

Year 1

Term 2 – Gunpowder Plot

Key Vocabulary:

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

Pupils will:

- describe what Guy Fawkes looked like and the clothes he wore
- pick some items that Guy Fawkes might have used in 1605
- tell the difference between objects that Guy Fawkes could have used when he lived, compared with what he might have used today.
- discuss who some of the Gunpowder plotters were, why and how they wanted to carry out their plan
- list key facts of the Gunpowder Plot, such as who was involved, when and why it happened.
- put the events of the Gunpowder Plot into the correct order
- write questions they would like to ask Thomas Percy
- perform part of the story of the Gunpowder Plot by acting within a group
- discuss what they notice in photographs and pictures of bonfire nights from the past
- recite the 'Remember, Remember...' rhyme about the Gunpowder Plot

Term 4 – Toys

Key Vocabulary:

Victorian, 20th Century, 21st Century, source, past, modern, oldest, newest, change, decade

Pupils will:

- describe what 21st Century toys are made from and how they work
 - name three ways they can find out about the past
 - use different sources to find out about toys from the past
 - name two popular toys from the past
 - ask questions about the past and use information from a source to answer them
 - explain how and why toys have changed over time
 - explain how this has impacted on the toys we play with today
 - identify similarities and differences between the toys from today and Victorian times
 - match words relating to the passing of time to a relevant picture
 - spot and use words relating to the passing of time
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Term 6 – Kings and Queens

Key Vocabulary:

monarch, Parliament, succession, timeline, chronological, royal, family tree, source, rule

Pupils will:

- explain what a good monarch would do in different situations
- place some important British monarchs into the correct order on a timeline
- discuss some important British monarchs from the past
- explain how the monarchy continues through the royal family
- understand why the eldest son is represented differently to other children in royal paintings
- discuss what they know about Queen Victoria's family tree
- represent their own family history as a family tree
- discuss how historians knew about the life of Richard III
- decide which sources of information are most reliable to historians when finding out about Richard III
- list key facts about the life of Richard III
- take part in a debate whether or not Richard III murdered his nephews
- discuss how the foods that people ate in the fifteenth century are different to the present
- discuss some of the similarities and differences in the lives of Elizabeth I and Queen Victoria

Year 2

Term 2 – Great Fire of London

Key Vocabulary:

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

Pupils will:

- identify how the buildings in London were different in the past
- describe how people travelled differently in London in the past
- explain how past and present London are different and similar
- describe some jobs that people have now and some jobs that people had in 1666
- explain how the jobs that people have now and jobs that people had in 1666 are similar and different
- explain how the fire started and why it spread
- put the events of the fire into the order they happened
- discuss the effect of the fire of London
- discuss different historical sources of information about the fire
- identify which sources are most helpful and explain why
- identify which sources are least helpful and explain why
- discuss the problems that caused the fire to spread
- describe how they think London should have been rebuilt after the fire
- explain the reasons why changes happened
- describe the problems that meant the fire was able to spread
- describe what happened during the fire
- explain how and why London changed after the fire

Term 4 – Travel and Transport

Key Vocabulary:

carriage, travel, transport, steam engine, electric car, petrol, railway, motor, change, past, present, future

Pupils will:

- place different types of transport correctly in order onto a timeline
- identify ways people travelled before cars were invented
- ask and answer questions about the Vikings and their longboats
- compare cars from the past and present day
- recall key facts about the first car
- recall some key facts about how and when Stephenson invented the steam train

- explain some reasons why trains changed people's lives
 - understand how it might have felt to travel in a steam train for the first time in 1830
 - order the events of flight history onto a timeline
 - identify some differences between the Wright Flyer and a modern aeroplane
 - recall key facts about the Wright brothers
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Term 6 – Local History

Pupils will:

- take part in a local history study

Year 3

Term 2 – Stone Age to Iron Age

Key Vocabulary:

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

Pupils will:

- explain the different challenges of survival for early man
- explain where the Stone Age gets its name
- identify which tools were crucial to the survival of early man
- recognise how tools changed during the Stone Age to make hunting more successful.
- explain how Skara Brae was discovered and list the names of some items found there
- explain how Skara Brae shows that Stone Age people were beginning to change how they lived
- explain why Bronze Age people mined copper
- identify the names of some of the jobs that copper miners used to do
- explain why children worked in copper mines
- explain how Stonehenge changed from the Stone Age onwards
- name three reasons why people think Stonehenge might have been built
- explain why there are many ideas about how Stonehenge was used
- explain how homes changed from the Stone Age to the Iron Age
- name two reasons why Iron age people wanted to protect their homes
- explain how hillforts were designed to protect Iron Age tribes
- name two of the roles of Druids in Iron Age tribes
- name an important festival in the Druid calendar
- explain why the evidence we have from the Romans about Iron Age Druids might be unreliable
- explain what archaeologists now think about the Druids

Term 4 – English Royalty

Key Vocabulary:

Medieval, Middle Ages, monarchy, aristocracy, era, timeline, revolt

Pupils will:

- give the name of the king who reigned in England before William the Conqueror

- explain one reason why William thought he should be king
 - give one reason why William succeeded in becoming king
 - explain what the English people thought of William as king
 - name one reason why King John has a bad reputation
 - explain why the English people decided to revolt
 - name the important document that King John signed
 - explain why Henry wanted a son
 - name the wives of Henry the VIII
 - give some detail about what happened to each of Henry the VIII wives and why
 - give one reason why Queen Anne's life was difficult
 - name the countries in the Acts of Union in 1707
 - explain what some English people thought about the union of Great Britain
 - explain what some Scottish people thought about the union of Great Britain
 - name the Prime Minister who helped Victoria build her empire
 - name two countries in the British Empire
 - give two facts about Queen Elizabeth II
 - organise dates and monarchs on a timeline
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Term 6 – Ancient Greece

Key Vocabulary:

ancient, civilisation, city states, empire, legacies, democracy, myth, trade, chronological, culture, secondary source, primary source

Pupils will:

- use and understand the terms 'trade', 'civilisation' and 'chronologically'
- order key events chronologically during a period in history
- discuss the terms 'empire', 'culture' and 'legacies'
- explain how Alexander the Great's Empire grew
- describe how Alexander the Great's Empire affected different people
- explore how enslavement was central to life in ancient Greece
- gather information from secondary sources about aspects of life in ancient Greece
- explore some comparisons between life in ancient Athens and ancient Sparta
- discuss how democracy worked in ancient Athens
- describe some of the key beliefs of the ancient Greeks and discuss how they worshipped
- name and describe some of the ancient Greek gods and goddesses
- explore sources of evidence which have been used to find out about the Trojan War
- discuss whether the Trojan War really happened or whether it was a myth

Year 4

Term 2 – The Romans

Key Vocabulary:

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

Pupils will:

- know when and how the Romans conquered Britain
 - label a map to show some Roman roads
 - understand how the Roman empire might have affected different people
 - identify who the emperor Hadrian was and when, how and why he built a wall
 - describe and draw the features of Hadrian's Wall
 - explain the different elements of Roman religion
 - list the names of some of the main Roman gods and goddesses and understand what they represented to the Roman people
 - label the different features of a Roman bathhouse
 - understand what a Roman bathhouse is and who used them
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Term 4 – Anglo Saxons and Scots

Key Vocabulary:

Angles, Saxons, Scots, invaders, kingdom, Pagan, Christianity, religion, worship

Pupils will:

- understand why, where and when the Scots and Anglo-Saxons invaded Britain
 - label a map to show the Anglo-Saxon kingdoms
 - match up Anglo-Saxon place names to their root meanings
 - label a map of Britain to show some Anglo-Saxon county, city and town names
 - list the different jobs that Anglo-Saxon people did and explain one job in more detail
 - draw and label an Anglo-Saxon village
 - draw and annotate a picture of an Anglo-Saxon artefact
 - understand how sources of evidence can be analysed to help us understand more about Anglo-Saxon culture
 - identify true facts about Anglo Saxon religious beliefs and practices and use these to ask and answer their own questions
 - describe an Anglo Saxon god in detail
 - understand the saints who helped to convert the Anglo-Saxons to Christianity
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Term 6 – Vikings and Anglo Saxons

Key Vocabulary:

Exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, reign

Pupils will:

- order events from the time of the Vikings
- identify key facts about some Anglo-Saxon kings
- compare the similarities and differences between some Anglo-Saxon kings
- recall key details about King Ethelred and the introduction of Danegeld
- explain the problems King Ethelred faced before introducing Danegeld
- explain key aspects of Viking life
- ask and answer questions about Viking life
- demonstrate understanding of crime and punishment in Anglo-Saxon and Viking Britain
- compare and contrast the Anglo-Saxon and Viking justice systems with the modern British justice system
- identify and order Anglo-Saxon kings on a timeline
- explain key aspects of the reign of the last Anglo-Saxon kings
- distinguish between historically accurate and inaccurate events

Year 5

Term 2 – Ancient Egypt

Key Vocabulary:

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

Pupils will:

- describe when the ancient Egyptians lived
- describe and name different roles in ancient Egyptian society and what those people did
- use pictures to find out information about life in ancient Egypt
- explain why the River Nile was essential to survival for ancient Egyptians
- compare ancient Egypt to other ancient civilisations that they have learnt about
- retell and order the key steps in the mummification process
- use different sources to build a picture of events
- raise questions about where the sources came from and why they were created
- retell the key events of the Tutankhamun discovery story
- read and understand how hieroglyphs were used
- comment on the similarities and differences between hieroglyphs and English
- find information in different places about an Egyptian god

Term 4 – Crime and Punishment

Key Vocabulary:

deterrent, execution, judge, jury, ordeal, treason, victim, trial, source, artefact

Pupils will:

- match some terms used in the British justice system with their meanings
- understand ways in which the Roman justice system has left a legacy today
- recall some key facts about the types of punishments that the Romans would use
- know key facts about different types of punishments used in Anglo-Saxon Britain
- explain how wergild was used in Anglo-Saxon Britain
- compare and contrast the Anglo-Saxon and modern British justice systems
- compare and contrast the Anglo-Saxon and Roman justice systems
- ask questions about various historical sources of Tudor objects

- understand key facts about different types of punishments used in Tudor Britain
 - explain which crimes were thought to be very serious in Tudor Britain
 - compare and contrast the Tudor and Anglo-Saxon justice systems
 - use different sources to build a picture of events in the life of Dick Turpin
 - study various sources and talk about their differences in what they show about Dick Turpin
 - form their own opinion about Dick Turpin based on the sources they have studied
 - recall two main things that the Victorians introduced to prevent crime
 - explain the hard labour tasks that Victorian prisoners had to do
 - talk about modern crime prevention and detection methods that we have now
 - compare these modern methods with what was used to prevent and detect crimes in the past
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Term 6 – The Tudors

Key Vocabulary:

reformation, monarch, reign, throne, heir, reliability, sources, enquiry,

Pupils will:

- know what the War of the Roses was
- understand how Henry VII came to power, and held it
- analyse the reasons for Henry Tudor winning the Battle of Bosworth
- identify key features of Henry VIII's character and reign
- analyse both contemporary and modern sources about Henry VIII and test them for reliability and utility
- undertake a source-based enquiry on Henry VIII and make an overall judgment on his effectiveness as King
- identify the problems King Henry VIII faced in 1533
- make a judgment as to why King Henry VIII broke with Rome in 1533, and explain how the Reformation still has consequences in England today
- know who Edward VI was
- understand how religion changed in England during Edward's reign
- analyse the role of Edward's protectors
- know when Mary I ruled England
- understand why Mary executed Protestant Christians
- evaluate whether Mary deserves the name 'Bloody Mary'
- order and explain the importance of the different issues Elizabeth I faced during her reign

Year 6

Term 2 – World War 2

Key Vocabulary:

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

Pupils will:

- order events from early World War II on a timeline
- label a map to show who the Allies and Axis Powers were in World War II
- describe what evacuees needed to take with them on their journey
- explain when, where and why children were evacuated
- say what foods were rationed during World War II
- explain why rationing food was necessary
- explain how everyday lives were affected by food rationing
- compare the roles of women and men before World War II
- say what type of jobs women did during World War II
- describe key details of a woman's wartime job
- explain how the role of women differed before, during and after the war
- explain what anti-Semitism means and how this led to discrimination against Jewish people in Europe
- explain how the lives of Jewish children were impacted by anti-Semitism in the 1930s and 1940s
- describe some of the key events of World War II
- explain why a specific World War II event was a key turning point in the war

Term 4 – Local History Study

Pupils will:

- take part in a local history study

Term 6 – The Mayans

Key Vocabulary:

civilisation, drought, scribes, codices, maize, sacrifice, worship, ritual, evidence, primary source, secondary source

Pupils will:

- recall and organise relevant facts about the Maya civilisation
- label a map to show where the Maya lived and where some main cities were
- understand the important aspects of Maya religion
- read numbers using the Maya symbols for 0, 1 and 5
- identify at least three sources of evidence about the Maya and explain what they tell them
- examine a historical picture and answer questions about an aspect of the Maya civilisation
- identify key facts about the Maya writing system
- construct Maya words using syllabograms and logograms
- create a list of foods that the ancient Maya people would have eaten
- describe why corn is significant and precious to the ancient Maya people
- describe why chocolate is significant and precious to the ancient Maya people