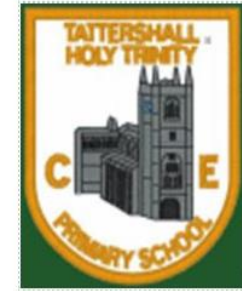




Term 1-2	Maple Class	Willow Class	Oak Class	Sycamore Class
Concept				
Content (NC with local adaptations)	My Personal History	<p>What happened to London during the Great Fire of 1666.</p> <p>NC Statement-- Events Beyond Living Memory that are significant nationally</p>	<p>Nothing Changed from the Stone Age to the Bronze Age, did it?</p> <p>NC Statement- changes in Britain from the Stone Age to the Iron Age</p>	<p>Anglo-Saxons and Scots, Invasion and Settlement</p> <p>NC Statement- Britain's settlement by Anglo-Saxons and Scots</p> <p>NC Statement - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Substantive Knowledge	<p>Children know that we are all individuals with a different history.</p> <p>Children know that baby, toddler, infant, child, teenager and adult are stages of development.</p> <p>Children know that the past is made up of events that have already happened.</p> <p>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.'</p> <p>Children know the names of family members such as mum, dad, brother,</p>	<p>Children know London is the capital city of the England.</p> <p>Children know The Great Fire of London was an actual event the happened in 1666 on the night of 2nd September.</p> <p>Children know how the Great Fire may have spread.</p> <p>Children know what a timeline is.</p> <p>Children know that houses at the time of the Great Fire were built out of wood but present day homes are built from bricks, stone and other materials.(Also Sources, Also Similarities and Differences).</p> <p>Children will know that a century means 100 years.</p>	<p>Children know that the earth has been around for a much longer period of time before dinosaurs and then humans inhabited it.</p> <p>Children know that history is organised in ages such as Stone Age, Bronze Age, Iron Age etc... to allow historians to construct and sequence the past.</p> <p>Children know that the Stone Age is broken into Palaeolithic, Mesolithic and Neolithic ages.</p> <p>Children know that 'history' means a written record- 'prehistory' means before the written record.</p>	<p>Children know that Britain went into decline after the Romans left.</p> <p>Children know the meaning of the words: invasion, settlement and raid.</p> <p>Children know that the Anglo-Saxons invaded Britain in AD450 and ended in 1066 at the Norman conquest.</p> <p>Children know that the Vikings invaded from AD800 and were here till 1066 at the Norman conquest.</p> <p>Children know that Britain was a target for invasion because of its wealth, trading links, rich farming, resources metal and weaving compared to Scandinavia.</p> <p>Children know that Anglo-Saxon England was made of 7 kingdoms: Kent, Wessex, Essex, Sussex, Mercia, Northumbria and East Anglia.</p>



	<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 that in the present day we have jobs like doctors, firefighters, council workers, mechanics and paramedics.</p> <p>Children know that in 1666 people had jobs like bakers, fisherman, blacksmiths, candlestick makers, thatchers, etc but also, Doctors and other jobs like the Stuarts.</p> <p>Children know that in 1666 people did not have computers, electric lights or motor vehicles.</p> <p>Children know that the Great Fire was started in a bakery owned by Thomas Farriner.</p> <p>Children know that houses were built from wood with thatched roofs, which meant they could catch fire easily.</p> <p>Children can order the events of the Great Fire of London</p> <p>Children can discuss the problems that caused the fire to spread.</p> <p>Children can explain the reasons why changes happened.</p> <p>Children know the fire started in a bakery, near Pudding Lane</p>	<p>Children know that the Stone Age lasted for a significantly longer period than both the Bronze Age and the Iron Age, recognizing the vast differences in their durations.</p> <p>Children know that during the Palaeolithic period, people lived as nomadic hunter-gatherers and that in the Mesolithic age, the Neolithic Revolution marked a significant shift as people began farming and settling in one place.</p> <p>Children know that major achievements in early human history included tool-making, tin mining to produce bronze, metalworking for weapons, tools, and jewellery, farming, food production and storage using stone querns for grinding corn, and the development of trade networks.</p> <p>Children know that during the Stone Age to the Iron Age, the roles of men and women were generally equal.</p> <p>Children know that in the Palaeolithic and Mesolithic periods, people were nomadic hunter-gatherers and in the Neolithic period, people became more settled and started farming.</p>	<p>Children know that Hengist and Horsa (Anglo-Saxon chieftains) tricked the Britons and settled in Kent.</p> <p>Children know that The Picts wanted to settle in what we now know as Scotland. (Pictland)</p> <p>Children know that in around 400AD, some Irish people known as the Scotti started settling on the west coast of Pictland, they took more and more land and moved their homeland of Delriada into Pictland by around 500AD.</p> <p>Children know that the Angles, Jutes and Vikings had also started to invade and settle in England.</p> <p>Children know that the first Viking raid in Lindisfarne took place in 793AD.</p> <p>Children know that the Vikings travelled to England in Longships.</p> <p>Children know that The Anglo-Saxon Chronicle depicts Anglo-Saxon descriptions of the Viking raids.</p> <p>Children know that some Anglo-Saxon achievements had a national impact because they had a Codex of laws which gave us the basis for Parliament.</p> <p>Children know that Viking achievements had international impact because they travelled the world and traded.</p> <p>Children know that the Anglo-Saxons and Vikings had a similar structure of society.</p>
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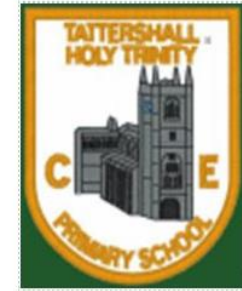
		<p>Children can discuss different historical sources of information about the fire and how Historians use them.</p> <p>Children can identify which sources Historians say are most helpful and explain why.</p> <p>Children can identify which sources Historians say are least helpful and explain why.</p>	<p>Children know that the Iron Age, communities lived in tribes and hill forts and were frequently engaged in warfare.</p> <p>Children know that during this period in time, women could hold positions of power within their societies.</p> <p>Children know that in the Palaeolithic and Mesolithic periods some people lived in caves, but most did not because of wild animals,, they lived in tent-like structures or huts and by the Neolithic period, people built permanent structures, such as wooden-framed huts with wattle and daub walls.</p> <p>Children know that settlements and communities grew larger and more complex over time.</p> <p>Children know that prehistoric beliefs, while still not fully clear, evolved throughout different periods.</p> <p>Children know that burial practices changed significantly over time, reflecting shifts in culture and society.</p> <p>Children know that archaeologists usually excavate and study physical remains of human history, while</p>	<p>Children know that women could own property and possess rights during this time in history.</p> <p>Children know that village names ending in -ham, ton, wick and ford have Anglo-Saxon and Viking origins.</p> <p>Children know that homes were made of wood and had thatched roofs.</p> <p>Children know that Anglo-Saxons were pagans but later converted to Christianity due to marriages that strengthened them across countries. Also Consequence.</p> <p>Children know that Guthrun the Viking Chief had to convert to Christianity. Children know that the Great Northern Army wintered in Torksey in Lincolnshire.</p> <p>Children know that archaeologists have made discoveries in Torksey.</p> <p>Children know that archaeological finds tell historians that Vikings traded world-wide.</p> <p>Children know that Vikings established trade routes and traded foods.</p> <p>Children know that both Anglo-Saxons and Vikings were farmer- warriors and grew their own food.</p> <p>Children know that celebrations and feasting were important to both Anglo-Saxons and Vikings.</p>
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			<p>palaeontologists focus on fossils of dinosaurs, animals, and plants.</p> <p>Children know that historians write about the past, often using sources of evidence categorized as either primary or interpretative.</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 the difference between Anglo Saxons and Vikings in their early iterations.</p>
<p>Disciplinary Knowledge</p>	<p>Change and Continuity – What has changed in your personal history, and what has stayed the same.</p>	<p>Cause and Consequence – Children will look at how the cause of the Fire changed London, and what the consequences of the Fire was.</p> <p>Change and Continuity – What changed in London, and what was continued.</p> <p>Historical Significance – Why was the Great Fire of London Significant</p> <p>Sources and Evidence and Interpretations – Looking at Samuel Pepys Diary and how Historians use it to investigate the past.</p> <p>Similarity and Difference – What is similar to London now, what is different?</p>	<p>Historical Significance– Children understand the significance of certain discoveries.</p> <p>Sources and Evidence and interpretation – Children will identify different sources (photos, physical objects) and use them to inform their knowledge of the past. Much of this topic uses Historians sources to inform their own knowledge of the past.</p> <p>Change and Continuity – Children learn how the 3 ages (M, P, N) are linked, what changed and what continued, and what changed/continued towards the Iron Age.</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>Change and Continuity – What remained the same, and what changed in Saxon England from the Romans to 1066.</p> <p>Cause and Consequence – What did the Saxons and Britain do, and what happened because of their decisions.</p> <p>Similarities and Differences – Children will know the similarities and differences between the invaders and the invaded.</p> <p>Historical Significance – Children understand the significance Historians put on certain sources</p>



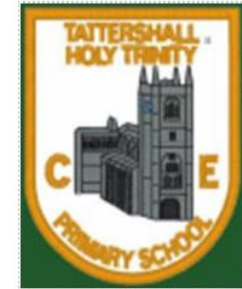
Why here?/ Why now?	<p>Links to the following topic on Links to RAF Coningsby</p> <p>Links to the local history topics in the following years.</p>	Links to the Materials and structures elements of the DT curriculum in Term 2.	<p>Romans (who came after the Iron Age) is taught in 3/4, allowing the children to use skills of chronology.</p> <p>History for all, 2011</p> <p>Followed by Ancient Greeks in later years to demonstrate a contrasting culture.</p>	<p>Saxons are taught after Romans, which follows chronologically.</p> <p>History for all, 2011</p>
Vocabulary	<p>Before, When, Then</p> <p>Ago, Yesterday</p> <p>Last month</p> <p>last year, Mum, Dad</p> <p>Brother, Sister</p> <p>Aunt, uncle, grandparents cousin, Past</p> <p>Baby, Toddler, Infant, Child</p> <p>Adult</p>	<p>Fire, London, Fire Brigade, Thames, Pudding Lane, Bakery, Samuel Pepys, The Great Fire, 1666.</p>	<p>Stone Age, Iron Age, Bronze Age, Palaeolithic, Mesolithic, neolithic, Transition, tools, cave paintings, hunting, tin, bronze, jewellery, trade, tribe, pre-history, nomadic, settled, invasion, invaded, Druid</p>	<p>invasion, invaded, Transition, Angles, Jutes, Picts, Saxons, Romans, Roman-British, invasion, invaded, Vikings, Paganism, Christianity, Treaty, Danegeld, Longship, Harold Godwinson, Edward the Confessor, William 1st, Hengist, Horsa, Kingdoms, Mercia, Wessex, settlement, raid, Scandinavia, Albion, Monotheistic, Polytheistic</p>



Term 3-4 Concept	Maple Class	Willow Class	Oak Class	Sycamore Class
Content (NC with local adaptations)	N/A	<p>How has the invention of flight and aviation changed the way we live?</p> <p>NC Statement- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>NC Statement-- Events Beyond Living Memory that are significant Globally.</p>	Geography	<p>Why did Lincolnshire become known as Bomber County?</p> <p>NC Statement – a Local History Study</p>



<p>Substantive Knowledge</p>	<p>N/A</p>	<p>Children will know what a plane is.</p> <p>Children will know which cultures first had gliders and kites.</p> <p>Children will know what the first aircraft looked like.</p> <p>Children can identify what a biplane is.</p> <p>Children can identify a monoplane</p> <p>Children know what the Royal Air force is</p> <p>Children know about how aircraft changed over time.</p> <p>Children will know about gliders.</p> <p>Children will know about airships.</p> <p>Children will know about Helicopters.</p> <p>Children will know who invented the first powered aircraft.</p> <p>Children know about the first flight of a hot air balloon.</p> <p>Children will know about the first non-stop flight across the Atlantic.</p> <p>Children will know about the first woman to fly solo.</p> <p>Children can sequence the different sorts of plane chronologically.</p> <p>Children understand the significance of the first powered aircraft.</p>	<p>Geography</p>	<p>Children will know where Lincolnshire is.</p> <p>Children will know how WW2 started.</p> <p>Children will know who Neville Chamberlain was.</p> <p>Children will know who Hitler was.</p> <p>Children will know who Herman Goering was.</p> <p>Children will know who Winston Churchill was.</p> <p>Children will know who Sir Arthur Harris was.</p> <p>Children will understand why Lincolnshire was used as a home for bombers.</p> <p>Children will identify the local air bases that were used by Bomber Command.</p> <p>Children will understand the role of bombers in WW2.</p> <p>Children will understand how the role of bombers changed over WW2 (Day raids to Night raids)</p> <p>Children will understand how their local history has been affected by WW2.</p> <p>Children will be able to identify the different sorts of planes used in WW2.</p>
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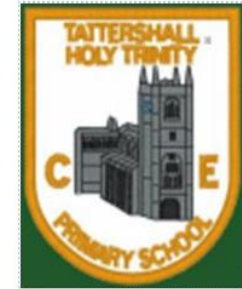
		Children use photos and evidence to see how Historians know the first flying creations.		<p>Children will know about the bombing of Coventry and compare it to the bombing of Dresden.</p> <p>Children will know the Battle of Britain started on the 10th of July 1940.</p> <p>Children will know the Battle of Britain ended on the 31st October 1940.</p>
Disciplinary Knowledge	N/A	<p>Cause and Consequence – Children will learn how the invention of the Airplane changed the world.</p> <p>Change and Continuity – Children will know how designs for different aircraft changed over time.</p> <p>Historical Significance – Children will know why the invention of the aircraft was so significant to human history.</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>	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 – Children will learn about the consequences of the government decision to put the airfields in Lincolnshire and how that effected Lincolnshire.</p> <p>Historical Significance – Children will know why Lincolnshire was so important to the War Effort in WW2.</p> <p>Change and Continuity – Children will know how Royal Air Force changed its tactics over WW2.</p>
Why here?/ Why now?	N/A	<p>Links to Local History.</p> <p>Followed by Bomber Command in Lincolnshire.</p>	Geography	<p>Links to local History.</p> <p>Follows on from the Invention of Flight.</p>
Vocabulary	N/A	Plane, biplane, monoplane, WW1, Inventor, pilot, wings, cockpit, engine, glider, jet engine, propellor, hot-air balloon, Abbas Ibn Firnas, Orville and Wilbur Wright, air craft, helicopter, airships, zeppelins	Geography	Lincolnshire, Coningsby, Tattershall, RAF Coningsby, RAF Bomber, Arthur Harris, Adolf Hitler, Neville Chamberlain, Hermann Goering, Lancaster Bomber, Short Stirling Bomber, Bristol Blenheim, Bombs, Ordnance, Incendiary, War Crime, Ethics, Dresden, Coventry,



				Remembrance, Vickers Wellington, Royal Air Force, Luftwaffe.
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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.	Why should we remember Sir Joseph Banks? NC Statement- significant historical events, people and places in their own locality.	Overview of the Ancient Civilizations Depth study The Ancient Egyptians. Are only known for their pyramids and mummies, aren't they? NC Statement- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;	Geography
Substantive Knowledge	Children will know what a seaside holiday is. Children will know what people wore for seaside holidays. Children will know children played with in Victorian Holidays. Children will know who went on Seaside holidays. Children will know how people travelled to the seaside. Children will know what holiday means. Children will know what the seaside is.	Children will know When Joseph Banks was born. Children will know what era Joseph Banks was born into. Children will know about Joseph Bank's early life. Children will know about what Joseph Banks is famous for. Children will know what a Scientist is. Children will know what a Botanist is. Children will know about the plants he brought back and how they were used for economic or medicinal purposes.	Children will know when the Ancient Egyptians were chronologically. Children will know where the Egyptians civilisation began. Children will know where the Egyptian Civilisation spread too. Children will know we separate the Ancient Egyptians into Dynasties. Children will know about the early achievements of the Egyptians in Farming. Children will know about the Pyramids and chronologically when they were built. Children will learn how the pyramids were built.	Geography



		<p>Children will know why Joseph Banks was significant to Lincolnshire.</p> <p>Children will know why Joseph Banks was significant to the World.</p>	<p>Children will learn why the pyramids were built.</p> <p>Children will learn why the Egyptians were experts in Astronomy.</p> <p>Children will learn why the Egyptians invented the calendar.</p> <p>Children will learn about Hieroglyphic writing and where it was used.</p> <p>Children will learn about Ancient Egyptian funeral practises and advancements.</p> <p>Children will learn about Ancient Egyptian culture.</p> <p>Children will learn about how the Egyptian culture became more homogenised with other mediterranean cultures.</p> <p>Children will learn the differences and similarities between the later and earlier Egyptian civilisation.</p> <p>Children will learn about how Egypt was taken over by the Romans in 30BC.</p> <p>Children will compare Egyptian culture with cultures from other parts of the Mediterranean.</p>	
Disciplinary Knowledge	Change and Continuity – What do we do now on Seaside holidays compared to then.	<p>Historical Significance – Children will know why Joseph Banks was significant.</p> <p>Cause and Consequence – Children will learn how the actions of Joseph Banks</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>	Geography



		<p>changed and improved our knowledge of plants and herbs.</p>	<p>Cause and Consequence – Children will learn how the actions of other cultures impacted the Egyptians. Historical significance – Children will know about the significance of Ancient Egypt's achievements. Change and Continuity – Children will know how Ancient Egypt changed over the years in culture, and what remained the same.</p> <p>Similarities and Differences – Children will know the similarities and differences between the different ages of Ancient Egypt.</p>	
Why here?/ Why now?	Follows the my local area topic in EYFS	<p>Links to the Science Topic Animals including Humans (Year 2) and Plants (Year 1 and 2).</p> <p>Links to Local History.</p>	Links to the Romans and Greeks taught earlier in the Year, allowing comparison between the different ages.	Geography
Vocabulary	Beach, Seaside, Sea, Ocean, Ice cream, Paddling, Water, Sand, Bucket, Spade, Travel, Train, Car, Skegness	Joseph Banks, Lincolnshire, Sherriff, Royal Society, Specimens, Botanist, Explorer, Soth America, Tahiti, New Zealand, Australia, Java, Scientific, Royal Botanical Gardens, Baronet, Banks Islands,	Egyptians, Dynasties, Pyramids, Khufu, Djoser, Narmer, Tutankhamun, Astronomy, River Nile, Farming, Shaduf, Flooding, Step Pyramid, Natron Salt, Hieroglyphs, Canopic jars, Julius Caesar, Octavius, Cleopatra, Ptolemy, Nile Delta, the offering Formulae, Religion, Transition,	Geography