



**Key Concepts**

- Religion/ Beliefs
- Inventions/ Technology
- Architecture
- Human Rights/ Social Status
- Monarchy/ Rule
- Medicine
- Fashion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<p><b>Should we celebrate Bonfire Night?</b>  <b>Events that changed history beyond living memory</b></p> <ul style="list-style-type: none"> <li>● Gain an understanding of key features of the event.</li> <li>● Retell the story of the Gunpowder plot through role play.</li> <li>● Look at the clothing within the time period- compare it to modern day fashion</li> <li>● Ask/ answer questions about the event and compare life in 1605 with present day.</li> <li>● Recognise why Guy Fawkes planned to blow up Parliament, and what happened as a result.</li> <li>● Identify simple similarities/ differences between different ways of life at different times</li> <li>● Consider the buildings involved and how</li> </ul>		<p><b>Would you rather play with toys from 100 years ago or today?</b></p> <ul style="list-style-type: none"> <li>● Discuss their favourite toy using language related to the past.</li> <li>● Ask questions about toys in the past.</li> <li>● Make comparisons between toys in the past and present- to know that everyday objects have changed as new materials have been invented. Identify changes between teddy bears today and those from 100 years ago.</li> <li>● Compare and contrast the lives of different individuals in the past.</li> <li>● William Harburt (local toy inventor)</li> </ul>		<p><b>Did Florence Nightingale, Mary Seacole and Edith Cavell change hospitals for the better?</b></p> <ul style="list-style-type: none"> <li>● Understand who Florence Nightingale Mary Seacole and Edith Cavell was and how they have drastically changed hospitals.</li> <li>● Compare hospitals now to hospitals in the past.</li> </ul>

		they shaped the plan- the layout of the Houses of Parliament				
Year 2	<p><b>What would your school experience have included if you were born in different time periods?</b></p> <ul style="list-style-type: none"> <li>• Correctly order and date four photographs on a timeline and add some dates.</li> <li>• Ask one question about schools in the past.</li> <li>• Make one comparison between schools in the past and present.</li> <li>• Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>• Include technology</li> <li>• Compare teaching styles over time</li> <li>• Identify three features of a classroom now and a classroom 100 years</li> </ul>		<p><b>What long-term changes in London and the North East were a result of the Great Fires?</b></p> <ul style="list-style-type: none"> <li>• Study timeline of events that led to the fires of London and Newcastle &amp; Gateshead .</li> <li>• Find out what happened during and after the fires.</li> <li>• Find out about the importance of Samuel Pepys's Diary</li> <li>• Explore how buildings, London, Newcastle and Gateshead the fire service have changed as a result.</li> <li>• Look at the impact on the rebuilding of st pauls cathedral</li> </ul>		<p><b>How have women shaped the world that we know today?</b></p> <ul style="list-style-type: none"> <li>• Identify what makes a person significant.</li> <li>• Explore key individuals such as...</li> <li>• Explore how Grace Darling rescued people who were shipwrecked, focus on lighthouse.</li> <li>• Money from the queen</li> <li>• Look at her death and how TB is no longer a threat in the UK</li> <li>• Find out about how the actions of Rosa Parks impacted society.</li> <li>• Research Emmeline Pankhurst and Emily Davison and find out how they impacted on women's rights.</li> <li>• Compare the reigns of Queen Elizabeth II and</li> </ul>	

	<p>ago, identifying some similarities and differences.</p> <ul style="list-style-type: none"> <li>• Look at how boys and girls education has been different over time.</li> <li>• Look at school uniform.</li> </ul>		<p>Add something linked to the king and how money was used</p>		<p>Queen Victoria (discuss religion, rule, feminism)</p>	
<p>Year 3</p>	<p><b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>• Explore key features of the Bronze and Iron Ages- clothing, housing, weapons, food</li> <li>• Analyse developments that were made during the periods- weapons, domestic items</li> <li>• Explore the clothing worn by those living during the Stone Age, Bronze Age and Iron Age</li> <li>• Use enquiry skills to make connections to communities today.</li> </ul>			<p><b>What did the ancient Egyptians believe? How did their beliefs impact their way of life?</b></p> <ul style="list-style-type: none"> <li>• Identify the ancient civilisations and key periods in ancient Egypt- look at the rule of the Pharaohs</li> <li>• Research and explore how life differed between people depending on their social standing</li> <li>• Describe the physical features of Egypt- the building of the pyramids</li> <li>• Explain the Egyptian creation story- research the Gods and the Book of the Dead</li> </ul>		<p><b>Why did the Romans settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• Understand the chronology of the Roman invasion of Britain- looking at rule and power</li> <li>• Analysing differences of rich and poor.</li> <li>• Research the resistance to the Romans within England</li> <li>• Look at different Roman inventions that made them more advanced than their opposition</li> <li>• Research and recreate a Roman Fort</li> </ul>

	<ul style="list-style-type: none"> <li>Research the living conditions and house structures for people within each time period</li> </ul>			<ul style="list-style-type: none"> <li>Name sources that can be used to find out about Egyptian beliefs.</li> <li>Explore the process of Mummification and the reasons behind it</li> </ul>		<ul style="list-style-type: none"> <li>Compare/contrast day to day life of a Roman Soldier</li> </ul>
Year 4	<p><b>Did the settlement of the Vikings impact the North East?</b></p> <ul style="list-style-type: none"> <li>Identify different reasons for migration to Britain.</li> <li>Explain where the Vikings came from and why they came to Britain.</li> <li>Describe parts of a longboat.</li> <li>Design and create a longboat.</li> <li>Describe what the Vikings traded.</li> <li>Identify Viking trading routes.</li> <li>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</li> </ul>		<p><b>How did the rule of the Normans change England?</b></p> <ul style="list-style-type: none"> <li>Looking at the three contenders for the throne in 1066, and the battles that were fought between these men before William, Duke of Normandy, was crowned King of England.</li> <li>Learn why castles were built, and how to become a Norman knight.</li> <li>Learn about how England changed under William the Conqueror's rule with the introduction of the Feudal System.</li> <li>Find out about the compilation of the Domesday book.</li> </ul>		<p><b>How have children's lives and school experiences changed over time?</b></p> <ul style="list-style-type: none"> <li>Suggest how children's lives have changed, looking at fashion and opportunities.</li> <li>Explain why children needed to work.</li> <li>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>Identify diseases from the past and discuss how effective the treatments were.</li> <li>Learn about the dominant religion of the time within the different time periods and how it impacts children's lives.</li> </ul>	
Year 5	<p><b>What impact did Anglo Saxons have on the North East?</b></p> <ul style="list-style-type: none"> <li>Explore Anglo Saxon life and their impact on areas in the North East.</li> <li>Find out about typical Saxon punishments.</li> <li>Learn about Alfred the Great.</li> </ul>		<p><b>What was life like in Tudor England?</b></p> <ul style="list-style-type: none"> <li>Explore Henry VIII and Anne Boylyn making deductions from sources.</li> <li>Use sources to make deductions about Henry VIII's wives.</li> </ul>		<p><b>What did the Greeks ever do for us?</b></p> <ul style="list-style-type: none"> <li>Describe the features of Ancient Greece.</li> <li>Identify key periods of ancient Greek civilization.</li> <li>Inferences to Greek Gods.</li> </ul>	

	<ul style="list-style-type: none"> <li>Look at Holy Island and its significance during this time period.</li> </ul>		<ul style="list-style-type: none"> <li>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</li> <li>Look at the religion of the country - Church of England.</li> <li>Identify primary sources.</li> </ul>		<ul style="list-style-type: none"> <li>Compare Athens and Sparta.</li> <li>Explain how Athenian democracy worked.</li> <li>Identify the achievements of the ancient Greek philosophers.</li> </ul>	
Year 6	<p><b>How did the Maya civilisation compare to the Anglo-Saxons?</b></p> <ul style="list-style-type: none"> <li>To recognise when and where the ancient Maya lived.</li> <li>To evaluate the challenges of settling in the rainforest and investigate traditions including dress.</li> <li>To compare and contrast Anglo-Saxon and Maya houses.</li> <li>To explain the importance of Maya gods and goddesses.</li> <li>To design a map of a Maya city.</li> <li>To evaluate the reasons for the decline of the Maya cities.</li> <li>To discover the Maya number system, architecture and the way of life.</li> </ul>	<p><b>What was the impact of World War 2 on the people of Britain?</b></p> <ul style="list-style-type: none"> <li>To understand the causes of World War 2.</li> <li>To understand how the Battle of Britain was won.</li> <li>To make inferences about the Blitz using images.</li> <li>To understand the emotions and experiences of children during the evacuation.</li> <li>To identify the impact of WW2 on women's lives.</li> <li>To explain why migrants come to Britain.</li> <li>To learn about rationing.</li> <li>To understand what the Holocaust was and how it has impacted on the present day.</li> <li>To understand the impact antibiotics and penicillin had on healthcare throughout WW2.</li> </ul>		<p><b>What does the census tell us about our local area?</b></p> <ul style="list-style-type: none"> <li>To use the census to make inferences about people from the past.</li> <li>To use the census to investigate how the lives of people in the past changed.</li> <li>To use primary sources to find out about the working conditions of children in factories.</li> <li>To reconstruct the lives of people in a household using the census.</li> <li>To compare census returns and identify continuities and changes in a household.</li> <li>Recognise the significance of local pit villages and contribution to coal mining in the Victorian period.</li> </ul>		