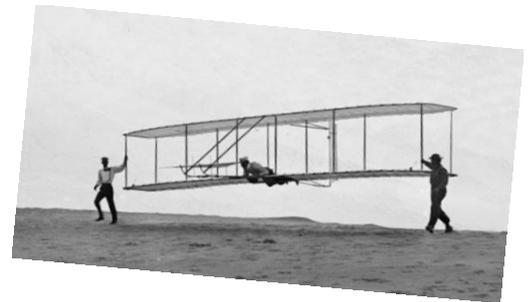


| Year 1 | Autumn 1 | Spring 1 | Summer 1 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | My Family History | Great Explorers | Great Inventions – The First Flight |
| National Curriculum Objectives | Significant historical events, people and places in their own locality. | The lives of significant individuals in the past who have contributed to national and international achievements. | Events beyond living memory that are significant nationally or globally |
| <u>Intended learning</u> | The children will explore similarities and differences between their own lives and those of people their grandparents' age. | The children will investigate the lives and journeys of a selection of explorers. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that. | The children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. |
| <u>Key Vocabulary</u> | History, same, different, compare, before, after, past, now, timeline, 20th century, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old... | Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant. | Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, jet, landing gear, impact, trade, leisure, inventor, canal, toll, source, freight, significance. |
| <u>Links within the learning</u> | <i>Year 2 – Our Heroes</i> <i>Year 2 - Holidays</i> | <i>Year 2 – Our Heroes</i> | <i>Y1 – Great Explorers</i> |



| Year 2 | Autumn 2 | Spring 2 | Summer 2 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Bonfire Night and The Great Fire of London | Our Heroes – Florence Nightingale | Holidays |
| National Curriculum Objectives | 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. |
| <u>Intended learning</u> | Children will focus on two events within the Stuart period. First they will explore The Gunpowder Plot and Bonfire Night. They will then look at The Great Fire of London, and decide whether or not it improved London for those living there. | Children will learn about Florence Nightingale and how she changed nursing forever. They will make links to Nellie Spindler who was a nurse from Wakefield. | Children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. They will continue to develop their use of sources, with a particular focus on the use of oral history (from friends and family) and images. |
| <u>Key Vocabulary</u> | Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water, squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit. | Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects, Florence Nightingale, Nellie Spindler, nurse, soldier, Crimean War, conditions. | Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism. |
| <u>Links within the learning</u> | <i>Year 1 - Great Inventions: Transport</i> | <i>Year 1 - The Greatest Explorers</i> <i>Year 3 - Local History</i> | <i>Year 1 - My Family History</i> |



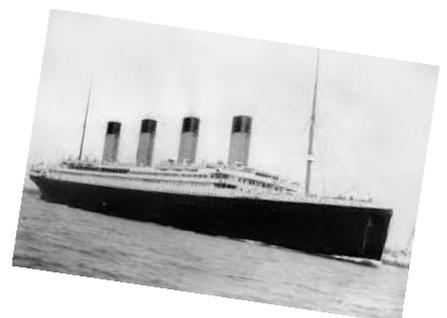
| Year 3 | Autumn 1 | Spring 1 | Summer 1 |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The Stone Age | The Bronze Age and The Iron Age | Local History |
| National Curriculum Objectives | -changes in Britain from the Stone Age to the Iron Age | -changes in Britain from the Stone Age to the Iron Age | - a local history study |
| <u>Intended learning</u> | Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. | Children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period. | Children will investigate their local area. They will pay close attention to and consider which buildings are of significance and should be preserved. |
| <u>Key Vocabulary</u> | Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, dresser, tomb, dolmens, barrows, mounds, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution. | Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort. | Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage. |
| <u>Links within the learning</u> | Year 3 - The Bronze Age and the Iron Age | Year 3 – The Stone Age | Year 2 – Our Heroes |



| Year 4 | Autumn 1 | Autumn 2 | Summer 2 |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Roman Britain | The Egyptians | The Vikings |
| National Curriculum Objectives | -the Roman Empire and its impact on Britain | -the achievements of the earliest civilizations - including Ancient Egypt | -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| <u>Intended learning</u> | Children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. | Children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. | Children will learn about the Vikings, and consider the reasons why they raided and then went on to settle in Britain. |
| <u>Key Vocabulary</u> | Invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment | Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule. | Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga. |
| <u>Links within the learning</u> | Year 3 -The Bronze Age and the Iron Age | Year 3 - The Stone Age and Year 3 - The Bronze Age and the Iron Age | Year 5 - The Anglo-Saxons |



| Year 5 | Autumn 1 | Spring 2 | Summer 1 |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The Ancient Greeks | The Anglo-Saxons | Journeys |
| National Curriculum Objectives | Ancient Greece – a study of Greek life and achievements and their influence on the western world | -Britain’s settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | -develop a chronologically secure knowledge and understanding of British and world history. |
| <u>Intended learning</u> | Children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on certain areas in depth They will also study the legacy of the Ancient Greeks. | Children will learn about the Anglo-Saxons. They will consider why they came to Britain and why this period might be referred to as the ‘Dark Ages’. | Children will explore the question of why people go on a journey. They will focus on the voyage of the Titanic, the Empire Windrush and they will pay attention to the dangerous journeys refugees make today. |
| <u>Key Vocabulary</u> | Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact | Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, hoard, metal detecting, saga, chronicle, illuminated manuscript, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, shard, site, trench. | Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant. |
| <u>Links within the learning</u> | Year 4 - Roman Britain and Year 6 - The Mayan Civilisation | Year 4 - Roman Britain Year 4 – The Vikings | Year 1 - The Greatest Explorers Year 4 - Roman Britain Year 5 - The Anglo-Saxons Year 4 - The Vikings |



| Year 6 | Autumn 1 | Spring 2 | Summer 2 |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The Impact of War | The Mayan Civilisation | Crime and Punishment |
| National Curriculum Objectives | -develop a chronologically secure knowledge and understanding of British, local and world history. | -a non-European society that provides contrasts with British history | - develop a chronologically secure knowledge and understanding of British history |
| <u>Intended learning</u> | Children will research and compare the impact of the First and Second World Wars on their locality. | Children will explore the world of the Maya, and discuss whether they should continue to be remembered today as a significant culture. They will learn about architectural achievements, their religion and will look at surviving writings. | Children will explore how and why Crime and Punishment has changed over time. |
| <u>Key Vocabulary</u> | Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, patriotism, mourning. | Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, pagan, scribe, significance. | Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values. |
| <u>Links within the learning</u> | Year 5 – Journeys | Year 3 - The Stone Age and Year 4 - The Ancient Egyptians | |

