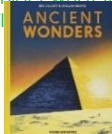
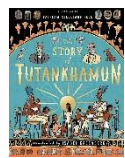




LKS2 Markland Hill History Curriculum – YEAR B

Autumn		Spring		Summer																			
The Industrial Revolution in Bolton Why did the cotton mills industry experience huge growth during the industrial revolution?		An overview of the Ancient Civilisations What do all the Ancient Civilisations have in common?		Ancient Egypt How much did the Ancient Egyptians achieve? Trip - Bolton Museum																			
<table border="1"> <tr> <td>Continuity and change</td><td>Significance</td><td>Cause and consequence</td><td>Similarity and difference</td><td>Evidence</td><td>Interpretations</td></tr> </table> NC objectives: - A study over time tracing how several aspects of national history are reflected in the locality Disciplinary Knowledge (NC objectives): - use common words and phrases relating to the passing of time - develop a chronologically secure knowledge and understanding of British and local history - develop the appropriate use of historical terms - address and devise historical valid questions about change, cause, similarity, difference and significance - construct informed responses that involve selection of relevant information - understand how our knowledge of the past is constructed from a range of sources. End points - I can plot when the Industrial Revolution was on a timeline and can identify changes during this time. - I understand how Samuel Crompton's invention influenced the growth of cotton mills in Bolton. - I can analyse maps from different time periods - I can understand how the cotton famine impacted the textile industry - I can compare the textile industry now with the industry during the industrial revolution		Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations	<table border="1"> <tr> <td>Continuity and change</td><td>Significance</td><td>Cause and consequence</td><td>Similarity and difference</td><td>Evidence</td><td>Interpretations</td></tr> </table> NC objectives: - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Disciplinary Knowledge (NC objectives): - Develop a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study. - Address historically valid questions about similarity and difference, and significance - frame Historically valid questions - Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. - Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. End points - I can the explain that the four ancient civilisations (Ancient Egypt, Sumer, Indus Valley and Ancient China) started at different times and were of different durations		Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations	<table border="1"> <tr> <td>Continuity and change</td><td>Significance</td><td>Cause and consequence</td><td>Similarity and difference</td><td>Evidence</td><td>Interpretations</td></tr> </table> NC objectives: - the achievements of the Ancient Egyptians Disciplinary Knowledge (NC objectives): - develop a chronologically secure knowledge and understand of world history - note connections, contrasts and trends over time - develop the use of historical terms - understand how our knowledge of the past is constructed from a range of sources - address and devise historically valid questions about similarity, difference and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. End points - I can place the Ancient Egyptian civilisation on a world history timeline. - I can explain why the River Nile was crucial for the Ancient Egyptians and compare it with modern times. - I can explain why the Nile River floods were so significant to the ancient Egyptians. - I can describe the finding of Tutankhamun's tomb and its significance on the world –(including the role Howard Carter played)		Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations
Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations																		
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			- I can explain that the four ancient civilisations were built along a river and can explain the advantages for this - I can explain what Ancient Civilisations need to function as a city - I can consider what the greatest achievement was of  	- I can explain the significance of the pyramids and why mummification developed to preserve bodies for the afterlife. - I can describe what life was like for Ancient Egyptians   	
Key Vocabulary: Significant, mill, cotton, heritage, spinning mule, industrial, revolution, invention, textiles, famine			Key Vocabulary: civilisation, dynasty, ancient, irrigation, dynasty, achievements, trade ,waste disposal, agriculture, cuneiform	Key Vocabulary: Ancient, civilisation, hieroglyph, archaeologists, papyrus, mummification, pharaoh, pyramid, flood, tomb	