

**HOLY TRINITY CATHOLIC ACADEMY
HISTORY CURRICULUM MEDIUM TERM PLAN**

History Learning Intent:

Through high quality teaching of the history curriculum, it is our intention that all pupils;

- That our history lessons inspire children to want to know more about the past and to think and act as historians
- Children have opportunities to investigate and interpret the past, to understand chronology, build an overview of Britain's past as well as that of the wider world and to be able to communicate historically.
- Enjoy and love learning about history through experiences in the classroom and also with use of artefacts and educational visits

Key End of Phase Knowledge is highlighted in blue

Our History Curriculum Journey begins in the EYFS through the 'Understanding of the World: Past and Present' aspect of the EYFS curriculum.

In Nursery, the children will know their own life story, about some of their family history and will remember and talk about significant events which have happened to them.

In Foundation 2, the children will know that some places are special to members of their community, know how to compare and contrast characters from stories, including figures from the past; know how to recognise and describe special times or events for family or friends, know how to comment on images of familiar situations in the past.

By the end of The Foundation Stage, *Children at the expected level of development will:* **(ELG)**

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

For specific or further detail, refer to the separate EYFS Medium Term Plans

This is built upon in KS1 and 2 as follows:

ADVENT TERM UNITS - 'CHANGES'

YEAR	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
EYFS F1 BY THE END OF THE ADVENT 2 UNIT	To know that we celebrate Bonfire Night in November To know that we light a bonfire or fireworks	Bonfire Night Fireworks	Knows how to talk about significant events in my own experience
EYFS F2 Year A and B BY THE END OF ADVENT 2 UNIT	To know that the story of Guy Fawkes - is celebrated every year on November 5th. The event is also known as Bonfire Night. Several people, including a man named Guy Fawkes, planned to blow up the Houses of Parliament. That on Remembrance Day we wear poppies to remind us of the people who died in the wars	Guy Fawkes, gunpowder, Houses of Parliament, plot and King James Remembrance Day Poppies	Knows how to talk and remembers about significant events in my own experience. Knows that some places are special to members of their community. Knows how to comment on images of familiar situations in the past.
Y1/2 Year A BY THE END OF THE ADVENT TERM UNIT	Events beyond living memory Topic: How the Great Fire changed London Key Knowledge: That 'The Great Fire of London' started on 2nd September 1666 in a bakery on Pudding Lane, London Year 2 children will know that this happened after Christopher Columbus' maiden voyage in 1492 <ul style="list-style-type: none"> • Reasons why the fire spread so quickly, • How the fire was put out • The names and roles of people who were significant during the events of 'The Great Fire of London' such as Samuel Pepys who wrote in his diary about the Great Fire of London 	Significant: <i>important</i> <i>worthy of attention</i> Diary: <i>a book that people use to write about their lives and events in</i> Firebreak: <i>a gap that stops fire spreading to nearby buildings</i> Fire hook: <i>a pole with a hooked metal end used to tear down walls and ceilings</i> Samuel Pepys King Charles II 1666 Pudding Lane	Sequence events in their life Sequence 3 or 4 artefacts from different period of time Explain the differences Match objects to people of different ages Sequence artefacts closer together in time Sequence photos from different periods in their life Describe memories of key events in their lives Compare pictures or photos in the past

<p>Y1/2 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p>Topic: Toys – How have toys <u>changed</u> over time?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> - Victorian (19th century - oldest) toys were mainly made from wood, paper and metal - Grandparents had some toys that were made from plastic (20th century - old) because it is safer - Modern (21st century - now) toys are mainly made from plastic - Many modern toys need electricity to work - All of the above with a specific focus on dolls, construction toys (mechano and lego) and trains 	<p>Old New Before After Past Present Then Now Older Oldest Modern toys Victorian toys</p>	
<p>Y3/4 Year A</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p>The Roman Empire and its impact on Britain</p> <p>Topic: How did the Roman invasion <i>change</i> Britain? Key Knowledge:</p> <ul style="list-style-type: none"> • To know that in the year 55BC the Roman Emperor Julius Caesar invaded Britain. He took with him two Roman legions. • To know that Romans came to Britain looking for land, iron, lead, zinc, copper, silver and gold. • To know that the Romans changed Britain by building the first roads. These roads would be used for moving soldiers and all their baggage around the country. They built the roads as straight as possible in order to travel as quickly as they could. • To know that Romans changed Britain by building Aqueducts, these were used to supply towns with water from the springs, rivers and lakes. 	<p>Romanisation– bring (a region, people etc) under Roman influence or authority. Invasion– an instance of invading a country or region with an armed force. Motivation– a reason or reasons for acting or behaving in a particular way. Aqueduct– A system of pipes and channels which brings clean water into towns. Region– an area especially part of a country or the world having definable characteristics but not always fixed boundaries . Legion– the Roman army Ager– the raised mound of a Roman road Roman– A person who lives or comes from Rome in Italy Empire– a large commercial organisation owned or controlled by one person or group</p>	<p>Locate the period of time Locate events Identify and sequence events and artefacts Begin to use dates Understand terms AD/BC Compare lives of others in period with lives today Identify reasons and results of people’s actions Understand why someone might have wanted to do something Compare versions of the same story Begin to evaluate the usefulness of evidence</p>
<p>Y3/4 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p>Topic: <u>Changes</u> to Britain from the Stone Age to the Iron Age Key Knowledge:</p> <ul style="list-style-type: none"> · When the Stone Age, Bronze Age and Iron Ages started and finished. (See diagram on next page) · BC stands for Before Christ · AC stands for ‘Anno Domini’ in Latin. In English that means ‘In the year of the Lord.’ · Cave painting provides evidence about the past, it 	<ul style="list-style-type: none"> · Prehistory -The period of time in the past before people could write · Archaeologist -someone who studies the past by exploring old remains · Artefact– an object from the past that shows evidence of what life was like · Mesolithic -The Middle Stone Age · Neolithic -The New Stone Age · Paleolithic – The Old Stone Age · Hunter gatherers -Groups of people who get 	

	<p>teaches us how Stone Age people lived, what they ate, what they believed in and what animals they had.</p> <ul style="list-style-type: none"> · Hunter-Gatherers used different weapons to kill their food. These could be made from bone, ivory, wood, antlers, stone or flint. The first early humans used stone axes, rocks and wooden spears that were hardened at the tips. Later, spears were developed that had sharp bone or flint tips. · Stone Age houses were made from wood, they would have been small and round like a teepee, they may have used animal skin or turf to cover the frame. <p>Bronze Age houses were circular structures with a wattle and daub wall. Roundhouses sometimes had thatched roofs and had fireplaces in the middle of them.</p> <p>Iron Age houses were much larger and could sleep many people, these were built more sturdier and were dryer and warmer.</p> <ul style="list-style-type: none"> · In the Stone Age they created stone and bone weapons, these included stone axes and spears. In the Bronze Age bronze weapons were created out of copper. The Iron Age they created tools made of Iron, these were much stronger than bronze tools. 	<p>food by hunting, fishing, and foraging</p> <ul style="list-style-type: none"> · Chronology -The order of events in time · Animal hide – animal skin treated for human use. · Settlement/ settlers -When people start a community, this is a settlement /people who migrate to a new place. · Flint -a type of stone that can be shaped into blades, knives and spears for hunting. · Bronze– a mixture of copper and tin 	
<p>Y5/6 Year A</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p>A study of an aspect of British History than extends pupils' chronological knowledge beyond 1066</p> <p>Topic: How did the lives of significant black men and women shape our nation? Key Knowledge:</p> <ul style="list-style-type: none"> • In 1948 Britain was recovering from the war (WW2) and needed to begin rebuilding but there was a huge shortage of labour • The British Government decided to encourage people from British colonies abroad to migrate to the UK. • The British Nationality Act was passed in 1948 so anyone who lived in the UK or any British colony could live and work in the UK 	<p>Colony: a country or area under the full or partial political control of another country and occupied by settlers from that country</p> <p>Migrate: (of a person) move to a new area or country in order to find work or better living conditions</p> <p>Equality: the state of being equal, especially in status, rights, or opportunities</p> <p>Racism: prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized</p> <p>Discrimination: the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability</p> <p>Apartheid: (in South Africa) a policy or system of segregation or discrimination on grounds of race</p>	<p>Know and sequence current study on timeline Place other studies on timeline and compare to current</p> <p>Relate and compare current studies to previous studies</p> <p>Compare different eras and lives of others in the past</p> <p>Examine causes and results of events and impact on people</p> <p>Compare and describe aspects of people's lives in current and other study</p> <p>Explain reasons, causes and effects of events</p> <p>Use key dates and terms</p> <p>Compare accounts of events</p> <p>Offer reasons for different versions</p> <p>Identify primary and secondary sources</p> <p>Select relevant information</p> <p>Use range of sources of evidence</p>

	<ul style="list-style-type: none"> Some British colonies included The Bahamas, Barbados, Trinidad and Jamaica. Jamaican citizens were offered the chance to sail on a boat called the Empire Windrush to settle in the UK. 500 Jamaicans travelled on the Windrush The passengers arrived and settled in England, particularly London and found jobs in the NHS and London Transport. The Windrush started a large increase in migration to the UK from other countries. People who arrived at this time were called the Windrush generation Lots of these people ended up staying permanently in the UK and this has led to a vibrant, diverse and multi-cultural society in the UK. 	<p>Generation: all of the people born and living at about the same time, regarded collectively</p> <p>Multi-cultural: relating to or containing several cultural or ethnic groups within a society</p> <p>Diverse: showing a great deal of variety; very different</p>	
<p>Y5/6 Year B</p> <p>BY THE END OF THE ADVENT TERM UNIT</p>	<p>Topic: The <u>Changing</u> Power of the Monarchy</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> The monarchy is the oldest form of government in the UK The King or Queen is Head of State In the Middle ages the King was the most important person in England. He ruled over all of the people and owned all the land. William the Conqueror was King of England from 1066 - 1087. He fought King Harold at the Battle of Hastings and won allowing him to claim the crown. He forced the English to accept him as King. In 1215 the Magna Carta was signed by King John I to protect people's rights and freedoms from harsh rulers. From 1215 onward monarchs have been forced to gradually pass over their power to Parliament. By the end of Queen Victoria's reign in 1901 all power was handed over to parliament. The current British monarchy is a constitutional monarchy. Queen Elizabeth II is now the Head of State. Her role is to represent the country as a focus of national identity, unity and pride. - The Queen is the Head of the Church of England and the Head of the Armed Forces. She is the only person who can declare war on a country and declare a war over. 	<p>Monarch: a sovereign head of state, especially a king, queen, or emperor</p> <p>Monarchy: a form of government with a monarch at the head</p> <p>Government: the group of people with the authority to govern a country or state; a particular ministry in office</p> <p>Sovereign: a supreme ruler, especially a monarch</p> <p>Constitutional monarchy: system of government in which a monarch (see monarchy) shares power with a constitutionally organized government.</p> <p>Nation: a large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory</p> <p>Politics: the activities associated with the governance of a country or area, especially the debate between parties having power</p> <p>Legislation: laws, considered collectively</p> <p>Parliament: (in the UK) the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons</p> <p>Reign: hold royal office; rule as monarch</p> <p>Coronation: the ceremony of crowning a sovereign or a sovereign's consort</p> <p>Head of State: the chief public representative of a country, such as a president or monarch, who may also be the head of government.</p>	<p>Know and sequence current study on timeline</p> <p>Place other studies on timeline and compare to current</p> <p>Relate and compare current studies to previous studies</p> <p>Compare different eras and lives of others in the past</p> <p>Examine causes and results of events and impact on people</p> <p>Compare and describe aspects of people's lives in current and other study</p> <p>Explain reasons, causes and effects of events</p> <p>Use key dates and terms</p> <p>Compare accounts of events</p> <p>Offer reasons for different versions</p> <p>Identify primary and secondary sources</p> <p>Select relevant information</p> <p>Use range of sources of evidence</p>

LENT TERM UNITS – ‘LIVES / COMMUNITY’ TOPICS

YEAR	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<p>F2</p> <p>BY THE END OF THE LENT 1 TERM UNIT</p>	<p>I know that Neil Armstrong was the first man to walk on the moon</p>	<p>Neil Armstrong Moon</p>	<p>Knows how to recognise and describe special times or events for family or friends.</p> <p>Knows how to compare and contrast characters from stories, including figures from the past.</p>
<p>Y1/2</p> <p>Year A</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>To learn about significant individuals in the past who have contributed to national and international achievements:</p> <p>Key knowledge:</p> <p>Mary Seacole</p> <ul style="list-style-type: none"> - She was born in Jamaica - She was told she couldn't help people in the war because she was black - She set up her own hospital to help soldiers - She was awarded a medal for her bravery <p>Grace Darling</p> <ul style="list-style-type: none"> - She lived in a lighthouse and her Dad was a lighthouse keeper - She helped her Dad rescue nine people from a storm in 1838 <p>She was awarded a silver medal for her bravery</p>	<p>Crimean war Nurse Jamaica Crimea</p> <p>Lighthouse Storm Shipwreck Rowing boat</p> <p>Bravery</p>	<p>Sequence events in their life Sequence 3 or 4 artefacts from different period of time Explain the differences Match objects to people of different ages</p> <p>Sequence artefacts closer together in time Sequence photos from different periods in their life Describe memories of key events in their lives Compare pictures or photos of people / events in the past</p>
<p>Y1/2</p> <p>Year B</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>What the word 'significant' means and reasons different people might be significant</p> <ul style="list-style-type: none"> • Who Christopher Columbus was and that he: ⇒ Sailed across the Atlantic Ocean in a wooden ship ⇒ Dreamt of visiting China but sailed to central America by mistake ⇒ Navigated using a compass and the stars • Who Neil Armstrong was and that he: ⇒ Was the first man on the moon ⇒ Used developments in technology and materials to navigate and travel to the moon • That both Christopher Columbus and Neil Armstrong are significant individuals in their own ways, drawing on similarities and differences between them 	<p>Significant: important, to be worthy of attention Explorer: a person who explores a new or unfamiliar area</p> <p>Voyage: a long journey involving travel by sea or in space</p> <p>Mission: an important job given to someone or a group of people, typically involving travel</p> <p>Navigate: to plan or direct the course of a form of transport using maps or other instruments</p> <p>Continent: a continuous expanse of land (Asia, Africa, North America, South America, Antarctica, Europe, Australasia)</p>	

<p>Y3/4 Year A</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>The Ancient Egyptians</p> <p>The achievements of the Earliest Civilisation</p> <p>An overview of where the first Ancient Egyptian civilization appeared</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Locate Egypt and key places for Ancient Egyptians (See KO diagram and map) • Look closely at pictures of artefacts to find out about the Ancient Egyptian life. • The River Nile flooded every year and leave behind a rich, black silt that fertilized the soil. This was essential for growing food for everyone. • Ancient Egyptians farmed during the three seasons, Akhet, Peret and shemu. The River Nile flooding fertilised the soil ready for seeds to be sown and crops to be grown. • The Ancient Egyptians ate onions, leeks, garlic, beans, lettuce, lentils, cabbages, radishes, turnips, grapes, figs, plums and melons. They also grew wheat, barley and flax. • Ancient Egyptian writing is known as hieroglyphics. • The tomb of Tutankhamin is located in the Valley of the Kings, it was discovered by Howard Carter in 1922. • Mummification is a process which the skin and flesh of a dead body can be protected. 	<p>Ancient- Very old</p> <p>Civilization- People living together in communities</p> <p>Irrigation- A system of canals Egyptians dug to supply water to grow crops where water would not reach naturally</p> <p>Silt- Fine particles of soil, clay or sand carried and left by water.</p> <p>Hieroglyphics- A system of writing that used pictures and symbols (hieroglyphs) instead of letters.</p> <p>Cartouche- An oval shape in which the names of pharaohs were written in hieroglyphics</p> <p>Pharaoh- A ruler of ancient Egypt</p> <p>Mummification- An expensive process of preserving bodies for the afterlife during Ancient Egypt.</p> <p>Canopic jars- Jars to hold organs of the human body that were removed and preserved separately.</p> <p>Sarcophagus- A type of coffin usually decorated</p>	<p>Locate the period of time</p> <p>Locate events</p> <p>Identify and sequence events and artefacts Begin to use dates</p> <p>Understand terms AD/BC Compare lives of others in period with lives today Identify reasons and results of people's actions</p> <p>Understand why someone might have wanted to do something</p> <p>Compare versions of the same story</p> <p>Begin to evaluate the usefulness of evidence</p>
<p>Y3/4 Year B</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>Britain's settlement by Anglo-Saxons and Scots, focusing on Anglo Saxon invasion and settlement</p> <ul style="list-style-type: none"> • Place the British Settlement by the Anglo– Saxons and Scots on a timeline (See timeline on the next page) • The Anglo-Saxons invaded Britain from AD410-1066. • The Anglo– Saxons originally came to this country to help the rulers fight the Picts, who were late Iron Age people. • The Anglo Saxons invaded Britain and settled in Kent, East Anglia, parts of Essex, Sussex and 	<p>Anglo-Saxons—a group of people who came from a range of different countries in Europe who settled in Britain; Inhabitants—a person or people who live in or occupy a place;</p> <p>Invasion— the movement of a large group of people or army into another place, usually as part of war or conflict; Settlement—a place where people stay and build a community;</p> <p>Kingdom—a country, state or territory ruled by a king or queen;</p> <p>Influx—the arrival of a large group of people or things;</p> <p>Troops—soldiers or armed forces.</p>	

Middlesex.

- The people who had significant roles were King Vortigern who asked for help against the Picts. Hengist and Horsa, two brothers came to help King Vortigern, but instead they seized his kingdom.
- The Anglo-Saxon Kingdoms are; Northumbria, East Anglia, Wessex, Sussex, Kent and Essex.

<p>Y5/6 Year A</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>Ancient Greece – democracy</p> <ul style="list-style-type: none"> The Ancient Greek era was between 776BC – 146BC Ancient Greece was not a country. It was made up of city-states. two of these city-states were Athens and Sparta. Each city-state had its own government, laws and army. The Ancient Greeks introduced the system of democracy and their system of politics influenced our own systems in the modern world. Ancient Greek ideas have influenced many things in our culture today, including the Olympic Games. <p>(Ancient Greek art & sculpture influence to be studied during linked art – sculpture unit)</p>	<p>Democracy: a form of government where citizens have a say in how they are ruled.</p> <p>City-state: a city that with its surrounding territory forms an independent state.</p> <p>Ancient: belonging to the very distant past and no longer in existence.</p> <p>Civilisation: the society, culture, and way of life of a particular area.</p> <p>Empire: an extensive group of states or countries ruled over by a single monarch or a sovereign state.</p> <p>Legacy: something left or handed down by a predecessor.</p>	<p>Know and sequence current study on timeline Place other studies on timeline and compare to current</p> <p>Relate and compare current studies to previous studies Compare different eras and lives of others in the past Examine causes and results of events and impact on people</p> <p>Compare and describe aspects of people’s lives in current and other study</p> <p>Explain reasons, causes and effects of events</p> <p>Use key dates and terms Compare accounts of events</p> <p>Offer reasons for different versions Identify primary and secondary sources</p> <p>Select relevant information Use range of sources of evidence</p>
<p>Y5/6 Year B</p> <p>BY THE END OF THE LENT TERM UNIT</p>	<p>A Non-European Society</p> <ul style="list-style-type: none"> The Mayan people were people who lived in the forests of Central America. The Mayan civilisation was at its height from around 250 until 900bce. The Maya established powerful city-states The city states were characterised by huge monumental buildings and sculptures. Although the Maya were able to use metal, they preferred to carve into stone. They built elaborate temples, steeped pyramids, observatories and palace complexes. They were very detailed with artistic designs Maya society was formed of many different citystates, each with their own ruler. The king and royal family were believed to be closely related to the gods. It was the job of the rulers to keep the gods happy and to represent them in the human world. Rulers lived in the finest Maya buildings Around 900CE, Maya cities became abandoned. No one knows for sure why this happened 	<p>Elite: In Mayan society, the superior class of people that were second in importance only to the king</p> <p>Dynasty: A series of rulers or leaders who are all from the same family, or period when a country is ruled by them</p> <p>City-State: A self-governing, independent state consisting of a city and the surrounding area</p> <p>CE: ‘Common Era’. Used to signify years since the believed birth of Jesus</p> <p>Hieroglyphics: A system of writing using pictures not words</p> <p>Kingdom: A place ruled by a king, queen or important person</p> <p>Prediction: A statement about what you think will happen in the future.</p> <p>Temple: A building used for the worship of a god or gods in some religions</p> <p>Tomb: A large stone structure or underground room where someone, especially important person, is buried</p> <p>Worship: To have or show a strong feeling of respect and admiration for God or a god</p> <p>Artefact: An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.</p>	

(Ancient Mayan art influence to be studied during linked art – painting unit)

PENTECOST TERM HISTORY UNITS - 'OUR LOCALITY, OUR WORLD' TOPICS

YEAR	KEY KNOWLEDGE	KEY VOCABULARY	KEY SKILLS
<p>F2 Year B</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>To know about St. George's Day - St George's Day is on 23rd April every year. He was born in a place called Cappadocia. Saint George is the patron saint of England. Saint George was a Roman soldier</p>	<ul style="list-style-type: none"> • St George • Roman Soldier • Patron Saint of England 	
<p>Y1/2 Year A</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>To learn about significant historical events, people and places in the locality</p> <p>Newark Castle</p> <ul style="list-style-type: none"> • Newark Castle was first built as a motte and bailey castle • The wooden motte and bailey castle was rebuilt by the Bishop of Lincoln • The castle was rebuilt with stone to make it stronger • The castle was built near the river to protect it • On top of the castle walls are battlements • Soldiers could shoot arrows through the arrow slits without being seen <p>Southwell ploughing match</p> <ul style="list-style-type: none"> • The show has old horse and plough and modern tractors • It is the largest ploughing match and show in Nottinghamshire • It started in 1855 • It was to promote farming and the skills involved in farming 	<ul style="list-style-type: none"> • Motte and bailey • Castle • Battlements • Arrow slits • Rebuilt • Protect • Defence • Moat • Drawbridge • Turret • Tower <ul style="list-style-type: none"> • Farming • Plough • Agriculture • Trade • Exhibitors • Livestock 	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different period of time</p> <p>Explain the differences</p> <p>Match objects to people of different ages</p> <p>Sequence artefacts closer together in time</p> <p>Sequence photos from different periods in their life</p> <p>Describe memories of key events in their lives</p> <p>Compare pictures or photos of people / events in the past</p>
<p>Y1/2 Year B</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>To learn about significant historical events, people and places in the locality</p> <p>Transport</p> <ul style="list-style-type: none"> • Penny-farthing was a bike that had one large wheel at the front and one small wheel at the back • Many city people could travel to the seaside for the first time on steam trains • The Wright brothers were the first people to successfully fly in a plane • Karl Benz invented the first petrol engine 	<ul style="list-style-type: none"> • Penny-farthing • Petrol engine • Flight • Hot air balloon • Rocket • Steam engine • Electric car • Transport • Travel • Horse and cart • Tank 	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different period of time</p> <p>Explain the differences</p> <p>Match objects to people of different ages</p> <p>Sequence artefacts closer together in time</p> <p>Sequence photos from different periods in their life</p> <p>Describe memories of key events in their lives</p> <p>Compare pictures or photos of people / events in the past</p>

	<p>William Tritton</p> <ul style="list-style-type: none"> • Tritton Road in Lincoln is named after William Tritton • William Tritton helped make the first fighting tank • The tank was used in World War I 	<ul style="list-style-type: none"> • World War I 	
<p>Y3/4 Year B</p> <p>BY THE END OF THE PENTECOST TERM UNIT</p>	<p>A local history study – a study of an aspect of a site dating from a period beyond 1066 that is significant in the locality</p> <ul style="list-style-type: none"> • The Civil War was between the roundheads and the cavaliers. • Newark suffered 3 sieges during the Civil War. The first siege was in 1643 and lasted a day and a half. The second siege was in 1644 and lasted a month. And the third siege was from 1645-1646 and lasted 6 months. • Newark was so important to both the roundheads and the cavaliers because two important roads ran through Newark that both armies needed. These were called Fosse Way and Great North way. • The Queens Sconce (Sconce Hills) was used to defend the towns enemies (the roundheads). It has four raised corners which would have made it difficult for enemy to fight. • During the third siege the Cavaliers surrendered to the roundheads. The roundheads didn't destroy Newark like they usually would have done because the plague was in Newark. 	<p>Royalists- A supporter of the King against Parliament in the English Civil War.</p> <p>Parliamentarians- A supporter of Parliament in the English Civil War.</p> <p>Siege- A military operation in which enemy forces surround a town or building.</p> <p>Plague</p> <p>Musket- A long gun with a smooth bore that soldiers shot from the shoulder.</p> <p>New Model Army- A new roundhead army made in 1644.</p> <p>Battle- A sustained fight between armed forces.</p> <p>Conflict- A serious disagreement or argument.</p>	<p>Locate the period of time</p> <p>Locate events</p> <p>Identify and sequence events and artefacts Begin to use dates</p> <p>Understand terms AD/BC Compare lives of others in period with lives today Identify reasons and results of people's actions Understand why someone might have wanted to do something</p> <p>Compare versions of the same story</p> <p>Begin to evaluate the usefulness of evidence</p>

**Y5/6 Year
A**

**BY THE END
OF THE
PENTECOST
TERM UNIT**

**A significant turning point in British History:
The Battle of Britain**

- WW2 took place between 1939 – 1945
- WW2 was fought between the Allied forces (including Britain, France & America) and the Axis Forces (including Germany, Italy & Japan)
- The Battle of Britain was the turning point in WW2 – it took place between 10 July 1940 – 31 October 1940
- On September 7th, 1940 Germany launched a large bombing attack on the city of London called the Blitz. It lasted for eight months.
- The Battle of Britain was a military campaign of WW2, in which the RAF defended the UK against large-scale attacks by Nazi Germany's air force, the Luftwaffe.
- The main aircraft used by the RAF was the Spitfire. The German air forces used an aeroplane called the Messerschmitt. The planes fought against each other in battles known as 'dogfights'
- The Luftwaffe had a distinct advantage over the RAF with 2600 aircraft against Britain's 640
- The RAF managed to overcome the German Luftwaffe because of their skilled pilots and determination. Britain also managed to keep manufacturing aircraft to continue fighting throughout the war.

aeroplane: a powered flying machine with fixed wings

aviation: the world of aircraft and air travel
Air-raid: An attack by enemy planes dropping bombs.

Allies: Countries (including Britain, France, the Soviet Union and the USA) who fought the Axis Powers.

Axis Powers: Germany, Japan, Italy and other countries that fought against the Allies.

Blackout: A wartime ban on streetlights and other lights at night, to reduce the risk of bombing by enemy planes.

Blitz: A prolonged period of German air raids on Britain. From the German 'blitzkrieg' which means 'lightning war'.

Evacuation: Moving people from dangerous areas to safer places e.g. from big cities to the countryside to avoid bombing.

Invasion: When an army or country uses force to enter and take control of another country or area.

Liberated Freed from enemy control.

Luftwaffe: The German air force during the war.

Occupied: Taken over by enemy forces.

Spitfire: A British aircraft, particularly used during the Battle of Britain and known for its speed and agility.

Know and sequence current study on timeline

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Relate and compare current studies to previous studies

Compare different eras and lives of others in the past

Examine causes and results of events and **impact on people**

Compare and describe aspects of people's lives in current and other study

Explain reasons, causes and effects of events

Use key dates and terms

Compare accounts of events

Offer reasons for different versions

Identify primary and secondary sources

Select relevant information

Use range of sources of evidence

**Y5/6
Year B**

**BY THE END
OF THE
PENTECOST
TERM UNIT**

Viking and Anglo-Saxon struggle for the Kingdom of England: Viking raids and invasions

- The Viking age began 700AD
- The first Viking invasion of Britain took place in 793AD
- The Vikings came from three Scandinavian countries: Denmark, Sweden & Norway
- The name 'Viking' means a 'pirate raid'
- Vikings travelled the seas using longboats
- Vikings first raided monasteries on the coast of Britain (including Lindisfarne) to steal treasure and take slaves
- Eventually the Vikings decided to settle in Britain and made it their kingdom.
- They settled in Britain because it had fertile farming land and they wanted to expand their empire.
- Jorvik was the northern Viking capital of England during the Dark Ages. Modern York stands on the same spot.

(Viking art & sculpture influence to be studied during linked art – sculpture unit)

Pagan: a person who believes in many Gods
Plunder: take loot during a raid, often causing damage at the same time

Raid: a surprise attack

Longship: a Viking ship with a sail and oars, also called a dragon-ship

Trade: sell items for money, or swap them for other items

Treaty: an agreement made between two or more people, groups or countries

Conquer: to get something by force

Settlement: a place where people come to live and build homes

Monastery: a place used for prayer such as a church or chapel and staffed by monks

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