

YEAR ONE

TERM	Autumn 2: Living Memory	Spring 2: Dinosaurs and Fossil Hunters	Summer 2: Travelling through Time
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To ask questions about the past. To use artefacts to investigate what homes were like in the past. To talk about how toys have changed. To know what schools were like in the past. To use different sources to find out about shops in the past. 	<ul style="list-style-type: none"> To understand what 'beyond living memory' means. To describe how dinosaurs adapted to succeed and survive. To identify and classify dinosaurs. To explain how we know dinosaurs existed. <p><i>Mary Anning's biography is taught through a series of cross-curricular Literacy lessons.</i></p>	<ul style="list-style-type: none"> To know about the life of an important person from the past (George Stephenson). To explore how trains changed people's lives. To understand how aeroplanes changed the world. To find out what significant individuals from the past were like (the Wright brothers). To compare early and modern planes. To know how we commemorate events in the past.
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: '... about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.'	PUPILS SHOULD BE TAUGHT: '... about events beyond living memory that are significant nationally or globally...' '... about the lives of significant individuals in the past who have contributed to national and international achievements.'	PUPILS SHOULD BE TAUGHT: '... about events beyond living memory that are significant nationally or globally...' '... about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.' '... about the lives of significant individuals in the past who have contributed to national and international achievements.'
TOPIC VOCABULARY	within living memory, remember, childhood, past, present, similar, different, school, home, artefacts, toys, changed, modern, sources, eyewitness	beyond living memory, dinosaurs, habitats, predator, prey, aggressor, defender, carnivore, omnivore, herbivore, fossils, palaeontologist/palaeontology	significant individual, inventor, engineer, steam engines, railway, trials, travel, transport, trains, aeroplanes, early, modern, gliders, commemorate
FOCUS SKILLS	SPEAKING: Step 0 - Learners speak clearly to someone they know.	AIMING HIGH: Step 0 - Learners know when they are finding something too difficult.	CREATIVITY: Step 1: Learners imagine different situations and can say what they imagine. STAYING POSITIVE: Step 1: Learners can tell when others feel positive or negative.

YEAR TWO

TERM	Autumn 2: Intrepid Explorers	Spring 1: The Great Plague	Spring 2: The Great Fire of London
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To compare explorers and talk about what makes them 'great'. To know about the life and contributions of Christopher Columbus. To reflect critically on a significant individual from the past (Columbus). To recount Neil Armstrong's claim to fame. To research explorers and explain why we know more about some than others. 	<p><i>The Great Plague is taught through a cross curricular Literacy unit in which pupils: create diagrams of Tudor houses; decode and discuss sources of historical information; bring an historical setting to life; describe an historical setting; build an historical glossary; debate contemporary conspiracy theories; research historical events; compare primary and secondary sources; and write non-chronological reports.</i></p>	<ul style="list-style-type: none"> To consider different sources of information about the Great Fire of London. To understand, sequence and describe the events of the Great Fire of London. To find out why the fire spread so quickly and burned for so long. To find out what life was like in the past (jobs).
NATIONAL CURRICULUM	<p>PUPILS SHOULD BE TAUGHT: '... about the lives of significant individuals in the past who have contributed to national and international achievements.'</p>	<p>PUPILS SHOULD BE TAUGHT: '... about events beyond living memory that are significant nationally or globally...' '... about significant events, people and places in their own locality.'</p>	<p>PUPILS SHOULD BE TAUGHT: '... about events beyond living memory that are significant nationally or globally...' '... about significant events, people and places in their own locality.'</p>
TOPIC VOCABULARY	<p>explorers, explore(d), significant individuals, chronological order, great, qualities, contributions, indigenous, voyage, hero, villain, reflect critically, sailor, inspired, discovered, perspective, astronaut</p>	<p>Tudor, diagram, plague, River Thames, London, hawkers, rats, fleas, chamber pot, population, carriage, wattle and daub, jetty, thatched roof, casement window</p>	<p>Great Fire of London, local, century, primary source, secondary source, diary, Lord Mayor, monument, St Paul's Cathedral, fire hooks, squirts, destroyed, spread, wood, straw, narrow, wattle and daub, flammable, pitch</p>
FOCUS SKILLS	<p>SPEAKING: Step 2 - Learners speak clearly to individuals and small groups they do not know.</p>	<p>PROBLEM SOLVING: Step 2 - Learners speak effectively by using appropriate language.</p>	<p>AIMING HIGH: Step 2 - Learners work with care and attention to detail.</p>

YEAR THREE

TERM	Autumn 2: Pre-Roman Britain	Spring 2: Roman Britain	Summer 2: Divorced, Beheaded, Died...
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To define and explore 'pre-history'. • To find out about early humans and the Palaeolithic period. • To find out about the people who lived in the Mesolithic period. • To find out how people lived in the Neolithic period. • To find out how people lived in the Bronze Age. • To find out about how people lived in the Iron Age. 	<ul style="list-style-type: none"> • To understand the terms 'invade' and 'settle' and place the Romans on a timeline. • To find out about the Roman Army. • To find out who was already in Britain when the Romans invaded and learn about their way of life. • To explore who Boudica was from different points of view. • To find out about life in Roman Britain. • To know how the Romans have influenced our lives today. 	<ul style="list-style-type: none"> • To meet Henry VIII and learn about his six wives. • To learn what Henry VIII was like from portraits and written sources. • To learn about the roles, responsibilities and importance of a Tudor monarch. • To find about Henry's marriage to and divorce from Catherine of Aragon. • To understand the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour. • To know about the reasons for and results of Henry's marriage to Anne of Cleves.
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: '... about changes in Britain from the Stone Age to the Iron Age.'	PUPILS SHOULD BE TAUGHT: '... about the Roman empire and its impact on Britain.'	PUPILS SHOULD BE TAUGHT: '...a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.'
TOPIC VOCABULARY	prehistory, written history, Stone Age, Bronze Age, Iron Age, archaeologists, archaeological site, excavate, Palaeolithic, Mesolithic, Neolithic, homo erectus, Neanderthals, homo sapiens, evidence, monuments, cairns, reconstruction, farmstead, hillfort	invade, settle, invaders, settlers, empire, emperor, expand, legionaries, auxiliaries, centurion, scutum, gladius, pilum, cassis, lorica segmentata, caligae, Celts, Gauls, Britons, Gaels, tribes, tunic, torc, rebellion, rule, towns, roads, construction, baths, theatres, gladiators, hypocaust, concrete, calendar	monarch, king, reigned, Tudor, symbol, chronological order, marriages, wives, divorced, beheaded, survived, biographies, portrait, commissioned, rulers, subjects, pastimes, talents, matters of state, ambassadors, Catholic, Protestant, court, alliances
FOCUS SKILLS	SPEAKING: Step 3 - Learners speak effectively by making points in a logical order.	AIMING HIGH: Step 4: Learners work with a positive approach to new challenges.	CREATIVITY: Step 3 - Learners generate ideas when they've been given a clear brief. STAYING POSITIVE: Step 3 - Learners keep trying and stay calm when something goes wrong.

YEAR FOUR

TERM	Autumn 1 and 2: Ancient Egypt	Spring 2: Rebuilding Britain
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To observe and infer from Ancient Egyptian artefacts. • To arrange events in chronological order. • To understand, describe and compare Ancient Egyptians' roles. • To describe pyramids and their purpose. • To recognise and describe Ancient Egyptian gods and goddesses. • To describe and compare Ancient Egyptian achievements and their impact. <p><i>Autumn 2's Literacy core text is <u>The Story of Tutankhamun</u>. Through this unit, pupils learn about Ancient Egyptian burial practices; the search for Tutankhamun's tomb; and its discovery, contents and 'curse'.</i></p>	<ul style="list-style-type: none"> • To consider some of the ways in which Britain, and British people, were affected by events during the Second World War. • To consider how, by 1945, the lives of British people had been affected by the Second World War. • To understand why people wanted Britain to be governed differently at the end of the Second World War. • To consider ways in which the creation of the NHS improved the lives of people living in Britain. • To identify ways in which the British Empire changed after the Second World War.
NATIONAL CURRICULUM	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>'... about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of ancient civilisation..'</p>	<p style="text-align: center;">PUPILS SHOULD BE TAUGHT:</p> <p>'... about an aspect of local history.'</p> <p>'... a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.'</p>
TOPIC VOCABULARY	<p>artefacts, ancient, civilisation, observe, infer, purpose, pyramid, settlements, River Nile, AD/BC, BCE/CE, empire, pharaoh, viziers, scribes, craftsmen, farmers, slaves, rites, mummification, afterlife, tombs, chambers, worship, monotheistic, polytheistic, embalming, amulets, god, goddess, irrigation, shaduf, obelisk, plough,</p>	<p>dictator, treaties, allies, expand, empire, conscription, blackout, rationing, the Blitz, the Home Front, liberated, rebuilding, affected, government, workforce, industry, cause and effect, Cripplegate, census, derelict, Barbican, modernism, brutalism, Prime Minister, Conservatives, Labour, general election, nationalising, welfare state, taxes, National Health Service, benefits, Britannia, trading posts, Commonwealth, independence.</p>
FOCUS SKILLS	<p style="text-align: center;">LISTENING:</p> <p style="text-align: center;">Step 4 - Learners listen to others and can tell why they are communicating with them.</p> <p style="text-align: center;">SPEAKING:</p> <p style="text-align: center;">Step 4 - Learners speak effectively by thinking about what their listeners already know.</p>	<p style="text-align: center;">AIMING HIGH:</p> <p style="text-align: center;">Step 5 - Learners set goals for themselves.</p>

YEAR FIVE

TERM	Autumn 1: The Kingdom of Benin	Autumn 2: Anglo-Saxons, Picts and Scots	Spring 1: Vikings versus Anglo-Saxons
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To find out where the Kingdom of Benin was and about the time period we will be exploring. To explore how we know about the Kingdom of Benin from 900 to 1300 AD. To explore what people believed in Benin. To find out about the trade network of the Benin Empire. To find out about the decline of the Benin Empire. To participate in an historical debate. 	<ul style="list-style-type: none"> To use archaeological evidence to ask and answer questions. To find out who the Anglo-Saxons were and where they came from. To find out who the Picts and Scots were and where they lived. To find out about Anglo-Saxon life. To explore Anglo-Saxon Paganism. To explore the spread of Christianity in Britain. 	<ul style="list-style-type: none"> To explore and describe the Viking invasions of Britain. To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. To find out why King Alfred was dubbed 'Alfred the Great'. To explore what life was like for Vikings living in Britain. To explore crime and punishment in the Anglo-Saxon and Viking period. To find out about the end of the Anglo-Saxon and Viking era in Britain.
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: '... about a non-European society that provides contrasts with British history.'	PUPILS SHOULD BE TAUGHT: '... about Britain's settlement by Anglo-Saxons and Scots.'	PUPILS SHOULD BE TAUGHT: '... about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.'
TOPIC VOCABULARY	fallen, empire, Dahomey, Benin, kingdom, civilisation, dynasty, descendant, established, ambassador, era, trade, missionaries, subject, seized, ceased, warrior kings, consolidation, influence, colonisation, oral histories, archaeology, bronze, Portuguese, artefacts, reliable, corrupted, verify, network, import, export, workforce, labour, golden age, civil war, treaty, restitution, controversial, Nigeria	archaeologist, excavate, Sutton Hoo, archaeological site, mounds, imprint, material, purpose, invaded, disunity, settlements, Jutes, Angles, Saxons, Denmark, Germany, Netherlands, Britons, Picts, Scots, raiding, conquer, pagan, polytheistic, festivals, sacrifices, The Reckoning of Time, the Venerable Bede, Modraniht, Eostremonath, Blodmonath, superstitious, converted, monks, Bible, Christianity, missionary, monastery, saint, bishop	Norway, Sweden, Denmark, Scandinavia, kingdoms, invaded, farmland, longboat, raid, Lindisfarne, Holy Island, Anglo-Saxon Chronicle, looting, colonise, Danish 'Grand Army', East Anglia, Northumberland, Mercia, Wessex, Danegeld, Treaty of Wedmore, Danelaw, covert, King of the English, united, occupy, illuminated manuscript, laws, craft workers, chieftains, warriors, runes, Beowulf, sagas, turf, thatch, Old Norse, punishments, criminals, exile
FOCUS SKILLS	LISTENING: Step 5 - Learners listen to others and record important information as they do.	SPEAKING: Step 5 - Learners speak effectively by using appropriate language.	PROBLEM SOLVING: Step 5 - Learners explore problems by thinking about the pros and cons of possible solutions.

YEAR SIX

TERM	Autumn 1: Votes for Women!	Autumn 2: Ancient Greece	Spring 2: Elizabethan England
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To explore women's role in society from ancient times to the Renaissance. To find out about women's roles in the 17th, 18th and 19th centuries. To find out about the role of women during the First World War. To explore the role of women during the 1950s. To find out about second-wave feminism during the 1960s and 1970s. 	<ul style="list-style-type: none"> To find out who the ancient Greeks were and place their civilisation in time. To understand the different types of government in ancient Greece. To compare and contrast the city-states of Athens and Sparta. To use sources to find out about daily life in ancient Greece. To explore religion in ancient Greece. To find out about the ancient Greek scholars and philosophers. 	<ul style="list-style-type: none"> To 'meet' Queen Elizabeth I. To retell and discuss the attack of Spanish Armada. To describe and compare Elizabethan leisure activities. To describe daily life in the Elizabethan era. To reflect on Queen Elizabeth and the Elizabethan era.
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: '... a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.'	PUPILS SHOULD BE TAUGHT: '... a study of Greek life and achievements and their influence on the western world.'	PUPILS SHOULD BE TAUGHT: '... about an aspect of local history.' '... a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.'
TOPIC VOCABULARY	limitations, capable, rights, roles, subordination, coverture, medieval, divorce, consent, gender, menial, alliances, patriarchy, patriarchal, matriarchy, hierarchy, suffrage, feminism, feminist, sexism, sexist, revolution, empowerment, credited, profession, indecent, social constraints, natural order, public sphere, centuries, inequality, domestic, etiquette, intellectual, connotations, protégée, suffragette, conscription, public services, war effort, munitions, campaign, general election, eligible, militant, voting rights, primary source, secondary source, reliable, accurate, second-wave feminists, Act, employment, harassment, discrimination, maternity, entitlement	anno domini, civilisation, succession, decline, heroic, democracy, philosopher, scholar, accomplishments, conquered, expansion, trading, discoveries, advancements, city-states, government, oligarchy, democracy, monarchy, slave labour, citizens, artefact, primary source, secondary source, authentic, unbiased, polytheistic, myths, mythology, Olympians, Athenian, Spartan, Minoan Age, Mycenaean Age, Dark Age, Archaic Period, Classical Period, Hellenistic Period, council, assembly	monarch, heir, reign, plot, imprisoned, execution, house arrest, Catholic, Protestant, stake, unrest, opinions, observations, invasion, armada, territories, privateers, crescent formation, galleons, fleet, commemorate, classes, leisure, pastimes, jousting, archery, fencing, skittles, blood sports, hawking, gambling, hierarchy, gentry, nobility, merchants, labourers, petty school, grammar school, income, apothecary, pottage, physician, treason, heresy, rebellion, obituary
FOCUS SKILL	LISTENING: Step 6 - Learners show they are listening by how they use eye contact and body language.	PROBLEM SOLVING: Step 7 - Learners explore complex problems by building their understanding through research.	AIMING HIGH: Step 6 - Learners set goals informed by an understanding of what is needed.