology</i>	Know the story of the Great Fire of London	Sequence events of the GFoL with illustrations	River Themes, bakery, London, city
3 	The Great Fire of London <i>Interpretations</i>	Know that various versions of an event may exist and why	Compare two version of events from Hubert/Farriner of GFoL Discuss reliability of photos/accounts/stories	Monument
5 	The Great Fire of London <i>Interpretations</i>	Know what happened after the fire	Understand how a catastrophe led to improved safety measures	Catastrophe,
7 	Learie Constantine <i>Enquiry</i>	Know who Sir Learie Constantine was and where he came from	Understand who he was and why he came to our local area	Hostile, tour,
9 	Learie Constantine <i>Enquiry</i>	Know what made Sir Learie Constantine famous	Understand what happened in his career	Contract, renowned
11 	Learie Constantine <i>Enquiry</i>	Know why he advocated for equality	Recognise why he faced difficulties in those times due to his race	Equality, racism,
Learning links to enhance long term memory	Cricket games Artwork for the GFoL		Assessment	Know what the GFoL was Know who Learie Constantine is

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Year 3 Autumn				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Stone Age <i>Enquiry</i>	Know that the Stone Age people were hunter gatherers	Explore through role play how the early Britons lived	Hunt, gather, nomad, BC
3 	Stone Age <i>Enquiry</i>	Know what Stone Age people looked like	Understand that there are misconceptions about how they looked	Prehistory, ancient
5 	Stone Age <i>Chronology</i>	Know how houses changed during the Stone Age periods	Sequence the changes in homes during the stone age	wattle and daub
7 	Stone Age <i>Chronology</i>	Know how farms and settlements came to be at the end of the Stone Age period	Use clues from the past to understand how we know about the later lives of the Stone Age people	Archaeologist, Skara Brea, source
9 	Stone Age <i>Interpretations</i>	Know how life changed for the Stone Age people	Place all three eras of the Stone Ages on a timeline with links to how life improved	Palaeolithic, Mesolithic, Neolithic, Chronology
11 	Bronze Age <i>Enquiry</i>	Know how the Bronze Age came to be	Identify the changes which happened from the Stone Age	Migrated, smelt, copper
Learning links to enhance long term memory	Models of Skara Brae Newspaper reports Cave painting		Assessment	Know key facts about the Iron and Bronze Ages and what made them different

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Year 3 Spring				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Iron Age <i>Enquiry</i>	Know how the Iron Age started and the differences	Identify through sources the advancements that happened during the Iron Age	Smiting, Celts, trade, exports
3 	The Ages <i>Interpretations</i>	Know enough about The Ages	Compare all 3 ages and state which they think is better	Evidence, contrast
5 	The Romans <i>Enquiry</i>	Know who the Romans were	Use dates and terms related to the Roman Empire	AD, Empire, Europe, Rome
7 	The Romans <i>Interpretations</i>	Know who Julius Caesar was and what he said about the British	Role play Julius Caesar's attempts to invade Identify reasons for Julius Caesar's portrayal of the Celts	General, invasion
9 	The Romans <i>Enquiry</i>	Know who Claudius was and about the successful invasion of 43AD	Select and record relevant information to create a piece of writing about Julius Caesar/Claudius Understand why Claudius wanted to invade Britain	Conquest, emperor, legions
11 	The Romans <i>Interpretations</i>	Know why the Romans left Britain and who ruled when they left	Understand the impact that the Romans leaving had on Britain	Rebellion, tribes
Learning links to enhance long term memory	Create a Roman shield Roman role-play	Assessment	Know why the Romans invaded and who was successful	

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Year 3 Summer







Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Anglo-Saxons <i>Enquiry</i>	Know how the Anglo-Saxons got their names and where they came from	Identify the different tribes that came and where they settled	Kingdoms, tribes, settlers, migration
3 	Anglo-Saxons <i>Enquiry</i>	Know what kind of people they were and what life was like in these times	Use clues from the past to learn about the everyday lives of the Anglo-Saxons including beliefs	Pagan, Christian
5 	Anglo-Saxons <i>Enquiry</i>	Know how the kingdoms challenged each other	Use terms relating to the troubles that the Kingdoms faced Select one ruler to research in more detail about his trials and triumphs	Treaty, successor, golden age, war, feud
7 	Vikings <i>Interpretations</i>	Know why the Vikings came to Britain	Look at evidence and make own assessment as to why the Viking's were intent on invading Britain	Lindisfarne, long-ship, invasion, Danes
9 	Vikings <i>Interpretations</i>	Know how much fear the raids caused Britain	Understand and relate emotions to what happened at Lindisfarne in AD 793	Raid, outlaw, slaves, wergild, warriors
11 	Vikings <i>Interpretations</i>	Know who was more successful in Britain between the Vikings and the Anglo-Saxons	Understand how the Vikings and Anglo-Saxons eventually found peace	Culture, baptised, Danelaw
Learning links to enhance long term memory		Raid another classroom Viking story telling	Assessment	Know how the Anglo-Saxons and Vikings fought and eventually found some peace

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Year 4 Autumn				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	The Ages <i>Enquiry</i>	Know some of the major structures from the Ages	Look at and discuss evidence from structures created during the Ages	Stonehenge, heritage, folklore, monument
3 	The Ages <i>Interpretations</i>	Know the main changes between the Ages	Make comparisons between the Ages – including how life expectancy improved	Evolution, ancestors
5 	The Ages <i>Interpretations</i>	Know at which point during the Ages that they would rather live	Draw conclusions on all of their previous learning to determine when they would rather live and why	Continuity, conclusion
7 	The Romans <i>Interpretations</i>	Know about the Roman army	Make connections between the training, dedication and governance of the army to its success	Military, soldiers, cavalry, legionaries auxiliaries
9 	The Romans <i>Enquiry</i>	Know why and when the Romans invaded and what the Romans thought of the native Britons	Recap learning from Y3 and understand how the Romans treated the Britons and what that tells us about their opinions	Savages, barbarians
11 	The Romans <i>Interpretations</i>	Know why the Romans were so powerful in Europe	Use sources to write a report about the Roman Empire	Conquer, election
Learning links to enhance long term memory		Create a Stonehenge replica Create mosaics	Assessment	Roman Empire report







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Year 4 Spring

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Celts <i>Enquiry</i>	Know who Boudicca was and why we remember her	Use a range of sources to find out about the life of Boudicca	Iceni, Celts, Caledonia, Hadrian's Wall, rebellion, account
3 	Celts <i>Interpretations</i>	Know what Boudicca really looked like	Understand why there are different representations of Boudicca	
5 	Romans <i>Interpretations</i>	Know what life was like for children in Roman Britain	Compare the lives of children in Roman times to children today	Latin, system, biased, unfair
7 	Romans <i>Enquiry</i>	Know how the Romans had an influence over Britain	Visit Ribchester to make interpretations on how the Romans influenced British culture	Antiques, museum, fort
9 	Anglo-Saxons & Vikings <i>Interpretations</i>	Know if there was any similarities/differences in the lives of the Anglo-Saxons/Vikings	Observe and make judgements on Anglo-Saxon and Viking artefacts	Lords, chiefs, origin, trial by combat
11 	Anglo-Saxons <i>Enquiry</i>	Know how important religion was to the Anglo-Saxons?	Understand how religion changed over time for the Anglo-Saxons	Pagan, Christianity, monastery
Learning links to enhance long term memory		Visit Ribchester Boudicca drama	Assessment	Compare the lives of the Celts, Romans and Anglo-Saxons







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Year 4 Summer

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Vikings <i>Enquiry</i>	Know how important religion was to the Vikings	Use a range of sources to understand the stories passed down about the Norse Gods	Valhalla, offerings, hel, afterlife, superstitious
3 	Anglo-Saxons & Vikings <i>Enquiry</i>	Know what the Anglo-Saxons and Vikings contributed to sea	Use a range of sources to study the longship and other contributions made	Longship, navigation
5 	Anglo-Saxons & Vikings <i>Enquiry</i>	Know how much from these times we still use today	Use a range of sources to discover how the Anglo-Saxons and Vikings influenced Britain today	England, Language, legal system
7 	Our Island Story <i>Chronology</i>	Know Our Island Story up to 1066	Place all eras studied so far of Our Island Story onto a timeline up to 1066	Immigrant, middle ages, civilisation, cause, consequence, 1066, Normans
9 	Our Island Story <i>Interpretations</i>	Know how our lives compare with the times studied so far	Compare our lives with that of the ages	
11 	Our Island Story <i>Interpretations</i>	Know Our Island Story up to 1066	Compile all learning so far to write a report on Our Island Story	
Learning links to enhance long term memory		Create a longship	Assessment	Our Island Story report







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Year 5 Autumn

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Ancient Egypt <i>Enquiry</i>	Know who the Ancient Egyptians were and when their civilisation spanned	Use a range of sources to understand who the Ancient Egyptians were – make links to what was happening in Britain at that time	River Nile,
3 	Ancient Egypt <i>Interpretations</i>	Know what artefacts tell us about life in Ancient Egypt	Use primary and secondary sources to make judgements on the life of Ancient Egyptians	Primary source, secondary source
5 	Ancient Egypt <i>Enquiry</i>	Know what the Ancient Egyptians contributed to farming, agriculture and waterworks	Create a double page spread with information found out about the Ancient Egyptian achievements	Agriculture, aqueducts, irrigations
7 	Ancient Egypt <i>Interpretations</i>	Know interpretations of pharaohs and queens	Understand how pharaohs and queens actions have been influenced over time	Pharaohs, tombs
9 	Ancient Greece <i>Enquiry</i>	Know who the Ancient Greeks where, when and where form	Use a range of sources to understand who the ancient Greeks were – make links to what was happening around the world at this time	Hellenes, Culture, states
11 	Ancient Greece <i>Enquiry</i>	Know what artefacts tell us about life in Ancient Greek	Use primary sources, such as pottery, and secondary sources to learn about the Ancient Greeks	pottery, sculpture
Learning links to enhance long term memory	Visit Blackburn museum to see the mummy	Assessment	Compare the Ancient Egyptians to the Ancient Greeks	







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Year 5 Spring







Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Ancient Greece <i>Interpretations</i>	Know about Ancient Greek archaeological sites	Find out what archaeological sites tell us about life in the Ancient Greek times	Colosseums, sites, mosaics, unearth
3 	Ancient Greece <i>Enquiry</i>	Know if the Trojan War was true or not	Understand if the story of the Trojan War is real or not and what we can learn from it	Sparta, legend, victory
5 	Ancient Greece <i>Enquiry</i>	Know Alexander the Great's achievements	Find out who Alexander the Great is and what he did that was noteworthy – present findings to class	Invade, conquered, military
7 	Ancient Greece <i>Interpretations</i>	Know how to celebrate the achievements of the Ancient Greeks	Create a museum display to show off the achievements of the Ancient Greeks	Exhibit, collection
9 	Early Islamic Civilisation <i>Interpretations</i>	Know how Baghdad was different to London in 900AD	Compare different times from the Islamic Civilisation to the rest of Europe and then specifically London	Compare, contrast
11 	Early Islamic Civilisation <i>Enquiry</i>	Know what learning was like for children in Baghdad around 900AD	Find out if children were able to study in the Ancient Islamic Civilisation	Quran, philosophy, astrology
Learning links to enhance long term memory	Museum for parents	Assessment	Know the achievements of the Ancient Greeks	

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Year 5 Summer

Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Early Islamic Civilisation	Know what the House of Wisdom is	Create a poster of information to inform others about the House of Wisdom	Golden Age, wisdom, scholarship
3 	Local Study Interpretations	Know what life was like in Blackburn just before the Industrial Revolution and what it was	Make links to Ancient Egyptian farmers Understand what caused the industrial revolution	Industry, era, production, economy, textiles
5 	Local Study Interpretations	Know what Blackburn was like during this time	Investigate living conditions and examine the impact that this event had on people	Population, sanitation
7 	Local Study Interpretations	Know how the industrial revolution affected migration to the area	Understand and draw conclusions about why people were pulled to the area	Poverty, system
9 	Local Study Enquiry	Know how children were affected by the Industrial revolution	Visit Blackburn Museum to experience the cotton mill jobs that children undertook	Child labour, factory, stature
11 	Local Study Interpretations	Know how the industrial revolution ended	Make judgements linking to Ghandi's visit to Blackburn and the end of the industrial revolution	Looms, crisis, unemployment, boycott
Learning links to enhance long term memory	Visit Blackburn Museum to look at mill work/ visit the old mills	Assessment	Know why people came to the area for the revolution	







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Year 6 Autumn				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Ancient Egypt <i>Interpretations</i>	Know why Hatshepsut sent an expedition to Punt	Understand the significance of Hatshepsut and her expedition	Voyage, expedition, bas-relief, resources
3 	Ancient Egypt <i>Interpretations</i>	Know who Tutankhamun was and about his life	Answer the question ‘Why was Tutankhamun the most famous Pharaoh?’	King Tut, ascended, discovery
5 	Ancient Egypt <i>Interpretations</i>	Know how the civilisation ended	Answer the question – Did the Ancient Egyptian Era end or fade away?	Surrendered, provinces, Octavian
7 	Early Islamic Civilisation <i>Enquiry</i>	Know who Al-Zahrawi was and what he contributed to the world	Create a piece of work to publish on Al-Zahrawi’s contributions to the world	Surgery, disease, procedures
9 	Early Islamic Civilisation <i>Enquiry</i>	Know what the early Islamic civilisation left behind	Use sources to find out why this time period was so important to the modern world Create a double page spread to organise and communicate the information learned	Advances, innovators, cultural capital
11 	Early Islamic Civilisation <i>Enquiry</i>			
Learning links to enhance long term memory		Visit Bolton Museum	Assessment	Compare Ancient Egypt and the Early Islamic Civilisation

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Year 6 Spring				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Ancient Greece <i>Enquiry</i>	Know how the Ancient Greeks were governed	Have a clear understanding of the different ways in which Ancient Greece was governed	Democracy, tyranny, oligarchy, monarchy
3 	Ancient Greece <i>Enquiry</i>	Know how the Olympic Games have changed over time	Make connections with how the games are similar and how they have changed	Olympia, originated, Mediterranean
5 	Ancient Greece <i>Interpretations</i>	Know how schooling was different for children then to now	Write a comparison of their own typical school day in contrast to that of a child in Ancient Greece	State, citizens, philosophy, trading
7 	Comparisons <i>Interpretations</i>	Know how beliefs differed between Ancient Greece, Ancient Egypt and Early Islamic Civilisation	Draw comparisons between one/more aspects of behaviour & beliefs with another e.g. worship, prayer, offerings,	Greek mythology, demi-god, deities
9 	Beyond 1066 <i>Enquiry</i>	Know why the Romans, Anglo-Saxons and Vikings migrated to Britain	Recap learning from LKS2 and create a double page spread of information on why they migrated to Britain	Invaders & settlers, land
11 	Beyond 1066 <i>Interpretations</i>	Know why the Normans migrated to Britain	Understand the different reasons that the Normans migrated to Britain than previous groups of people	Warlord, political, military, ambitious
Learning links to enhance long term memory		Mini Olympics game	Assessment	Be able to compare our life to that of the Ancient Greeks

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Year 6 Summer				
Thread	Focus & Concept	Knowledge	Skills	Vocabulary
1 	Beyond 1066 <i>Enquiry</i>	Know what the Great Irish Famine was	Use artefacts to understand and learn about the Potato Famine of Ireland	Famine, blight, starvation, memorial
3 	Beyond 1066 <i>Enquiry</i>	Know what the Great Irish Famine caused	Create a timeline of events to explore population and the devastation that occurred due to the famine	Disaster, refugees, population
5 	Beyond 1066 <i>Interpretations</i>	Know why the Great Irish Famine created a push and pull for migration	Recognise why people migrated – pushed from Ireland / pulled to Britain	Landlords, opportunities, resources
7 	Beyond 1066 <i>Enquiry</i>	Know why others emigrated to Britain for similar reasons to the Irish	Allow children to discover their own findings and then present them to the class- this could be linked to the Jews and WW2, Ukraine now, Polish workers, African-Caribbean etc.	(dependant on own studies)
9 				
11 	Beyond 1066 <i>Interpretations</i>	Know how to answer the question 'What makes us British?'	Use all knowledge gathered of Our Island Story to write a final piece on what it means to be British	n/a
Learning links to enhance long term memory		Create replica models of the Famine statues in Dublin	Assessment	Final writing piece on what it means to be British