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| **How do we know so much about where Sappho used to live?**  **Objectives:**  • Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists;  • Describe a ‘typical’ day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time;  • Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii;  • Describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79;  • Describe the differences between primary and secondary historical evidence about what happened in Pompeii;  • Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79;  • Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii;  • Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions;  • Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died;  • Describe and give reasons for the significance of one piece of personal primary historical evidence;  • Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past.  Identify how people lived in Pompeii, describe a typical day in the life of Sappho and compare how rich and poor people lived. | **Why did Delia buy a new hat?**  **Objectives:**   * **Recall** that the Edwardian period of British history was between 1901-1910 and the monarch was King Edward VII * **Identify and describe** the extremes of wealth and poverty in Britain during Edwardian times * **Identify and describe** who people referred to as aristocracy were * **Compare and contrast** the life of the aristocracy with people in the working classes * **Describe** who an emigrant is compared with an immigrant * **Explain** why so many working class emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times * **Explain** why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912 * **Describe** what occurred on the Titanic during the final 24 hours of its voyage on April 15th 1912 * **Describe** the difference between primary and secondary accounts of what occurred * **Sequence** events along a timeline with an equidistant scale of the events of the last 24 hours of the Titanic * **Select** the event along the timeline which they feel was of the greatest significance in the eventual sinking of the Titanic and **suggest reasons** why * **Understand** the different ways in whichthe sinking of the Titanic had such a huge impact on the village of Addergoole in Ireland   Curriculum coverage:  • events beyond living memory that are significant nationally or globally. | **Why is the history of my locality significant?**  **How did the First World War affect the lives of people where I live?**  **Objectives:**  Recognise how the First World War changed lives in our locality and elsewhere, compare communication methods and describe the ways in which horses were used during the War.  • Describe in simple terms why Britain went to war with Germany in 1914 and give reasons why living and fighting in the trenches of the Western Front was so horrific for many soldiers;  • Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas;  • Compare and contrast means of communication in Britain during the time of the First World War with today;  • Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War;  • Offer reasons for the causes of some of the changes in ways of life they have identified;  • Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort;  Curriculum Coverage:  • events beyond living memory that are significant nationally or globally  • the lives of significant individuals in the past who have contributed to national and international achievements  • significant historical events, people and places in their own locality.  Vocabulary:  War, enemy, army, soldier, trench, headquarters, government; defence, communication, postcard, telegraph, cypher, reinforcements, regiment, general, advance, retreat, desperate, rescue, decoded, casualty, rationing, requisition, artillery, overseas, trade, propaganda, patriotic, munitions, factory, manufacturing, battleship, bombardment, rehabilitation, memorial, dedication, honour and commemorate, mine, mining, farming, farmer |