

- I can discuss the lives of significant people in the past who have contributed to national and international achievements.
- Use the lives of significant individuals to compare life in different periods.

Year 3

- Discuss the lives of significant people in the past who have contributed to national and international achievements.
- I can explain the significance of achievements made in early civilisations and how they impacted the future.

Well done You understand what Garrett Morgan achieved

we have to be able to say about mob rules on the phone etc were there right to today get like

WALT: understand why people remember Garrett Morgan

	Me	Teacher
I can describe some key events in Garrett Morgan's life.	✓	✓
I can recall some events of his life in order.	✓	✓

Teacher / TA / Peer / Group / Independent
Word bank / Writing frame / Working wall



Wednesday 6th October 2021

Garrett Morgan was an American inventor. He is famous for designing many useful products, including the traffic light and gas mask.

1. What two things did Garrett invent?
 - Garrett moves to Ohio to get a job.
 - Garrett is born in Kentucky, USA.
 - Garrett opens a clothing store.
 - Garrett becomes an expert on sewing machines.
 - Garrett rescues people after an explosion.
2. Order the following events:
 - Garrett moves to Ohio to get a job.
 - Garrett is born in Kentucky, USA.
 - Garrett opens a clothing store.
 - Garrett becomes an expert on sewing machines.
 - Garrett rescues people after an explosion.
3. Who did Garrett pay to help him to continue his learning?
 - Garrett rescues people after an explosion.
4. Garrett was allowed a for his idea.
5. What did Garrett's traffic system have that the old one didn't have?
6. Explain why you think that Garrett and his brother rushed to the tunnel following the gas explosion.

1. that is Kentucky, USA. Garrett moves to Ohio to get a job. Garrett becomes an expert on sewing machines. Garrett opens a clothing store. Garrett rescues people after an explosion.

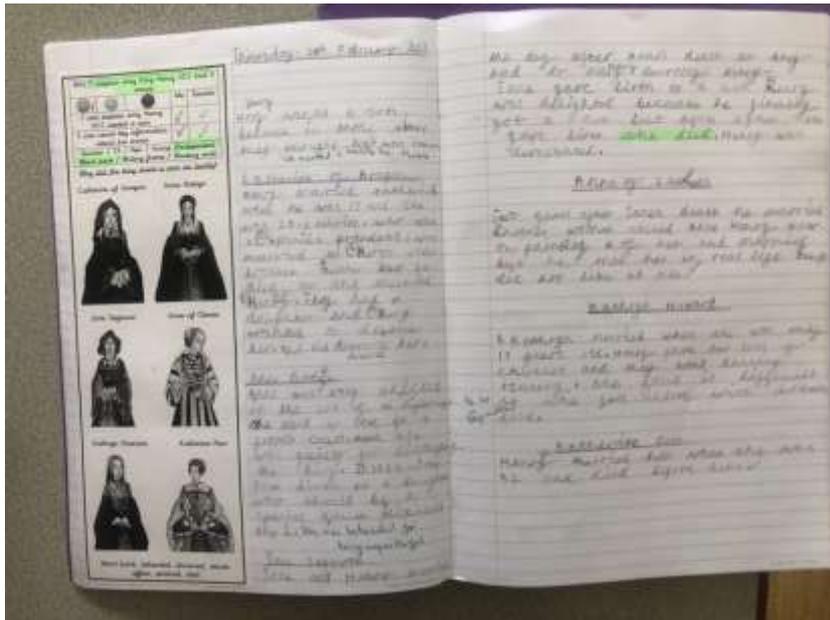
2. Garrett paid for a patent to help him to continue his learning.

3. Garrett was allowed a patent for his idea.

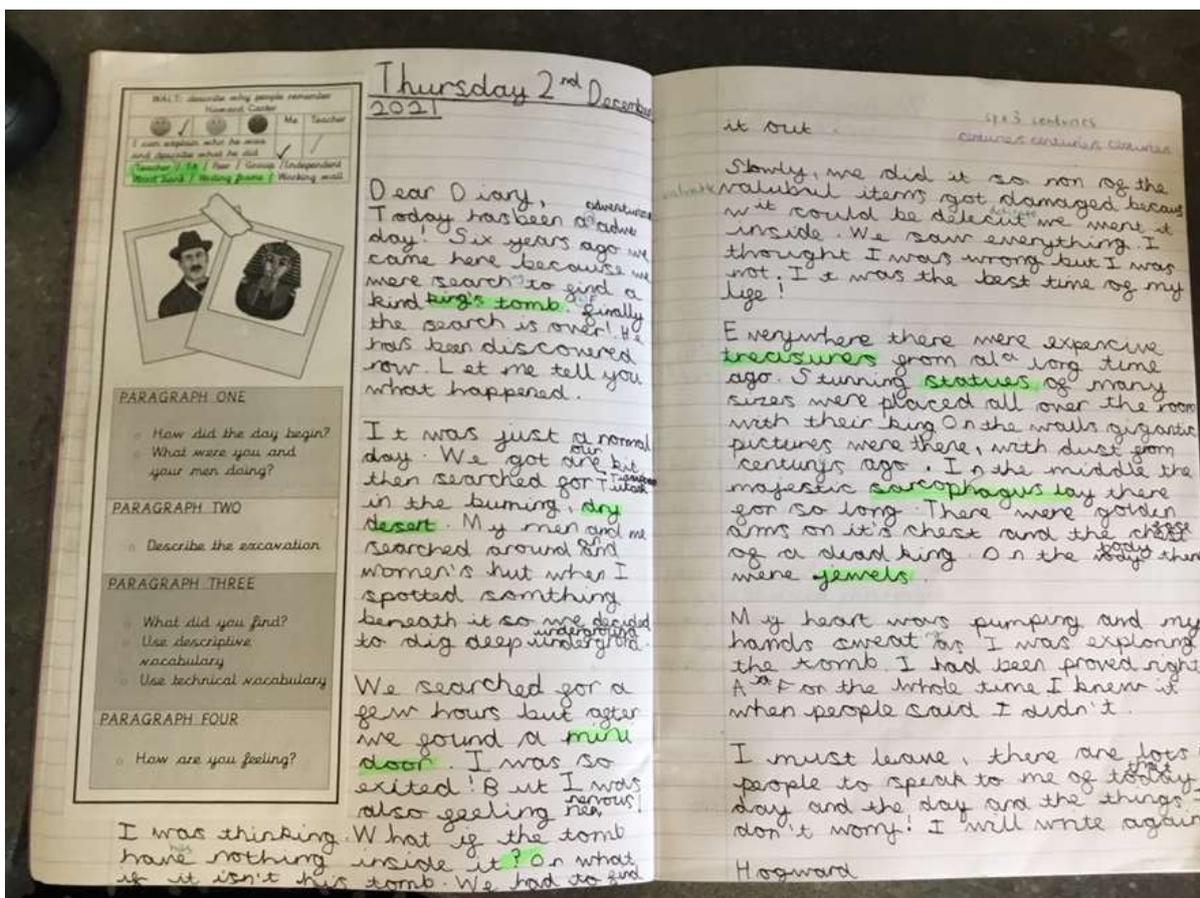
4. Garrett's traffic system had an extra warning sign, think.

5. I think he was going to save people who might be stuck in the tunnel to help.

Black History Month- description of the achievements of Garrett Morgan



Profile of Henry VIII's wives

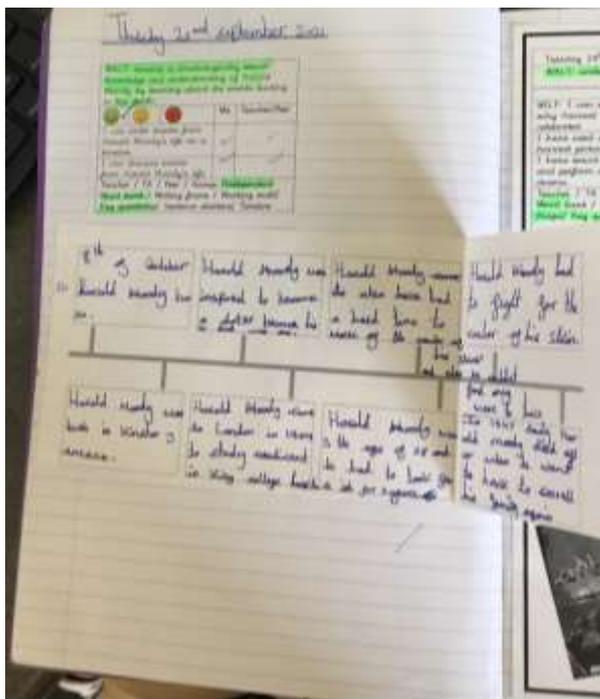
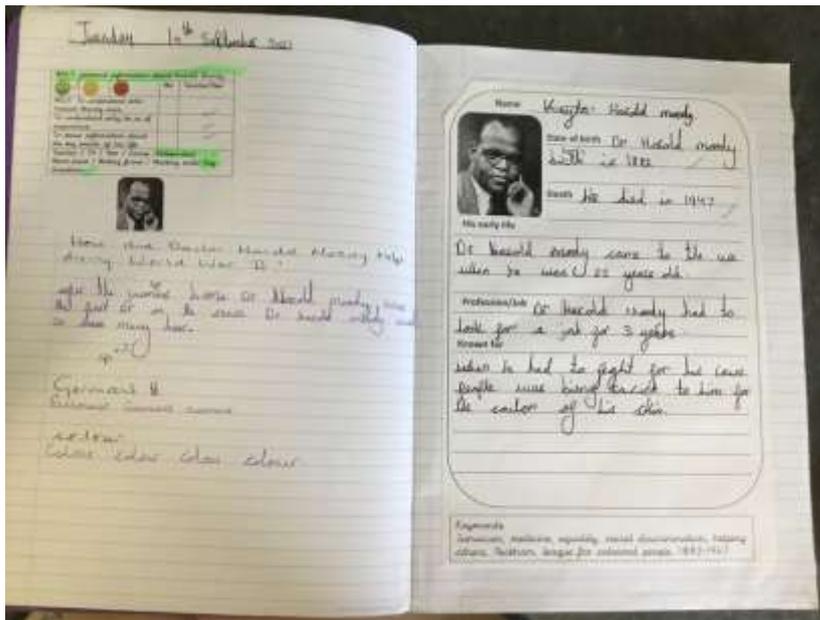


Description of the discovery of Tutankhamun's tomb and what was found there

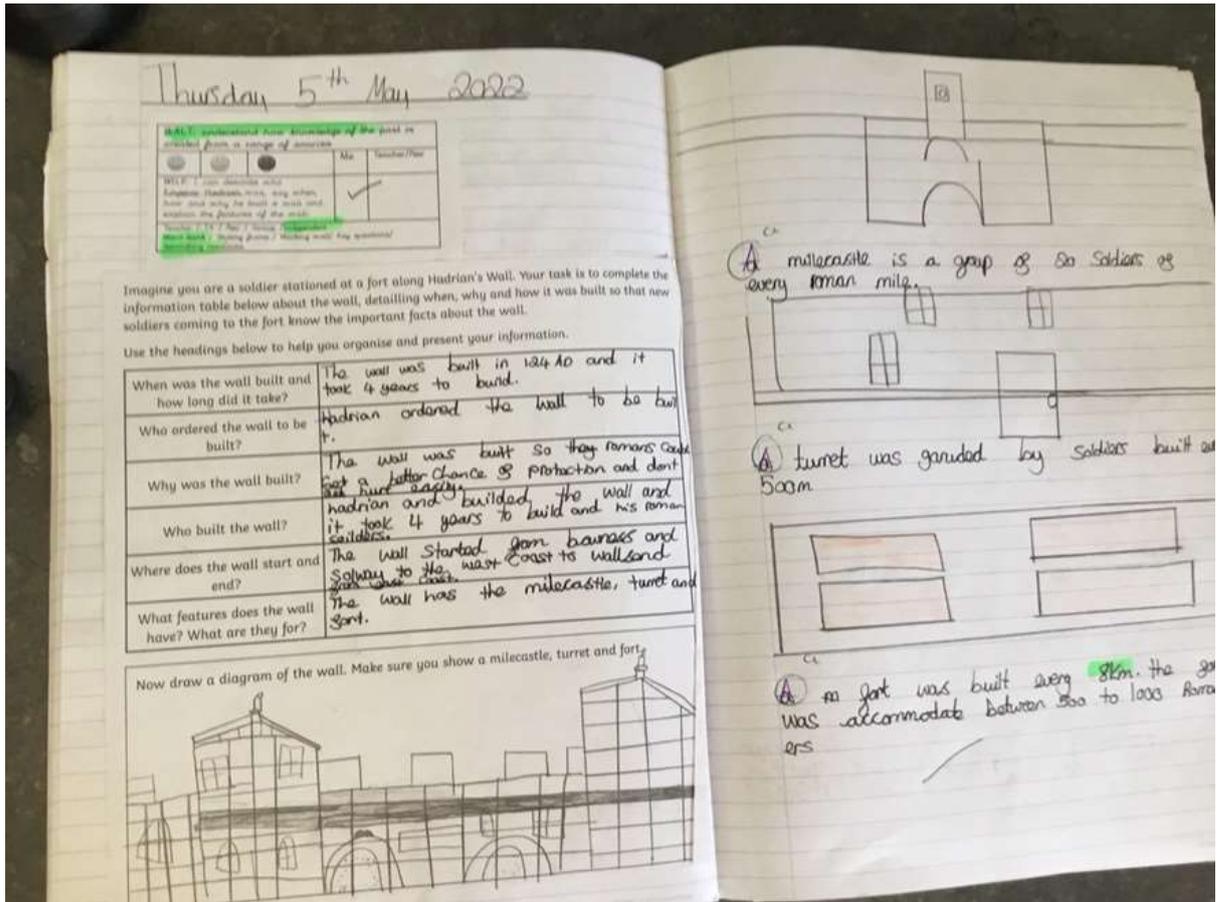
Year 4

- Describe a local history study.
- Describe some changes in Britain from the Stone Age to the Iron Age.

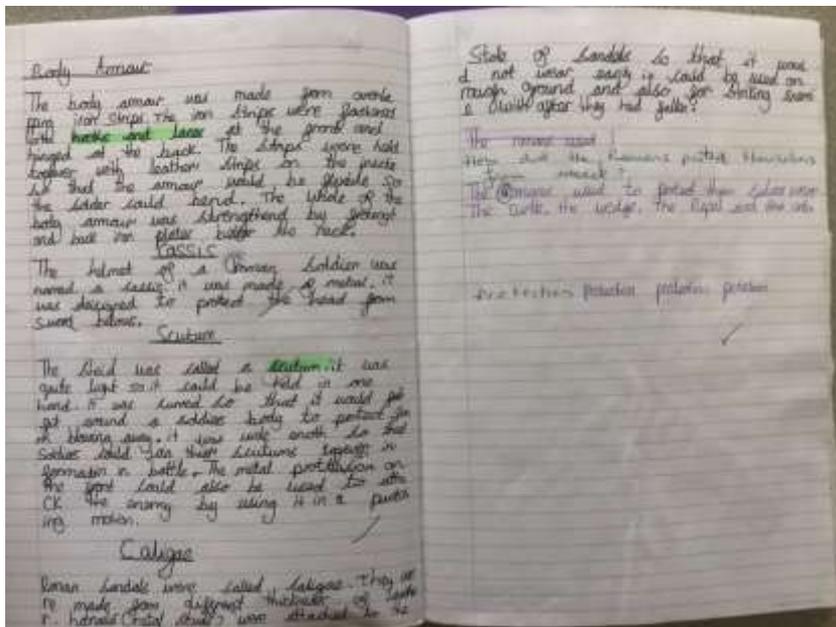
- Describe the Roman Empire and its impact on Britain.



Local History study- Harold Moody



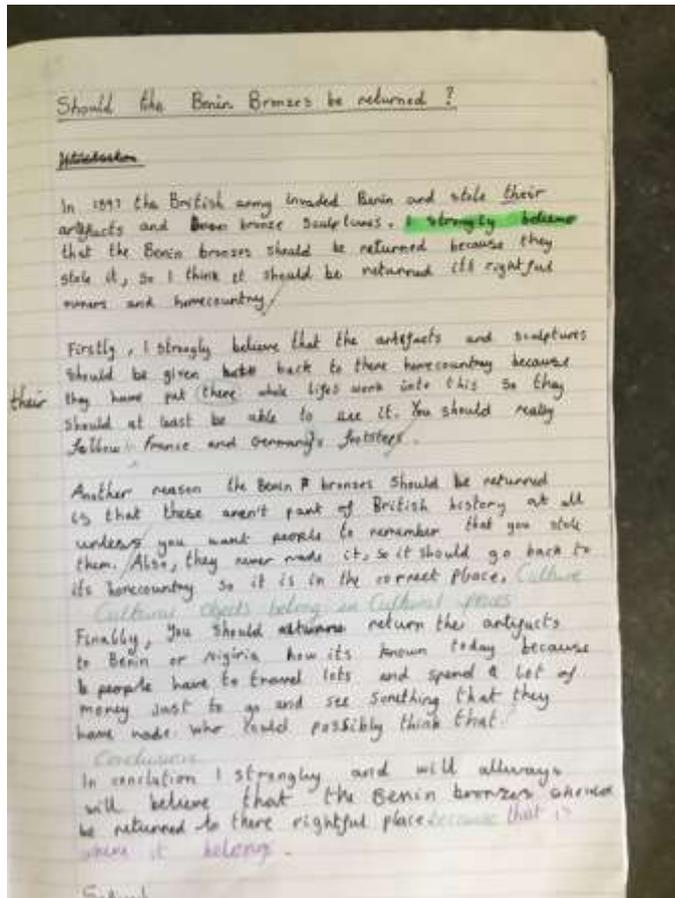
Description of Hadrian's Wall



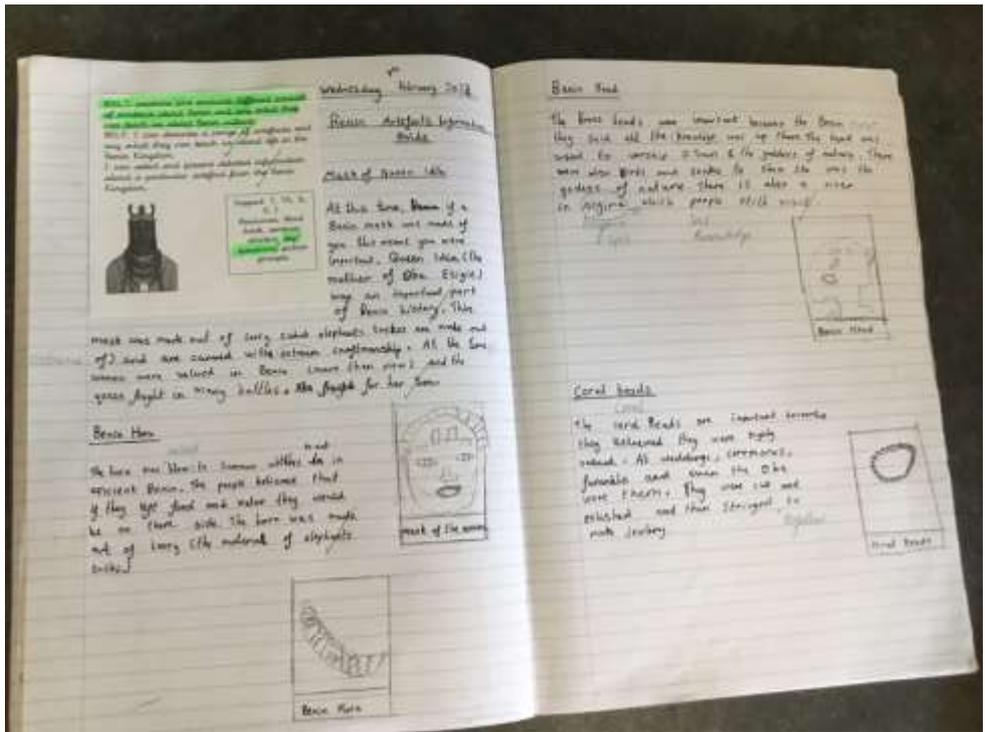
Description of the Roman army and their equipment

Year 5

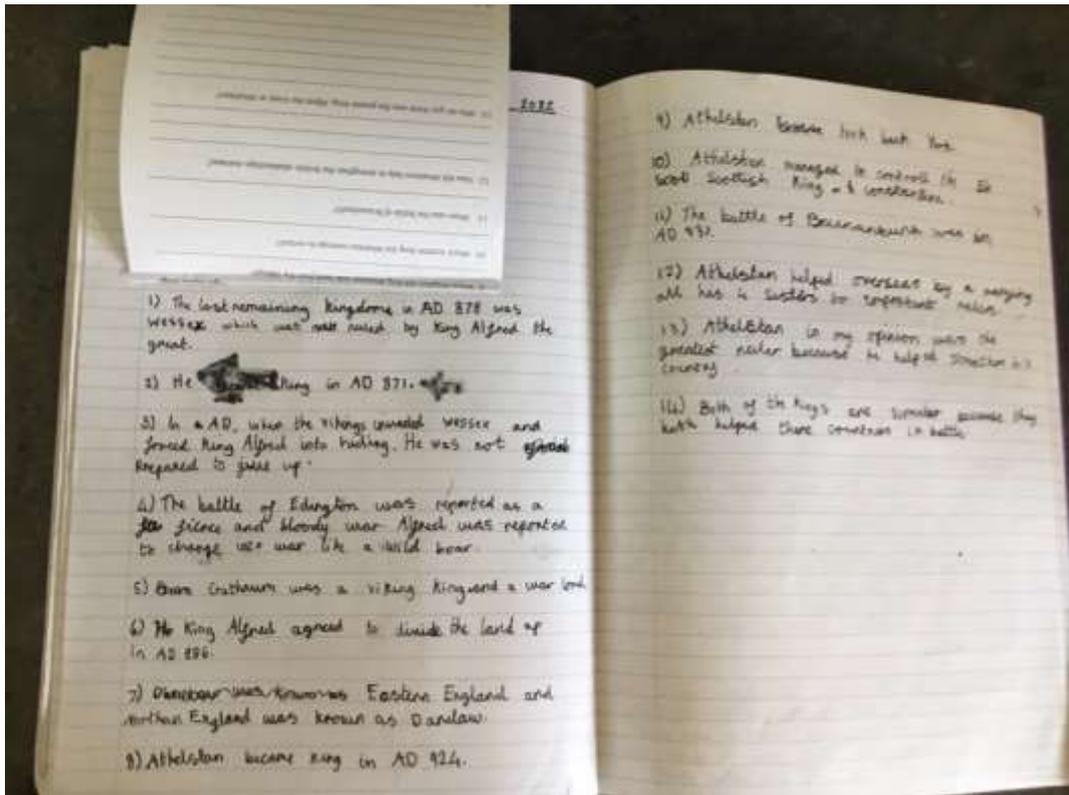
- Give reasons for some historical events.
- Describe a non-European society that provides contrast with British history.
- Describe the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.
- Note connections, contrasts and trends over time, establishing clear narratives across the periods studied.



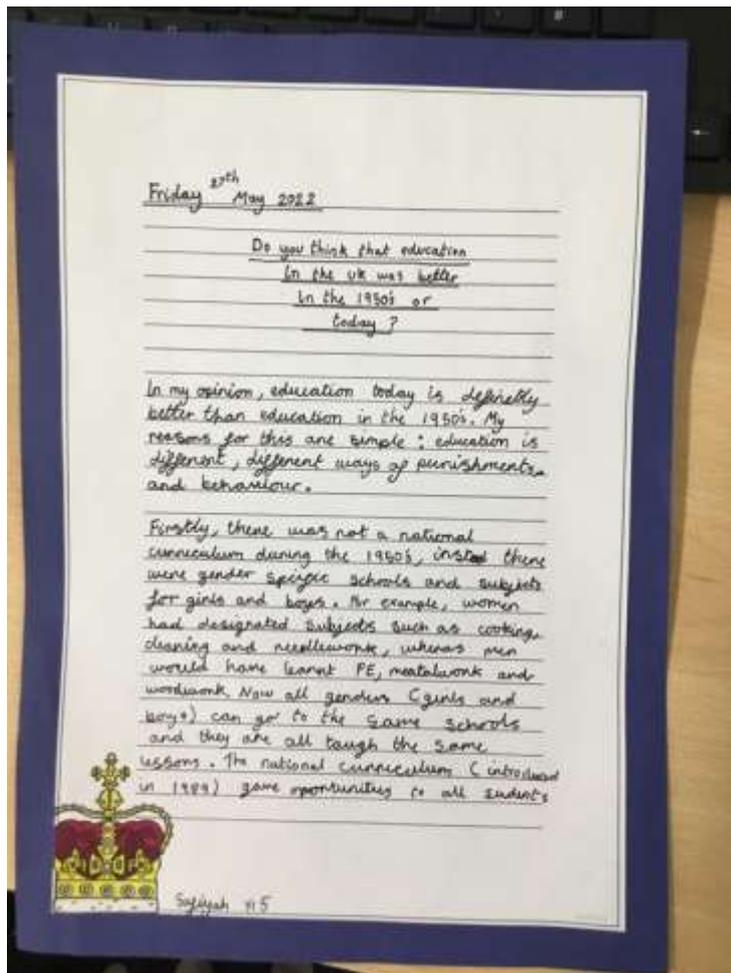
Written argument for the return of the Benin Bronzes, describing why they were taken in the first place



Description of some artefacts from Benin (non-European society)



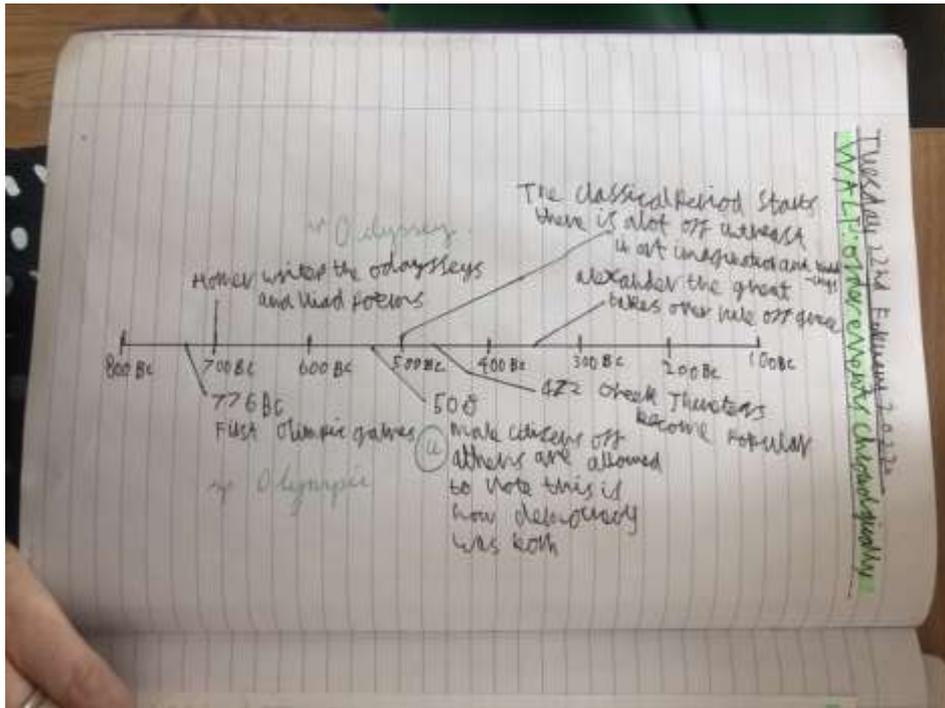
Description of the Viking and Anglo-Saxon struggle for the kingdom of England



Writing contrasting education in the 1950s with education today

Year 6

- Use evidence to support arguments.
- Understand the impact of the Ancient Greeks on world history.



Timeline showing impact of Ancient Greeks on World History

Overall, the two lands mentioned above were evidently different but did share similarities such as language. Moreover, for they both had mighty armies which was what enabled both Athenians and Spartans to conquer substantial land.

If I were an Ancient Greek I would have preferred to live in Athens due to its sophisticated government. I like that education was valued in Athens; I would become greater in Athens.

An excellent, informative explanation text - well done! ★

Q: Was Athens really a democratic state?
 A: Athens was only partly a democratic state as not everyone could vote. Women, foreigners and slaves couldn't.

Conclusion to a comparison of Athens and Sparta, using evidence to support arguments