



Year 1

Term 2 – Gunpowder Plot

Key Vocabulary:

London, plot, gunpowder, Catholic, Protestant, Guy Fawkes, King James I, chronological, significant

Substantive Knowledge

Pupils will:

- identify England as the capital city of England where the Gunpowder Plot took place
- know Guy Fawkes was a gunpowder expert who was blamed for the plot
- recognise King James I as the king of England when the plot took place
- name Guy Fawkes, Thomas Percy and Robert Catesby as plotters who arranged the Gunpowder Plot
- know 5th November 1605 as the day we remember the failure of the plot
- recognise the intention of the plot was to kill King James I and his government by blowing up the Houses of Parliament
- explain the plot failed when Guy Fawkes was found with gunpowder in the cellar at the Houses of Parliament
- recite the 'Remember, Remember...' rhyme about the Gunpowder Plot

Procedural Knowledge

Pupils will:

- construct a timeline that shows the sequence of key events related to the Gunpowder Plot
- assign specific dates to events, individuals, and milestones
- explore the biographies of key figures involved in the plot, such as Guy Fawkes, Robert Catesby, and others
- learn about the motivations, beliefs, and personal backgrounds of the plotters
- formulate historical questions, seeking answers, and evaluating the reliability of sources

- acquire historical terminology related to the plot, including terms such as "gunpowder," "parliament," and "treason"



Year 2

Term 2 – The Great Fire of London

Key Vocabulary:

17th Century, diary, rebuilt, St Paul's Cathedral, order, timeline, change, source

Substantive Knowledge

Pupils will:

- know the Great Fire of London was in 1666 and started in a bakery on Pudding Lane
- explain the cause of the spread of the fire was due to the buildings in London being very close together and made from wood with straw roofs
- identify King Charles II as the reigning monarch at the time
- recognise Samuel Pepys' diary as one of the most important sources of information about London during this time in history
- name Christopher Wren as the architect who rebuilt St Paul's Cathedral

Procedural Knowledge

Pupils will:

- compare and contrast life in London in 1666 with modern-day London, identifying key differences in aspects such as architecture, transportation, daily life, and infrastructure
- create a chronological timeline of the significant events leading up to and during the Great Fire of London
- analyse primary sources such as Samuel Pepys' diary and understand the value of diaries as historical documents
- see events from the viewpoint of individuals living in 1666 and appreciate the challenges they faced



Year 3

Term 2 – Stone Age to Iron Age

Key Vocabulary:

hunter-gatherer, agriculture, settlement, tribe, monument, migration, technology, prehistoric, archaeologist, BC, AD, migration

Substantive Knowledge

Pupils will:

- know the order of the three periods of Stone Age: Palaeolithic, Mesolithic, Neolithic and show an understanding of how life progressed
- understand 'BC' is used to show a date before the year AD 1 and 'AD' is used to show a date after
- explain people developed the technology to make bronze during the Bronze Age, which helped to make bronze tools, containers and jewellery
- know people who lived during the Iron Age are often called Celts, these were people who were farmers and lived as a part of a tribe
- recognise during the Iron Age, technology developed further allowing people to make tools and weapons from iron

Procedural Knowledge

Pupils will:

- analyse and compare the transitions between the Stone Age, Bronze Age, and Iron Age, considering changes in tools, technology, and lifestyles
- interpret artefacts and understanding how they provide insights into past cultures
- analyse significant Stone Age monuments, such as Stonehenge, including their construction techniques, purposes, and cultural significance
- gain an understanding of how historians and archaeologists interpret the purpose and meaning of ancient monuments
- compare daily life in the Stone Age, Bronze Age, and Iron Age in terms of housing, food, clothing, and tools
- understand the purpose and construction of Iron Age hillforts, exploring the defensive features, layout, and organisation
- formulate historical questions about the periods being studied



Year 4

Term 2 – The Romans

Key Vocabulary:

emperor, legion, empire, invasion, conquer, rebellion, gods, goddesses, belief

Substantive Knowledge

Pupils will:

- know Julius Caesar attempted to invade Britain twice but failed to overcome the Celts in 55 BC and 54 BC
- explain that Emperor Claudius conquered much of Britain in AD 43
- identify Queen Boudicca as the leader of the rebellion against the Romans in AD 60/61
- recognise the Roman army being famous for building long straight roads
- understand that a republic was formed in Rome. The republic didn't allow one person to have complete control of the city. A group of men called senators shared power.
- know Hadrian's Wall was ordered to be built by Emperor Hadrian in the North of England
- name and identify the Colosseum, Pantheon and Roman Forum as famous Roman landmarks

Procedural Knowledge

Pupils will:

- understand the motives, strategies, and key events of Julius Caesar's invasion and Emperor Claudius's invasion of Britain
- identify and understand the significance of Roman landmarks, such as the Colosseum, the Roman Forum, and the Pantheon
- analyse the battles and their outcomes, as well as the impact on Roman Britain
- understand the reasons behind Boudicca's revolt, her leadership, and the outcomes of the revolt, considering the experiences of both Romans and native Britons during this conflict

- learn how and why Hadrian's Wall was built, including its defensive and strategic purposes
- formulate historical questions about the Roman period and its impact on Britain
- acquire historical terminology related to Rome and Roman Britain, including terms like "Republic," "Emperor," and "Legion"



Year 5

Term 2 – Ancient Egypt

Key Vocabulary:

BC, civilisation, irrigation, silt, hieroglyphics, cartouche, ancient, tomb

Substantive Knowledge

Pupils will:

- know the Egyptian empire was created in 3000 BC and lasted until 30 BC when the Romans took over
- list reasons why the Nile was important to civilisation, including: enriching soil for growing crops, transport, fishing, trade, water and growth of papyrus plants
- name gods of Egypt such as Horus, Ma'at, Osiris and Anubis, explaining the beliefs of the Egyptians regarding these gods
- identify Tutankhamun as a pharaoh of Egypt whose tomb was discovered by Howard Cater in the Valley of Kings in 1922

Procedural Knowledge

Pupils will:

- analyse historical documents and artefacts to extract information about Ancient Egypt
- understand the ancient Egyptians' religious beliefs, including the afterlife, gods and goddesses, and the concept of Ma'at
- understand the geography of Ancient Egypt, including the Nile River's role in agriculture and transportation



Year 6

Term 2 – World War 2

Key Vocabulary:

Allies, evacuation, persecution, Nazi party, rationing, Holocaust, invade,

Substantive Knowledge

Pupils will:

- know World War II started in 1939 and ended in 1945
- understand that rationing of food, soap, petrol, clothing and timber was necessary due to a shortage
- explain children were evacuated during the war to the countryside, where it was believed they would be safer from bombing
- recognise World War II began after Germany invaded Austria, and then broke a treaty when invading Czechoslovakia and Poland
- name the United Kingdom, France, Poland, USA, USSR and China as allies
- name the original Axis Power as Germany, Japan and Italy
- identify Adolf Hitler as the leader of Germany during the war and Neville Chamberlain and Winston Churchill as the prime ministers of the United Kingdom

Procedural Knowledge

Pupils will:

- grasp the global scale of the war, including the involvement of major Allied and Axis powers, the theatres of war, and the impact on various regions worldwide
- explore how the war brought about significant social and cultural changes, including the roles of women in the workforce, the impact of wartime propaganda, and the experiences of children during the conflict
- gain an understanding of the Holocaust as a profound violation of human rights, as well as the international response and post-war efforts to bring perpetrators to justice
- be introduced to the concept of historical interpretation, understanding that history can be viewed from various perspectives, and that historians analyse and interpret primary and secondary sources to construct narratives of the past

- explore how historical events like World War II are remembered and commemorated through memorials, museums, and annual observances, understanding that collective memory plays a significant role in shaping our understanding of history