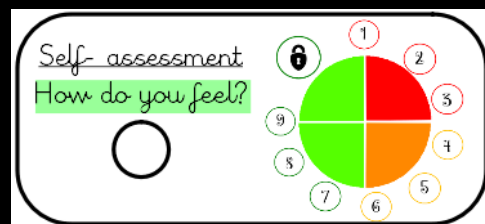


The Northway Curriculum

Year Six History Unit One The Victorians



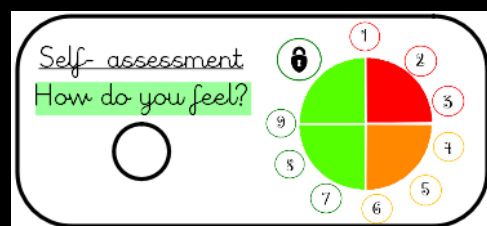
LO: I can ask questions about the Victorian Period in order to gain a greater understanding		
LO: I can order major events from the Victorian era		
LO: I can organise a Victorian Royal family tree		
LO: I can explore and explain specific Victorian language		
LO: I can analyse and interpret sources relating to Liverpool in the Victorian Period (Local focus)		
LO: I can write about the life of a child in Liverpool during the Victorian Period (Local focus)		
LO: I can explore major changes to British life during the Victorian Period		
LO: I can place the Victorian period on a timeline of all other studied periods		

Year Four History Life in Liverpool during WWI	
LO: I can place 1914-18 on a timeline involving all other studied periods of History (Y1-Y4)	
LO: I can ask questions about WWI and research major events and significant figures (using Knowledge Organiser as reference)	
LO: I can display Liverpool's rising population up to WWI, and how the war affected it	
LO: I can compare Bold Street during WWI with today	
LO: I can explore the number of Liverpool men enlisted in the army and navy during WWI	
LO: I can explain the role of women in Liverpool during WWI	

Year Six History Working Deeper	
Working Deeper: I can make accurate predictions concerning when the Victorian Period occurred and what life may have been like then	
Working Deeper: I can describe how major events during the Victorian Period may have changed the way of life in Britain	
Working Deeper: I can use research to find out more about the Victorian Royal Family	
Working Deeper: I can compare and contrast specific vocabulary during the Victorian Period with today's	
Working Deeper: I can describe how Liverpool progressed as a city during the Victorian Period	
Working Deeper: I can infer how a child during the Victorian Period may have been affected by their social status	
Working Deeper: I can appreciate how certain inventions and events changed British life for the better	

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Year Six History Units Two and Three The Mayan Civilisation



LO: I can retell the Mayan creation story		
LO: I can understand the Mayan number system		
LO: I can use Mayan glyphs to write a short story		
LO: I can explain how Xocolat is made		
LO I can produce a factfile about Pakal the Great		
LO: I can ask questions about the Mayan Civilisation and use research to gain a greater understanding		
LO: I can suggest reasons why the Mayan civilisation disappeared		
LO: I can create a timeline detailing major Mayan events and civilisation shifts		
LO: I can independently create a timeline featuring all studied historical periods to include the Mayan Civilisation		

Year 5 History Ancient Egypt	
LO: I can create a timeline with all studied periods including Ancient Egypt	
LO: I can use a variety of sources to evaluate how Ancient Egypt changed the world: Hieroglyphics and the Rosetta Stone	
LO: I can use a variety of sources to evaluate how Ancient Egypt changed the world: The Valley of the Kings	
LO: I can describe the events of the discovery of Tutankhamun's tomb	
LO: I can comprehend what is known about the pyramids in Ancient Egypt	
LO: I can compare Ancient Egypt to the Anglo Saxon period and today	
LO: I can use Civilisations app to explore Ancient Egyptian artefacts	

Year Six History Working Deeper	
Working Deeper: I can compare Mayan religious beliefs to more modern ones	
Working Deeper: I can draw conclusions on how effective the Mayan Number System was	
Working Deeper: I can explain why the Mayans used glyphs	
Working Deeper: I can compare modern day chocolate to Mayan Xocolat	
Working Deeper: I can explain what made Pakal 'Great'	
Working Deeper: I can draw comparisons between the end of the Mayan civilisation and the demise of a previously learnt period or civilisation	
Working Deeper: I can add accurate or near accurate dates to an independently created timeline of all studied historical periods	

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Year Three History The Stone Age	
LO: I can comprehend that the Stone Age is a Prehistoric Period and add the 'Old Stone Age' to a timeline	
LO: I can recognise dates relating to the Old Stone Age and begin to ask questions about what life was like then	
LO: I can explore hunting, tools and shelter in the Old Stone Age	
LO: I can recognise changes during the Middle Stone Age and add the period to a timeline	
LOCAL HISTORY FOCUS: I can report on the findings at Lunt Meadows in Sefton	
LO: I can recognise changes during the New Stone Age and add the period to a timeline	
LOCAL HISTORY FOCUS: I can report on the 'Calder Stones' at Calderstones Park, Liverpool	
LO: I can explore hunting, tools and shelter in the Old Stone Age	