

EYFS			
	Autumn TOPIC 1 NURSERY RHYMES	Spring TOPIC 2 TRANSPORT	Summer TOPIC 3 ALL ABOUT ME
Prior Knowledge	<p><i>DM Matters (Birth – 3)</i></p> <ul style="list-style-type: none"> ✔ Comment on images of familiar situations in the past ✔ Compare and contrast characters from stories, including figures from the past 	<p><i>DM Matters (Birth – 3)</i></p> <p>Show interest in different occupations</p>	<p><i>DM Matters (Birth – 3)</i></p> <ul style="list-style-type: none"> ✔ Make connections between features of their families and other families ✔ Begin to make sense of their own life-story and family's history ✔ Talk about members of their immediate family and community
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Old, new, electricity, coal burner, nursery rhyme, yesterday, years ago, past, present, timeline	Machinery, tools, plough, tractor, horse and cart, sickle, pitchfork, flint axes, agricultural, harvesting, inventions, horse drawn, scythe, improved	Timeline, grandparent, great grandparent, chronological order, immediate family, siblings, yesterday, tomorrow, past, present, future
DM Taught Curriculum UNDERSTANDING THE WORLD <i>Substantive knowledge taught and covered in Kos</i>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	Comment on images of familiar situations in the past	Begin to make sense of their own life-story and family's history
Key Questions	<ul style="list-style-type: none"> ✔ What is history? How can pictures help us learn about it? ✔ What can I remember and when did it happen? ✔ How is my history different to someone else's? ✔ What can we learn about history using nursery rhymes? ✔ Which objects are old or new? 	<ul style="list-style-type: none"> ✔ Which transport do you know and use? ✔ Who uses this type of transport? ✔ How has transport changed? ✔ What is a tool and what is machinery? 	<ul style="list-style-type: none"> ✔ Who is in my family? ✔ What is a family tree? ✔ How have I and people in my family changed? ✔ What can I do now that I couldn't do before? ✔ When is my birthday?
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Look at pictures of old-fashioned nursery rhymes eg Polly put the kettle on ✔ Learn about timelines ✔ Plot simple historical events on timeline ✔ Learn about other people's memories through their timelines ✔ Compare items in nursery rhymes ✔ Compare how kettles were heated now and then 	<ul style="list-style-type: none"> ✔ Identify names of different types of transport ✔ Connect transport to occupation and discuss how it is used ✔ Discuss different occupations ✔ Look at images/ visit to see old and new transport ✔ Look at historical farm tools ✔ Find similarities and differences to farming in history and today 	<ul style="list-style-type: none"> ✔ Compare and discuss photos of family and names of them as a baby, mum/dad, grandparents, great grandparents ✔ Create a simple family tree ✔ Compare how they have changed from then to now ✔ Identify what they have learnt- What can they do now that they couldn't before.

	<ul style="list-style-type: none"> ✔ Compare historic clothing ✔ Play and compare historic games 		Create a timeline of class birthdays
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ Fire lighting in forest school ✔ Observations of the school building 	<ul style="list-style-type: none"> ✔ Use stick, string, paper and stone to make farm tools ✔ Take to woodland path for role play 	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ <i>Expressive Arts</i>- Make lanterns ✔ <i>English</i>- Read and write nursery rhymes ✔ <i>Communication and language</i> - Talking to others around the school about their memories 	<ul style="list-style-type: none"> ✔ <i>Expressive Arts</i> - museum of old fashioned tools ✔ <i>Communication and language</i>- use of vocabulary 	<ul style="list-style-type: none"> ✔ <i>PSED</i>- families (what makes us special) ✔ <i>Maths</i>- months of the year, timeline ✔ <i>Communication and language</i>- use of vocabulary
<p>Key Outcomes</p> <p>To be used for assessment of learning</p>	<ul style="list-style-type: none"> ✔ Explain what history is ✔ Understand how a timeline shows history ✔ Be able to describe some objects or events in history 	<ul style="list-style-type: none"> ✔ Explain what transport is and how it has changed ✔ Identify and describe how transport has adapted for 1 occupation (farm) ✔ Understand how transport supports an occupation ✔ Use vocabulary to describe change 	<ul style="list-style-type: none"> ✔ Order pictures of children in chronological age ✔ Talk about changes ✔ Identify what people can do at different ages

Year 1			
	Autumn TOPIC 1 THE GUNPOWDER PLOT	Spring TOPIC 2 THE HISTORY OF THE COOMBES	Summer TOPIC 3 AMY JOHNSON & HER PIONEER FLIGHT
Prior Knowledge	<i>DM Understanding the World (3-4 years) Spring Term</i> Continue to develop positive attitudes about the difference between people	The Coombes 150 th celebration (2023) <i>DM Understanding the World (3-4 years) Autumn Term</i> Begin to make sense of their own life-story and family's history	<i>DM Understanding the World (3-4 years) Autumn Term</i> Show interest in different occupations
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Plot, gunpowder, Guy Fawkes, fireworks, Bonfire Night, King James I, parliament, explosion, Catholic, Protestant, effigy historical event, tradition, remember, consequence Confession, celebrate, persecution, Remember, Remember, the Fifth of November	The Coombes, Wokingham, parish, Arborfield, Barkham, Finchampstead, Swallowfield, history, timeline, change, purpose, use, military, infantry, garrison, army, military, armed forces, Army Remount Service, Royal Artillery, barracks, defence, education, approach,	Aviator, aviation, aeroplane, aerodrome, pilot, record-breaking, flight, charted flight, terrain, refuel, pioneer, Amy Johnson, engineer, record, navigate, map Airfield, propeller, solo, goggles Clouds, wind, helmet, bravery Inspire, celebrate, history legacy
NC Taught Curriculum <i>Substantive knowledge taught and covered in Kos</i>	<i>Events beyond living memory that are significant nationally</i>	<i>Significant historical events, people and places in their own locality</i>	<i>Events beyond living memory that are significant nationally</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements</i>
Key Questions	<ul style="list-style-type: none"> ✔ What was the Gunpowder Plot and who was involved? ✔ Why did the Gunpowder Plot happen? ✔ How can we use historical sources to learn about this historic event? ✔ How did Guy Fawkes feel before, during and after the plot? ✔ What was the impact of the Gunpowder Plot on other people? Is there an impact now? ✔ Was Guy Fawkes a hero or a villain? 	<ul style="list-style-type: none"> ✔ What is a timeline and how is it used? ✔ What can you remember about our school? Who might know more? ✔ What was before what we can remember? ✔ How has Arborfield changed and what was it used for before? ✔ 	<ul style="list-style-type: none"> ✔ Who was Amy Johnson, and why is she famous? ✔ How did a female secretary end up flying solo to Australia? ✔ How did people react to Amy at the time and how do we know? ✔ What happened to Amy Johnson? ✔ How has Amy Johnson's flight impacted nationally?
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Dramatised experience of 4 important parts of Guy Fawkes' life (<i>A Moving Story & The Gunpowder Plot drama</i>) ✔ 'Tip off' letter (York/Spain/Plot/Westminster) ✔ Explanation of political influences at the time ✔ Review of images and artefacts to find evidence to support facts about events ✔ Visit / set a Bonfire 	<ul style="list-style-type: none"> ✔ Explore different timelines and their representations- learn about the different decades (from 1920-now) ✔ Create timelines of their memories and significant events in their lives (e.g. move to Yr 1, change in headteacher, holidays etc) ✔ Explore and place other world-wide significant events in past 10years on a timeline ✔ Ask questions and learn about the school from other members of 	<ul style="list-style-type: none"> ✔ Review images and facts about Amy Johnson, placing them on a timeline and discussing significance ✔ Discuss and review hazards of flight- linking specifically to difference in flight then/now ✔ Consider reasons for flight- using research and discussion

	<ul style="list-style-type: none"> ✔ Discussions/ drama looking at images of the plot and explaining what/why he might have felt ✔ Debate- was Guy Fawkes a villain? Why/Why not? 	<p>school community and photos of The Coombes</p> <ul style="list-style-type: none"> ✔ Review images of The Coombes and the area over time (including maps/aerial view/ videos) ✔ Compare images of the local area then/now and place on a timeline ✔ 	<ul style="list-style-type: none"> ✔ Review different sources of information relating to the flight ✔ Review facts/ suspicions as to what happened to Amy and justify their opinion ✔ Use a timeline to look at how flight has changed since 1934 ✔ Caption pictures to summarise Amy Johnson's life and how she has impacted the world today
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>			
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>PSHE/ PD Autumn Term</i>- Fire safety talk from local fire engine</p>	<p><i>Geography Spring Term</i>- Local area study</p>	<p>Blackbushe airport visit / Pilot visit</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ Explain the political reasons the Gunpowder Plot happened for ✔ Describe the life of Guy Fawkes leading up to and including the Gunpowder Plot ✔ Identify significant individuals during this historic period ✔ Explain the significance and impact of the Gunpowder Plot on Britain today ✔ Explain the value of different historical sources 	<ul style="list-style-type: none"> ✔ Explain how and what a timeline is created/ used for ✔ Summarise significant events in living memory ✔ Describe how The Coombes and Arborfield has changed in the past 60 years ✔ Use and explain how different historical sources have different uses 	<ul style="list-style-type: none"> ✔ Describe who Amy Johnson was and the significant events that made her famous ✔ Explain how and why Amy Johnson's pioneer flight happened ✔ Describe life at the time of Amy Johnson and why her flight was significant ✔ Explain how Amy Johnson's flight has impacted our lives today

Year 2			
	Autumn TOPIC 1 THE LIVES OF ROSA PARKS AND EMILY DAVISON	Spring TOPIC 2 QUEEN VICTORIA AND THE IMPACT OF THE VICTORIAN ERA ON THE LOCAL AREA	Summer TOPIC 3 THE VOYAGE OF THE TITANIC
Prior Knowledge	<i>Year 1 Summer 2-</i> Significant people in history (Amy Johnson)	<i>Year 1 Spring Term-</i> The history of The Coombes and the local area	<i>Year 1 Summer Term-</i> Voyage and flight- Amy Johnson's pioneer flight
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Women's Social and Political Union (WSPU), Suffragettes, rights, voting, parliament, government, prime minister, segregation, bus boycott, discrimination, president, significance	Empire, monarchy, reign, significance, industrial expansion, factories, economic, Britain, revolution, poverty, era, past, present, workhouse, conditions, hardship, discipline, punishment, wealth,	Titanic, maiden voyage, on-board passengers, class, lifeboat, facilities, opulence, accommodation, sink, unsinkable,
NC Taught Curriculum <i>Substantive knowledge taught and covered in KOs</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements (to compare aspects of life in different periods)</i> <i>Significant historical events and people</i>	<i>Significant historical events, people and places in our locality</i>	<i>Events beyond living memory that are significant nationally</i>
Key Questions	<ul style="list-style-type: none"> ✔ Who is Rosa Parks and why is she famous? ✔ What was life like for black people living in southern USA in the 1950s? ✔ How did Rosa's action lead to life for black people getting better? ✔ Who is Emily Davison and why is she famous? ✔ Why were women fighting for the vote? ✔ How and why are Rosa Parks & Emily Davison similar? ✔ What is the impact of Rosa Parks and Emily Davison on our life today? 	<ul style="list-style-type: none"> ✔ Who is Queen Victoria and why is she significant? ✔ What was the industrial revolution? ✔ How did Queen Victoria's reign impact our local area (specifically Huntley and Palmers)? ✔ How did Britain change as a result of the industrial revolution? What changed during Queen Victoria's reign? ✔ What is the impact of Queen Victoria on our life today? 	<ul style="list-style-type: none"> ✔ What do we know about the Titanic from different sources? Why was it called unsinkable? ✔ What was life like on the Titanic? ✔ How and why did the Titanic sink? ✔ Why weren't more people saved from when the Titanic sunk? ✔ What did the sinking of the Titanic teach us?
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Reading and understanding the perspective of both Rosa Parks (autobiography) and of supporters/ opposers at the time and since ✔ Experience on a bus (space, intimidation, isolation, escape) 	<ul style="list-style-type: none"> ✔ Learn about the life of Queen Victoria as a significant individual- as a monarch and a woman ✔ Plot Victoria's reign on a timeline and compare in time to other events already covered 	<ul style="list-style-type: none"> ✔ Understand the events of the Titanic on a timeline of British history/ events already learnt ✔ Explore and apply vocabulary, using it to describe historical sources ✔ Compare lifestyles of passengers of different classes on board

	<ul style="list-style-type: none"> ✔ Discussing discrimination and segregation and learning how to ask questions ✔ Experience of a protest- link to RRS ✔ Experience voting and understand its significance nowadays (and what life was like without a vote) ✔ <i>VR headset- protest experience</i> ✔ Compare the lives of Emily Davison and Rosa Parks and discuss similarities, differences and impact on history 	<ul style="list-style-type: none"> ✔ Use historical sources to ask questions about/ research what the industrial revolution was and how it came about ✔ Explore and compare the changes to Britain/Reading during the industrial revolution through aerial photographs, photographs, artefacts and other sources e.g. census. ✔ Discover and explore Huntley and Palmers via the Reading Museum website, artefacts, photographs and other sources ✔ Describe the impact of Queen Victoria through nomination for an 'award' detailing reasons/ improvements she has made to Britain 	<ul style="list-style-type: none"> ✔ Review different artefacts that denote lifestyles on board- look at those items that were recovered after the sinking ✔ Use different sources of information to compare/contrast different ways the sinking has been depicted ✔ Identify the consequences of the sinking of the Titanic- to people on the boat/ sailors/ the world/ the future ✔ Make suggestions to effective safety measures that could be put in place nowadays ✔ Use information learnt to create a descriptive timeline of the voyage
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>			
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>Autumn Term Year 2 Writing-</i> persuasive outcomes related to the passions of Emily Davison and Rosa Parks</p>		<p><i>Year 2 Geography Autumn term-</i> human & physical geography of the world (oceans)</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To describe and explain the significance of Rosa Parks in history ✔ Explain what segregation was and the impact on the lives of black people at the time ✔ Explain the changes in history that resulted from Rosa Park's actions ✔ Describe and explain who the Suffragette's were and what they were protesting for ✔ Describe the main historical events of the Suffragettes ✔ Explain how Emily Davison's actions changed history 	<ul style="list-style-type: none"> ✔ Explain who Queen Victoria was and how she was as a monarch ✔ Describe the changes to Britain that the Industrial Revolution brought ✔ Describe and explain how Reading changed as a result of the industrial revolution ✔ Explain how Huntley & Palmers helped/changed Reading 	<ul style="list-style-type: none"> ✔ Describe the sinking of the Titanic using a historical timeline ✔ Understand and questions different historical sources and how they impact perspectives of the sinking of the Titanic ✔ Explain how different classes lived on and were treated on the Titanic ✔ Define the key events in the voyage and sinking of the Titanic

Year 3			
	Autumn TOPIC 1 STONE AGE TO IRON AGE BRITAIN I	Spring TOPIC 2 STONE AGE TO IRON AGE BRITAIN II	Summer TOPIC 3 THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN
Prior Knowledge		<i>Year 3 Autumn Term</i> - Stone Age Britain and Neolithic chronology	<i>Year 2 Summer Term</i> - concept of 'empire' through Queen Victoria
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Settlement, early civilisation, artefact, archaeologist, Neolithic, Paleolithic, Mesolithic, chronology, civilisation Shelter, settlement, prey, plough, axe, barrow, axe, clan, tribal, excavation, flint, hunter-gatherers, survival, wheat barley, crops, tools, ploughs, Skara Brae, boar, deer,	Iron age fort, henge, religion, belief, hill fort, Celts, wattle and daub, bronze, weapons, god/goddess/ religious ritual, sacrifices, sword, shield, axe, weapon, battle, tunic, linen, wool/woollen, jewellery, brooch, flint, cave paintings, BC/AD, primary source, secondary source	Empire, ruler, expansion, control, Boudica, Celts/Celtsm legacy, conquer, Caesar, Claudius, consequences, armour, weapons/weaponry, rebellion, revolt, Icini tribe, luxuries, wine, perfumes, taxes, imperial power, control,
NC Taught Curriculum <i>Substantive knowledge taught and covered in Kos</i>	<i>Changes in Britain from the Stone Age to the Iron Age including:</i> <ul style="list-style-type: none"> ✔ Late Neolithic hunter-gatherers ✔ Early farmers, for example, Skara Brae ✔ Iron Age hill forts: tribal kingdoms, farming, art and culture 	<i>Changes in Britain from the Stone Age to the Iron Age including:</i> <ul style="list-style-type: none"> ✔ Iron Age hill forts ✔ Tribal kingdoms ✔ Farming, art and culture 	<i>The Roman Empire by AD 42 and the power of its army</i> <ul style="list-style-type: none"> ✔ Successful invasion by Claudius and conquest, including Hadrian's Wall ✔ The Roman Empire and its impact on Britain ✔ British resistance, for example, Boudica
Key Questions	<ul style="list-style-type: none"> ✔ What and when was the Stone Age and why is it significant now? ✔ How can artefacts help us learn about the Stone Age nowadays? ✔ Were Stone Age people just hunters and gatherers? ✔ How much did life change when man learned to farm? ✔ Where is Skara Brae and what can we learn from it? 	<ul style="list-style-type: none"> ✔ What can we learn from Ancient Monuments from the period? (Eg, Stonehenge/ Avebury/ Ring of Brodgar/ Stones of Stenness) ✔ What came after the Stone Age? What was life like and how do we know? ✔ How did language, culture and religion impact the ethnicity and movement of people in the Iron Age? ✔ How did the use of Iron change the lives of people in AD43? ✔ What have metal tools done for us? 	<ul style="list-style-type: none"> ✔ Why did the Romans leave Italy for Britain? Who were Claudius and Caesar? ✔ Who was Boudica and how did she defend Britain? ✔ How and why were the Romans so powerful? ✔ How did the Empire come to an end? ✔ How did the Romans change Britain for us today?
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Create a class timeline placing historic events learnt so far and Stone/Iron Age ✔ Discuss and review (photos/research/objects) artefacts from the Stone Age- how were they found and what do we still use now? 	<ul style="list-style-type: none"> ✔ Place Stone/Iron/Bronze age on a timeline ✔ Locate monuments on a map and review images of them- identify common qualities eg material/ building methods ✔ Explore the meaning of the word 'henge' 	<ul style="list-style-type: none"> ✔ Role play/ fiction-based understanding of who the Romans/ Claudius and Caesar were ✔ Speech bubbles denoting the involvement from each character

	<ul style="list-style-type: none"> ✔ Create a poster demonstrating understanding of what hunter gatherer life like through descriptions/ explanations of cave paintings, images of artefacts and outdoor experience ✔ Use and discuss Mesolithic Star Carr and explore what early settlements were like ✔ Virtual visit of Skara Brae- posing and answering questions about early farming 	<ul style="list-style-type: none"> ✔ Written contrast different opinions about the role of Stonehenge ✔ Create a 'living graph' to understand the timeline/change between stone/iron age and how and why life changed ✔ Use historical sources to create poster detailing how religion, culture and ethnicity impacted Iron Age ✔ Explore/visit an Iron Age fort- review artefacts and compare to stone age artefacts/knowledge ✔ Use historical sources to compare and learn about metal tools- use evidence to suggest their use 	<ul style="list-style-type: none"> ✔ Use living graph/timeline to sequence the defence of Boudicca- ✔ Analyse different historical perspectives- explain reasoning using justification of why Boudicca may have revolted ✔ Research different aspects of the Roman army (pay/ conditions/ organisation) to identify how they were strong ✔ Consider and discuss possible ways the empire ended through drama/ debate ✔ Design a set of stamps detailing the most important legacies of the Roman Empire
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ Use the outdoor space to understand temperature, concepts of space, cave living and span of outdoor living 	<ul style="list-style-type: none"> ✔ Archaeologist trail for metal tools in the ground ✔ Review of The Coombes stones (previously Coombes Henge) ✔ Walk/visit to the walking trail which begins with The Coombes Stone 	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>		<p><i>Year 3 Autumn Term</i>- Counties and locations within the United Kingdom</p>	<p><i>Year 3 Autumn/Spring Term</i>- Concept of invasion and settlement</p> <p><i>Year 3 Spring/ Summer Term Geography</i>- The United Kingdom and Europe</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To devise historically valid questions about change, cause, similarity and difference, and significance ✔ To describe how we use different historical sources to learn about different times ✔ To describe and explain how farming changed lives 	<ul style="list-style-type: none"> ✔ To understand and explain the chronology of the Iron and Stone Age ✔ To describe how and why life changed from Stone to Iron Age ✔ To describe what we can learn about history from key historical monuments ✔ To explain similarities and differences in religion, culture and language during Stone/Bronze/Iron Age 	<ul style="list-style-type: none"> ✔ Explain when the Roman empire was, who ruled it and for how long ✔ Explain the size of the Roman Empire and how they kept control ✔ Describe the impact and significance of Roman army ✔ Explain who Boudicca was and why she was significant to the Romans ✔ Explain how the Roman Empire came to an end and the legacy of it in Britain now ✔ Understand how our knowledge of the past is constructed from a range of sources

Year 4		
	Autumn, Spring TOPIC 2 THE STRUGGLE FOR POWER	Summer TOPIC 3 ANCIENT EGYPT
Prior Knowledge	<p><i>Year 3 Autumn Term/ Spring Term</i>- Stone Age to Iron Age Britain including settlements</p> <p><i>Year 3 Summer Term</i>- Roman Britain (including how it ended)</p> <p><i>Year 1 Autumn Term</i>- Lives of significant individuals and the concept of political unrest (Gunpowder Plot)</p> <p><i>Year 3 Summer Term</i>- Roman Empire and the concept of power struggle</p>	<p><i>Year 3 Autumn & Spring term</i>- Concept of early civilisations and timeline</p>
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	<p>Settlement, early civilisation, invasion, kingdoms, raids, threat, Vikings, confessor, migration, Danegeld, thanes, Witsens, Saxon, Angles, Jutes, Picts, Christianity, escape, worship, sacrifice, converted, baptised, monastery, missionaries, abbey, monks</p>	<p>Civilisation, pyramids, afterlife, gods, pharaohs, archaeologist, lost city, River Nile, excavated, Luxor, tomb, reign, Tutankhamun, Thebes, artefacts, scarab beetle, amulet, canopic jars, attitude, belief, way of life, ancient societies, hieroglyphics, papyrus rolls, artefacts</p>
NC Taught Curriculum <i>Substantive knowledge taught and covered in KOs</i>	<p><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p> <p><i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <i>Britain's settlement by Anglo-Saxons and Scots</i></p> <ul style="list-style-type: none"> ☑ Resistance by Alfred the Great and Athelstan, first king of England ☑ Scots invasions from Ireland to north Britain (now Scotland) ☑ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ☑ Viking raids and invasion 	<p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</i></p> <ul style="list-style-type: none"> ☑ A depth study of one of Ancient Egypt
Key Questions	<ul style="list-style-type: none"> ☑ <i>When and why did the Romans leave and the Anglo-Saxons invade and settle?</i> ☑ <i>What was Anglo-Saxon life like?</i> ☑ <i>How was Christianity important in the dark ages?</i> ☑ <i>Why was Alfred the Great so great?</i> ☑ <i>Where did the Anglo-Saxons and Vikings battle over power? And Why?</i> ☑ <i>What impact did the Anglo-Saxons and Vikings have on the local area?</i> ☑ <i>Who were the first kings of a united England?</i> ☑ <i>How did Edward the Confessor die and what happened next?</i> 	<ul style="list-style-type: none"> ☑ <i>How can we discover what Ancient Egypt was like over 5,000 years ago?</i> ☑ <i>What sources of evidence has survived and what do they show?</i> ☑ <i>What was life like for men, women and children in Ancient Egypt?</i> ☑ <i>What did the Egyptians believe about the afterlife?</i> ☑ <i>What did Ancient Egyptians have in common with other civilisations from that time?</i>

<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Review a variety of sources on the information about the ending of Roman England- place events on a timeline of the period, discussing other known time periods ✔ Propose and answer historical questions about the Anglo-Saxons, reasoning with historical sources ✔ Discussion and compare/contrast the spread of Christianity and the impact of it across Britain ✔ Review sources relating to Alfred the Great- compare and contrast value and make suggestions to improve using additional information ✔ Use maps and research to locate place names with Viking and Anglo-Saxon influence ✔ Understand and make suggestions about Anglo-Saxon villages ✔ Understand the significance events locally between Anglo-Saxons and Vikings at the Battle of Reading ✔ Giant floor Venn Diagram of the similarity and differences of Viking and Anglo-Saxon society (women and cultures, religion, society) ✔ Understanding why Wessex was a powerful kingdom – look at geography, embracing the Vikings ✔ How was England united –create top trumps cards of the first kings of England ✔ Debate on who should be king after Edward the Confessor dies. 	<ul style="list-style-type: none"> ✔ Compare timeline of Ancient Egypt to other known historical periods ✔ Collate ideas and known facts about Egypt that are already known ✔ Discuss and respond to images from different time periods and identify those present in this civilisation ✔ Locate the Nile River and Nile Valley – understand the significance of it to Ancient Egypt ✔ Compare and review different sources of information (including experience as archaeologist) ✔ Reconstruction relay task relating to Tutankhamun’s tomb reviewing artefacts (papyrus rolls, hieroglyphics) ✔ Explore the experience of Robert Carter during the finding of the tomb ✔ Compare lifestyles of Egyptian men, women and children ✔ Experience through drama a ceremony of Weighing the Heart ✔ Understand The Book of the Dead ✔ Introduction of the early civilisations and a comparison of these ✔ Creation of a museum brochure on the lives and lessons of Ancient Egypt
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>	<p><i>Re-enactment of the battles in 1066.</i> Residential trip to Ufton Court</p>	<p>Archaeologist experience</p>
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>	<p><i>Geography</i> – A local area study including comparative maps through time <i>English</i> – The story of Beowulf</p>	<p><i>English-</i> Cinderella of the Nile Newspaper article of the discover of the tomb of Tutankhamun</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ Explain why UK is devised of 4 different countries as a result of the Anglo-Saxons ✔ Understand how and why Anglo-Saxons invaded and defended Britain ✔ Devise historically valid questions about change, cause, similarity and difference between Angles, Jutes, Romans, Vikings ✔ Understand how the introduction of Christianity changed Britain ✔ Describe the importance of Great Britain to different invaders during this time ✔ Identify and describe significant changes to Britain during this time 	<ul style="list-style-type: none"> ✔ Understand how our knowledge of the past is constructed from a range of sources ✔ Explain when/how the Ancient Egyptian civilisation places on a historical timeline ✔ Use sources to describe the daily lives of Ancient Egyptians including those of women and children ✔ Explain the importance of Pharaohs and the afterlife ✔ Compare and describe Ancient Egyptian civilisation to those of other civilisations

Year 5		
	Autumn/Spring TOPIC 1 HISTORIC CRIME & PUNISHMENT	Spring/ Summer TOPIC 2 THE LIVES OF THE ANCIENT GREEKS
Prior Knowledge	<i>Year 4 Autumn Term</i> - Anglo-Saxons- concept of changes in Britain and Anglo-Saxon justice/invasion <i>Year 2 Summer Term</i> - Victorian era and local study	<i>Year 4 Summer Term</i> - Ancient Egyptian civilisation/ Ancient civilisations of the world <i>Year 3 Summer Term</i> - Roman Empire
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Penalty, guilty, crime, criminal, punishment, hearsay, verdict, court, barrister, judge, capital/ corporal punishment, confess, defendant, innocent, jury, law, sentence, trial, victim, witness, justice, deterrent, retribution, restoration, rehabilitation	Acropolis, ancient, city state, Mount Olympus, temple, theatre, tragedy, comedy, democracy, Sparta, Athens, Hoplites, slaves, column, myth, legend, pottery, philosophy, siege, marathon, demi-god, Mediterranean, amphitheatre, minotaur, labyrinth
NC Taught Curriculum <i>Substantive knowledge taught and covered in Kos</i>	<ul style="list-style-type: none"> ✔ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> ✔ <i>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</i> 	<ul style="list-style-type: none"> ✔ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> ✔ <i>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</i> ✔ <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>
Key Questions	<ul style="list-style-type: none"> ✔ <i>How were criminals punished in the Roman era? How did differences in society affect punishment?</i> ✔ <i>How were criminals punished in the Anglo-Saxon era? How did the victims affect how crimes were punished?</i> ✔ <i>How were crimes punished in the Tudor era? How did crime and punishment change between 1500 and 1750?</i> ✔ <i>Why did punishments become so bloody in 18th century? How did transportation change the way crimes were punished?</i> ✔ <i>How were crimes in the Victorian era punished? Has there always been a police force? How and why was it introduced?</i> ✔ <i>When was the best time to be criminal and why</i> 	<ul style="list-style-type: none"> ✔ <i>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</i> ✔ <i>Was life the same for all Greeks?</i> ✔ <i>How did religion influence Greek life?</i> ✔ <i>How and why was Athens so strong?</i> ✔ <i>What can we learn about Ancient Greek interest in theatre and festivals?</i> ✔ <i>How did the Ancient Greeks influence the modern day in the western world?</i>
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Review evidence used to determine how criminals were punished ✔ Creating own crime and punishment appropriate for the era ✔ Sort and understand the types of victims of crime ✔ Evaluate crimes sheets, determine crime and appropriate era punishment 	<ul style="list-style-type: none"> ✔ Generating historical enquiry questions considering Ancient Greece is a civilisation compared to those already learnt ✔ Place Ancient Greeks on a timeline of known history ✔ Use primary/secondary/tertiary sources of evidence to pose historical questions ✔ Use images/ drama to learn about Ancient Greek life

	<ul style="list-style-type: none"> ✔ Map a route on how transportation affected punishment and write a diary entry (crime, punishment, the conditions of the transportation) ✔ Dramatise different roles within the police force and how these have changed over time ✔ Experience a court – understand and explain different roles (trip) ✔ Debate- when was the best time to be a criminal and why? 	<ul style="list-style-type: none"> ✔ Compare Greek life for men/women/children and compare/contrast their roles within Athens and Sparta ✔ Study Athens by reviewing its geography and other historical sources ✔ Learn about and understand the impact of democracy in modern life ✔ Review sources of evidence and discuss impact on modern life
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<p>CSI Day</p>	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>Year 3- Autumn/ Spring Term History-</i> Stone/Iron Age Britain</p> <p><i>Year 4 Autumn Term- History-</i> Anglo- Saxons</p> <p><i>Year 2 Autumn Term Geography followed by use of maps and atlases in Year 3 –</i> Continents of the world</p>	<p><i>English-</i> Writing/Reading – Greek myths</p> <p><i>Art and Design –</i> Greek vases (based on Greek poetry)</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ Understand the chronological changes of crime and punishment within a timeline ✔ Devise historically valid questions about change, cause, similarity and difference, and significance ✔ Analyse and use historical sources to learn about key times in history ✔ Use historical sources to justify perspectives of history ✔ Describe the key changes and reasons for change in punishment in the past 1000 years 	<ul style="list-style-type: none"> ✔ Understand how our knowledge of the past is constructed from a range of sources ✔ Understand the historical significance and concept of democracy, rights and freedom ✔ Compare and contrast lives of different Greeks (Athens/Sparta) ✔ Understand how and why Athens dominated Ancient Greece ✔ Describe the legacy of Ancient Greek civilisation on the world today ✔ Describe the chronology of the Greeks in comparison to other historical time periods studied

Year 6		
	Autumn/Spring TOPIC 1 WORLD WAR 1 AND THE IMPACT OF IT ON THE LOCAL AREA	Spring/ Summer TOPIC 2 ANCIENT MAYAN CIVILISATION
Prior Knowledge	<p><i>Year 1 Autumn Term History</i> – The Politics of the Gunpowder plot (politics)</p> <p><i>Year 2 Spring Term History</i>- The impact of history on the local area</p> <p><i>Year 4 Autumn Term History</i>- Viking invasion</p>	<p><i>Year 3 Autumn/ Spring Term History</i>- Stone-Iron Age Britain</p> <p><i>Year 4 Autumn Term History</i>- Anglo-Saxons and Vikings</p> <p><i>Year 4 Summer Term History</i> - Ancient Egyptians and a comparison of Ancient Civilisations</p> <p><i>Year 5 Summer Term History</i>- Ancient Greeks</p>
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	Trench, bayonet, assassination, cause and effect, parapet, bugle, orison, Triple Alliance, Triple Entente, armistice, conflict, battlefield, civilian, propaganda, artillery, regiment, nationalism, Flanders Field, front line, infantry, troops, Western Front, central powers, artillery, treaty, white feather, rations, surrender, Calvery, munitions, evacuation, auxiliary corps, air raid, chemical warfare, gas masks, weaponry	Cenote, codex/codices, glyph, hieroglyph, jade, obsidian, quetzal, ritual, cocoa, slash and burn, stela, Pakal, Palenque pyramids, conquest, pyramid, Chichen Itza, settlements, sacrifice, drought, astronomical observatory, worship, offerings
NC Taught Curriculum <i>Substantive knowledge taught and covered in KOs</i>	<ul style="list-style-type: none"> ✔ A local history study ✔ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> ✔ Mayan civilization c. AD 900
Key Questions	<ul style="list-style-type: none"> ✔ Who was involved in WW1 and why did it start? ✔ How was Arborfield/ Wokingham important to the war effort? ✔ What do historical sources tell us about weaponry and life in WW1? ✔ What were women's roles in WW1? ✔ Why were the BWIR and Indian army only recently recognised for their sacrifice to WW1? ✔ How did WW1 change Britain? 	<ul style="list-style-type: none"> ✔ Why do you think we study the Mayan civilization in school? ✔ How did the geography of the areas where the Maya lived influence how they were able to grow so strong? ✔ How different was life for the rich and poor at the height of Mayan civilization? ✔ How can we possibly know what it was like there 1,000 years ago? ✔ If the Maya were so civilized, why then did they believe in human sacrifice? ✔ How can we solve the riddle of why the Mayan empire ended so quickly?
Learning Experiences <i>How will children experience the learning? What will they produce?</i>	<ul style="list-style-type: none"> ✔ Understanding the pros and cons of signing up to war through a debate ✔ Study dual timelines to understand the origins of WW1. ✔ Understanding cause and effect within the Alliance Game ✔ Analyse and interpret a variety of sources to understand what life was like during WW1 assessing the validity of sources. ✔ Understand the significance of the local area (Arborfield and Wokingham) in the war effort 	<ul style="list-style-type: none"> ✔ Study a range of evidence looking for similarities and drawing simple conclusion to understand ✔ Understand how the geography of Mesoamerica had a huge impact on the growth of the Maya empire by studying maps ✔ Understand that society was hierarchical through the analysis of sources and by writing a time travelers guide to the Mayan ✔ Through the study of an ancient Mayan story and sources use inference skills to depict what life was like for the Maya and their beliefs

		<ul style="list-style-type: none"> ✔ In research team compile evidence for why the Maya empire collapsed
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>	<ul style="list-style-type: none"> ✔ Visit to Arborfield War memorial ✔ Participation on local Remembrance Parade/ Service ✔ Contributions/ visit from local veterans 	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>English</i> – World War 1Poetry <i>Art</i> – Martin Impey war art Remembrance speaking</p>	<p>DT- Hot chocolate making DT – Maya Masks English – Rain Player</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ Understand the reasons behind the start of WW1 and who was involved ✔ Devise historically valid questions about change, cause, similarity and difference, and significance ✔ Describe how Arborfield played a pivotal part within WW1 ✔ Recognise how WW1 changed Britain and the world ✔ Justify perspectives on the value of the war, using historical evidence to support opinions 	<ul style="list-style-type: none"> ✔ Understand how our knowledge of the past is constructed from a range of sources ✔ Describe the chronology of changes (and strengthening) of the Mayan civilisation ✔ Describe when and how the Mayans lived ✔ Describe the key aspects of the civilisation, referring to historical sources ✔ Suggest, using evidence, why the Mayan civilisation ended abruptly ✔ Compare Mayan civilisation to other ancient civilisations