



Term 1-2	Maple Class	Willow Class	Oak Class	Sycamore Class
Concept				
Content (NC with local adaptations)	My Personal History	Why do we wear Poppies?  NC Statement-- Events Beyond Living Memory that are significant nationally	How did Life in Britain change when the Romans invaded?  NC Statement- the Roman Empire and its impact on Britain	<b>Ancient Maya Civilisation</b>  NC Statement- a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900
Substantive Knowledge	Children know that we are all individuals with a different history.  Children know that baby, toddler, infant, child, teenager and adult are stages of development.  Children know that the past is made up of events that have already happened.  Children know how they have changed from when they were a baby and can use the words to show the passing of time, such as 'then,' 'now,' 'before,' and 'after.'  Children know the names of family members such as mum, dad, brother,	Children know what a poppy is.  Children know what war is.  Children know what a soldier is.  Children know that WW1 was in 1914 on the 28 <sup>th</sup> of July.  Children know WW1 ended in 1918 on the 11 <sup>th</sup> November.  Children know why WW1 is remembered around the World.  Children know why we remember fallen soldiers.	Children know where the Romans came from  Children know who the Romans were in 42AD.  Children know about the Roman Army In 42AD.  Children know about the first Roman invasion in 55-54BC.  Children know about the successful 2 <sup>nd</sup> Roman invasion of Britain in 43AD.	Children Know Who the Mayan people were  Children know their were more than one group of 'Mayans'.  Children know where the Mayan Cities were  Children know about the 4 principal ages of the Mayans (Pre-Classical, Classical, Post – Classical and Spanish Conquest)  Children know some of the differences between these ages  Children know some of the key achievements in Mayan culture – writing, the calendar etc.  Children know how Mayan warfare was conducted



	<p>sister, aunt, uncle, grandparents and cousin.</p> <p>Children know and can use everyday vocabulary such as yesterday, last year etc... to share memories.</p> <p>Children know the everyday vocabulary to share a memory from the past, using words like 'before,' 'when,' 'then,' and 'ago' to describe events clearly.</p>	<p>Children know about the different poppies people can wear.</p> <p>Children can use chronological skills to sequence key events in WW1.</p> <p>Children know what a timeline is.</p> <p>Children know that primary sources are materials from the time being studied, while interpretative sources reflect how people later understood or imagined the past.</p> <p>Children know what a trench is.</p> <p>Children will know the different sort of aircraft used.</p> <p>Children will know the different sorts of weapon used.</p>	<p>Children know about the early resistance led by Caratacus.</p> <p>Children know about the later resistance by Boudicca.</p> <p>Children know how the Romans settled in Britain.</p> <p>Children know how Historians come up interpretations based on sources.</p> <p>Children know how the Romans changed the culture of Britain.</p> <p>Children will know the ways Britain stayed the same.</p> <p>Children know what technology the Romans brought to Britain.</p> <p>Children know how Religion changed under the Romans.</p> <p>Children can answer different ways that Britain changed under the Romans (socially and economically).</p> <p>Children will know why the Romans were significant towards British History.</p>	<p>Children know the principal gods of the Mayans</p> <p>Children know how Mayan Society was organised.</p> <p>Children know what a Mayan King was.</p> <p>Children know about the different roles in Mayan culture and how they are similar and different to our own.</p> <p>Children know how Mayan cities were organised.</p> <p>Children know how the Mayan Post Classical collapse came about.</p> <p>Children understand how climate change affected the Mayan culture (drought)</p> <p>Children understand the Mayans did not 'go missing' and many people still identify with the Mayans now.</p> <p>Children can compare Post Classical Mayan Civilisation (900AD) with Saxon England (900AD) and identify similarities and differences.</p> <p>Children can look at Spanish Sources of the Mayans and understand how Historians have interpreted this evidence.</p>
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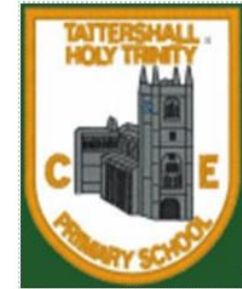
				Children can look at Mayan Sources of the Mayans and understand how Historians have interpreted this evidence.
Disciplinary Knowledge	Change and Continuity – What has changed in your personal history, and what has stayed the same.	Historical Significance – Children will look at how WW1 changed the World. Sources and Evidence and Interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past. Change and Continuity – How has the Poppy changed since 1914.	Historical Significance– Children will understand why the Romans are significant to British History. Sources and Evidence and interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past.  Change and Continuity- What remained the same when the Romans invaded, what changed.  Cause and Consequence – Children will know the consequences of what the Romans changed.	Historical Significance– Children understand the significance of certain discoveries and inventions.  Sources and Evidence and Interpretations – Children will look at how Historians interpret evidence from different sources.  Change and Continuity – Children will look at how Mayan society and culture changed and remained the same.  Cause and Consequence – Children will understand how the changing climate affected the Mayan culture.  Similarities and Differences – Children will know the similarities and differences between the Mayans and the Spanish, and the Mayans now and then.
Why here?/ Why now?	Links to the following topic on Links to RAF Coningsby  Links to the local history topics in the following years.	Links to Local History Links to Remembrance Day. Links to the Year 1 topic the invention of Flight (Fighter planes).	<b>Saxons (who came after Romans) is taught in 5/6, allowing children to use skills of chronology.</b> History for all, 2011	Is taught after Saxons, allowing children to compare 2 civilisations from different parts of the world at similar times (800-1000AD)



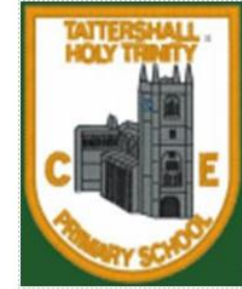
Vocabulary	<p>Before, When, Then  Ago, Yesterday  Last month  last year, Mum, Dad  Brother, Sister  Aunt, uncle, grandparents cousin, Past  Baby, Toddler, Infant, Child  Adult</p>	<p>WW1, Britain, war, fighting, Poppies,  remembrance, Nurses, Doctors,  Objectors, Soldiers, Airmen, Biplane,  Monoplane, Tank, Gun,</p>	<p>Romans, Aqueduct, Iron Age, Celt,  Claudius, Julius Caesar, Caratacus,  Boadicea, invasion, invaded, Hadrian,  Pict, Fort, Testudo, Army, Legionnaire,  Centurion, Polytheistic, Transition,  invasion, invaded, Guerilla war, war,  Albion</p>	<p>Mayans, Maya, Lowlands, Yucatan,  civilisation, drought, jaguar, scribes, codices,  Spanish, maize, cacao, Tikal, Seibal, Ahau,  King, War, Spanish invasion, Pre-Classical,  Classical, Post-Classical, Smallpox, Priest,  Merchant, slave, farmer.</p>
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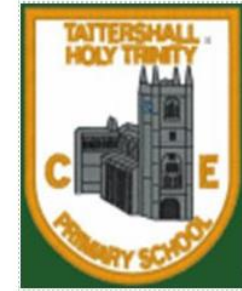
Term 3-4 Concept	Maple Class	Willow Class	Oak Class	Sycamore Class
Content (NC with local adaptations)	N/A	<p>What was it like to live in a castle?</p> <p>NC Statement- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>What legacy did the Ancient Greeks leave us?</p> <p>NC Statement- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>How has the role of the Monarchy changed?</p> <p>NC Statement- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the changing power of Monarchy.</p>



Substantive Knowledge	N/A	<p>Children know what a castle is.</p> <p>Children can identify how castles have changed over time.</p> <p>Children know about Motte and Bailey castles.</p> <p>Children know why Motte and Bailey castles were built.</p> <p>Children can identify the different parts of the Motte and Bailey castle.</p> <p>Children know about Stone castles in Europe.</p> <p>Children know why Stone castles were built.</p> <p>Children know how these castles were different to Motte and Bailey castles.</p> <p>Children can identify the different parts of a Stone castle.</p> <p>Children can compare European castles to Asian Castles.</p> <p>Children know what life was like in a castle for the owner.</p>	<p>Children know where Greece is.</p> <p>Children know about the 4 principal ages of the Greeks (Dark Ages, Classical, Hellenic and Archaic age).</p> <p>Children can compare differences and similarities between different ages.</p> <p>Children know the similarities and differences between the key city states of Athens and Sparta.</p> <p>Children know Greek city states were independent and different to their neighbours.</p> <p>Children will know what a Polis is.</p> <p>Children will know about Ancient Greek Culture.</p> <p>Children will know about Ancient Greek society.</p> <p>Children will understand the cultural changes the Greeks brought to the Western world (i.e. Democracy).</p> <p>Children know who Alexander the Great was.</p>	<p>Children will know what a Monarch is.</p> <p>Children will learn about William the 1<sup>st</sup> and his achievements..</p> <p>Children will learn about Elizabeth the 1<sup>st</sup> and her achievements.</p> <p>Children will learn about Mary the 1<sup>st</sup> and her achievements</p> <p>Children will learn about Charles the 1st and the consequences of his actions.</p> <p>Children will learn about Charles the 2<sup>nd</sup> and his achievements.</p> <p>Children will learn about Victorian and her achievements.</p> <p>Children will learn about Elizabeth the 2<sup>nd</sup> and her achievements.</p> <p>Children will learn about the Divine right of Kings.</p> <p>Children will learn about the causes of the Civil War.</p> <p>Children will learn about why Victoria was called 'Empress of India'.</p>



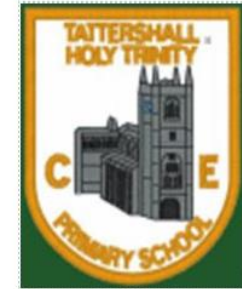
		<p>Children know what life was like for staff in a castle.</p> <p>Children know the different reasons castles were built.</p> <p>Children know the different reasons castles fell out of use.</p> <p>Children know why castles stopped being built.</p> <p>Children know what castles were replaced with.</p> <p>Children use photos and evidence to see how the invention of the castle changed with time.</p>	<p>Children understand how Alexander the Great conquered his Empire.</p> <p>Children will understand why the Empire collapsed upon his death.</p> <p>Children will understand why the Ancient Greeks collapsed against the Romans.</p> <p>Children will understand that the Greeks didn't stop being Greek when they were taken over by the Romans.</p> <p>Children use photos and evidence to see how the Ancient Greeks changed over time and how Historians are able to come to these interpretations.</p>	<p>Children will learn about how Charles 2<sup>nd</sup> brought back the Monarchy.</p> <p>Children will learn why Cromwell dissolved the Monarchy.</p> <p>Children will learn about how Mary 1st was the first uncontested Queen of England.</p> <p>Children will be able to compare the reigns of Mary and Elizabeth.</p> <p>Children will be able to compare the reigns of Elizabeth the 2<sup>nd</sup> to William the 1<sup>st</sup>.</p> <p>Children use photos and evidence to see how the role of Monarchy, and its representation in British culture..</p>
Disciplinary Knowledge	N/A	<p>Sources and Evidence and interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past.</p> <p>Cause and Consequence – Children will learn how Castle design changed because of different developments in human history (i.e. Greek fire, the cannon).</p> <p>Change and Continuity – Children will know how designs castles changed over time.</p>	<p>Sources and Evidence and interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past.</p> <p>Cause and Consequence – Children will learn about the consequences of Alexander the Great, the collapse of his Empire, and the Roman invasion.</p> <p>Change and Continuity – Children will know how the Ancient Greek City states changed over time.</p>	<p>Sources and Evidence and interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past.</p> <p>Cause and Consequence – Children will learn about the decision of Kings and Queens and their Consequences.</p> <p>Change and Continuity – Children will know how Britain changed and stayed the same over the changing monarchs. .</p> <p>Historical Significance – Children will know why the Kings and Queens of England were significant Nationally and internationally.</p>



		Similarities and Differences – Children will know the similarities and differences between different castles throughout time.	Historical Significance – Children will know why the cultural achievements of the Greeks were so important.  Similarities and Differences – Children will know the similarities and differences between the different Ancient Greek City States.	Similarities and Differences – Children will know the similarities and differences between specific Kings and Queens.
Why here?/ Why now?	N/A	Links to Geography looking at Castles in different areas of the UK, their similarities and differences.	Follows on from the Roman topic demonstrating how to culturally different but chronologically similar cultures existed in the mediterranean.	Is followed by Crime and Punishment so provides a rich overview of social history in Briton in these key times, which are then expanded upon in Crime and Punishment.
Vocabulary	N/A	Castle, motte, Bailey, drawbridge, moat, palisade, wall, ditch, keep, tower, gatehouse, settlement, house, mansion, guardhouse, army, siege, battlements, portcullis, home, barbican.	Greeks, Archaic, Dark Ages, Farmers, Hellenistic, Classical age, Sparta, Athens, City State, Alexander the Great, Empire, Trade, Invasion, Democracy, Oligarchy, monarchy, art, culture, education, warfare, phalanx, polis, invasions, Romans,	Divine Right of Kings, William the 1 <sup>st</sup> , Mary the 1 <sup>st</sup> , Elizabeth the 1 <sup>st</sup> , Misogyny, Charles the 1 <sup>st</sup> , Charles the 2 <sup>nd</sup> , Cromwell, Civil War, Religion, Catholic, Protestant, Elizabeth the 2 <sup>nd</sup> , Empire, Victoria, Empress/Emperor, Commonwealth, Norman, Tudor, Stuart, Victorian, Monarch, transition, Lord Protector.



Term 5-6 Concept	Maple Class	Willow Class	Oak Class	Sycamore Class
Content (NC with local adaptations)	Comparing Seaside Holidays now and in the Past.	<p>Why do we remember Florence Nightingale and Mary Seacole?</p> <p>NC Statement- the lives of significant individuals in the past who have contributed to national and international achievements</p>	Geography	<p>Crime and Punishment</p> <p>NC Statement- NC Statement- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – changes in an aspect of social history, such as Crime and Punishment.</p>
Substantive Knowledge	<p>Children will know what a seaside holiday is.</p> <p>Children will know what people wore for seaside holidays.</p> <p>Children will know children played with in Victorian Holidays.</p> <p>Children will know who went on Seaside holidays.</p> <p>Children will know how people travelled to the seaside. Children will know what holiday means.</p> <p>Children will know what the seaside is.</p>	<p>Children will know when Florence Nightingale was born.</p> <p>Children will know when Mary Seacole was born.</p> <p>Children will know about the early life of Florence Nightingale.</p> <p>Children will know about the Early life of Mary Seacole.</p> <p>Children will know why Florence Nightingale was significant.</p> <p>Children will know why Mary Seacole was significant.</p>	Geography	<p>Children will know we don't know much about stone age, bronze age and iron age crime and punishment due to a lack of evidence.</p> <p>Children will know about Saxon Crime and Punishment.</p> <p>Children will be able to explain the Blood Feud.</p> <p>Children will be able to explain how an Ordeal works.</p> <p>Children will be able to explain why ordeals were banned and how.</p> <p>Children will be able to explain the significance of the church in medieval crime and punishment.</p> <p>Children will be able to explain Benefit of the Clergy.</p> <p>Children will know what a Posse is.</p>



		<p>Children will know when the Crimean War started.</p> <p>Children will know about the problems faced in the Crimean war hospitals.</p> <p>Children will know how medical care in war changed because of Florence Nightingale and Mary Seacole.</p> <p>Children will know some of the similarities between Mary Seacole and Florence Nightingale.</p> <p>Children will know why Florence Nightingale and Mary Seacole were treated differently.</p> <p>Children will know how Historians view Mary Seacole and Florence Nightingale.</p>		<p>Children will know what a Sheriff is.</p> <p>Children will know the differences between the 1<sup>st</sup> and 2<sup>nd</sup> Witchcraft acts.</p> <p>Children will be able to explain how misogyny played a role in the Witch Trials.</p> <p>Children will learn about Matthew Hopkins.</p> <p>Children will be able to explain the differences and similarities between Witch Dunking and the ordeals.</p> <p>Children will be able to explain why the Witch Trials ceased.</p> <p>Children will be able to explain the Bloody Code.</p> <p>Children will be able to explain how the media became more involved in Crime and Punishment.</p> <p>Children will be able to explain how the Peelers came into existence.</p> <p>Children will be able to explain how prisons evolved.</p> <p>Children will be able to compare and contrast crimes and punishments now.</p>
Disciplinary Knowledge	Change and Continuity – What do we do now on Seaside holidays compared to then.	Sources and Evidence and interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past.	Geography	<p>Sources and Evidence and interpretations – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past.</p> <p>Cause and Consequence –</p>



		<p>Cause and Consequence – Children will learn how the experiences of Mary Seacole and Florence Nightingale changed Medical history. Historical significance – Children will know about the significance of Mary Seacole and Florence Nightingale.</p> <p>Change and Continuity – Children will know how medical institutions changed under Mary Seacole and Florence Nightingale.</p> <p>Similarities and Differences – Children will know the similarities and differences between the lives and experiences of Mary Seacole and Florence Nightingale.</p>		<p>What the consequences were for society with the changing aspects of justice in Britain.</p> <p>Historical significance – What was the Historical significance of the Bloody Code and the Media in Crime and Punishment?</p> <p>Change and Continuity – What changed in British Crime and Punishment, and what continued?</p> <p>Similarities and Differences – What was similar and different between the different aspects of Crime and Punishment?</p>
Why here?/ Why now?	Follows the my local area topic in EYFS	<p>Links to teaching on diversity, equity and inclusion.</p> <p>Links to the 'Why do we wear a Poppy' History topic with its war themes.</p>	Geography	Throughout their studies children will have looked at many aspects of British History, and as a final topic, Crime and Punishment will unite them along a core theme of social History.
Vocabulary	Beach, Seaside, Sea, Ocean, Ice cream, Paddling, Water, Sand, Bucket, Spade, Travel, Train, Car, Skegness	Crimean War, Sevastopol, War, Conflict, Fighting, Nurse, Doctor, Lady with the Lamp, Racism, Florence Nightingale, Mary Seacole, Soldiers, Hospital, disease, medical care.	Geography	Ordeals, Crime, Punishment, Saxon, Norman, Benefit of the Clergy, Sanctuary, Psalm 51, The Bloody Code, Hanging Judges, Hue and Cry, Jury, Posse, Sherriff, Media, Misogyny, Sexism, Witchcraft Acts, Gaol, Prison, Cells, Justice, Retribution, Ethics, rehabilitation.