

The Edward Worlledge Ormiston Academy History Curriculum



National Curriculum Expectations

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

All children will be able to:

Develop skills to secure and represent chronological knowledge of local, British and World history

Recall facts about significant figures from throughout local, British and International history.

Make connections and contrasts between different historical contexts.

Apply specific vocabulary to the chosen time period

Use various sources and evidence in order to direct their own line of enquiry

Develop their own questions based on their curiosity of the subject.

Key Knowledge – The skills to...

Connections – the knowledge to make links across time periods within out school curriculum

Geography area of study

Autumn Term 1 – Settlements, Empires and Technologies

Year Group	Historical Context	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p>The History of Toys</p> <p>Where I live</p>	<ul style="list-style-type: none"> Put events into chronological order Recognise the difference between BC and AD use a timeline order significant events Put toys into a timeline compare older toys to modern ones link toys to specific decades.. 	<p>Why do older toys look different to modern ones?</p> <p>Where toys different in the past?</p> <p>What is a 'decade'?</p> <p>Which decade were you born in?</p> <p>Which toys were made in these decades..?</p> <p>Are any of the toys from the past still used today?</p> <p>What links modern toys to each other?</p> <p>What links past toys to one another</p> <p>What links toys of the past to modern toys?</p> <p>Do toys have a timeline?</p> <p>Connections</p> <p>compare modern toys to each other</p> <p>Compare past toys to one another</p> <p>Geography unit – Where I live</p>	<p>After</p> <p>approximately</p> <p>almost exactly</p> <p>before past</p> <p>chronology</p> <p>present condition</p> <p>during era</p> <p>handmade new</p> <p>produced past</p> <p>plastic present</p> <p>similarity</p> <p>difference</p> <p>Victorian wood</p> <p>decade</p>

2	<p>Great Fire of London</p> <p>The World around me 7 continents 5 oceans</p>	<ul style="list-style-type: none"> Put events into chorological order Recognise the difference between BC and AD use a timeline order significant events Explain how the Great Fire began Explain why it was called the Great Fire of London Describe much of London was destroyed Explain how the fire ended Explain why the fire spread so quickly Describe how long the fires burned Suggest emergence of positive factors 	<p>how was London was different in the 17th century? How did the Great Fire begin? Why was it called the Great Fire of London? How much of London was destroyed? how did the fire end? why did the fire spread so quickly? How long did the fires burn? Was the Great Fire of London only negative? How do we know about the Great Fire of London?</p> <p>Connections Compare 17th century London to modern London Geography unit – The world around me</p>	<p>Timeline then now Great fire Where When City London buildings Pudding Lane Bakery eyewitness destroy</p>
3	<p>Stone Age to Iron Age</p> <p>The World around me 7 continents 5 oceans</p>	<ul style="list-style-type: none"> Put events into chorological order Describe the difference between BC and AD use a timeline order significant events describe difference cultures form the past find answers about the past use different sources to find different evidence Explain what prehistory means. Describe The three periods of prehistory. Describe the first person in Britain Compare Animals of prehistoric Britain. Explain the effect of the ice age on the world. Locate where Doggerland was Explain What Stonehenge is 	<p>What do we mean by prehistory? What are the three periods of prehistory? How do we know about the prehistoric ages? Who was the first person in Britain When did they arrive in Britain? What lived in prehistoric Britain? How did the Ice Age effect the world? What/where was Doggerland? what was Mesolithic life was like? Are there are signs of prehistoric ways of life in modern life? What is Stonehenge? What is bronze? What was life/death like in the Bronze Age? What similarities/differences are there between the Bronze and Iron age?</p>	<p>Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homosapiens Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer Domesticate</p>

		<ul style="list-style-type: none"> Describe What bronze is. 	<p>How would my home change from the Prehistoric ages to the Bronze and Iron ages?</p> <p>Connections</p> <p>Compare with modern world.</p> <p>What didn't they have that we have?</p> <p>How difficult was life in this time? Look at problem solving.</p> <p>Are there are signs of prehistoric ways of life in modern life?</p> <p>Geography unit – 7 continents 5 Oceans</p>	
4	<p>Romans and Saxons</p> <p>Europe</p>	<ul style="list-style-type: none"> Use different sources to find different evidence Explain the Roman arrival in Britain Who Boudicca was Suggest Roman legacies Describe Roman towns Describe Roman Baths Compare Roman Gods 	<p>Why did people settle in Britain?</p> <p>Who were the Romans?</p> <p>Roman army – who were they?</p> <p>Who were the Celts?</p> <p>What was it like to be a Celt?</p> <p>Who was Boudicca?</p> <p>Does everyone tell history in the same way – with the same message?</p> <p>Can children represent their understanding in different ways?</p> <p>Would you want to be a Roman?</p> <p>What did the Romans ever do for us?</p> <p>What would life nowadays be like without the Romans?</p> <p>Who? – What do we know about Sutton Hoo?</p> <p>Who were the Saxon invaders?</p> <p>What was life like for the rich and poor Saxons?</p> <p>Why was religion so important during the time of the Saxons?</p> <p>Is there any sign of Saxon life in modern society?</p> <p>What is the legacy of the Ancient Romans?</p> <p>Connections</p> <p>Consider what Britain was like before the Romans came.</p>	<p>Empire Toga</p> <p>Aqueduct</p> <p>Coliseum</p> <p>Centurion Emperor</p> <p>Amphitheatre</p> <p>Senate Gladiator</p> <p>Republic Mosaic</p> <p>Arch Chariot</p> <p>Hypocaust Tunic</p> <p>Aquila Pantheon</p> <p>Testudo Circus</p> <p>Maximus</p> <p>Legionary</p>

			<p>Why did they want to come?</p> <p>Compare Britain with the Roman empire.</p> <p>Link to present day – how did the Romans impact on today's society – democracy, roads, army</p> <p>Geography unit - Europe</p>	
5	<p>The Ancient Sumerians</p> <p>I want to be in America</p> <p>North America</p> <p>South America</p>	<ul style="list-style-type: none"> • use different sources to find different evidence • Describe What a civilisation is • Compare Where earliest civilisations lived. • Explain When people first began writing. • Compare What a Sumerian day was like. • Explain Who the Sumerians were and where the period of time fits in to history. • Describe What the Sumerian religion was and the Gods they believed in. • Describe The Sumerian number and writing system. • Explain Who discovered the Sumerians. • Compare Examples of food the Sumerians ate. 	<p>What is a civilisation?</p> <p>Where in the world were the earliest civilisations?</p> <p>When did people begin writing?</p> <p>Have writing systems and number systems developed over time?</p> <p>How has trading changed over time?</p> <p>What have we learned from early civilisations?</p> <p>What was an Sumerian daily life like?</p> <p>What is the legacy of the Ancient Sumerians?</p> <p>Connections</p> <p>Have writing systems and number systems developed over time.</p> <p>How has trading changed over time.</p> <p>What have we learned from early civilisations.</p> <p>Invasion – Romans/Vikings/Anglo-Saxons</p> <p>Other civilisations around the same time – Stone age – Iron Age/Greeks</p> <p>the legacy of the Ancient Sumerians.</p> <p>Geography unit – 7 continents 5 oceans</p>	<p>City-state</p> <p>Cuneiform</p> <p>Cylinder seal</p> <p>Scribe Ziggurat</p> <p>Lyre Stylus</p> <p>Akkadian Dynasty</p> <p>Irrigation</p> <p>Gilgamesh Code of Hammurabi</p> <p>Shekel Marduk</p> <p>Domesticate</p> <p>Shrine Cultivate</p> <p>Aqueduct</p> <p>Whitewash</p> <p>Muskinu</p>

<p>6</p>	<p>Titanic (1900 – 1930)</p> <p>Dissecting the world</p>	<ul style="list-style-type: none"> • use different sources to find different evidence • Suggest Why the Titanic garnered so much attention • Apply The timeline of the titanic • Compare The different classes of passengers and their experiences • Suggest the legacy of the Titanic 	<p>Why was there so much excitement about the Titanic? Accident or human error – what sank the Titanic? What is the most reliable evidence about the Titanic? What was it like to be a passenger on the Titanic? Do you think anything has been gained from the sinking of the Titanic? Could the Titanic have been saved? Will there ever be another disaster like that of the Titanic? What is the legacy of the Titanic?</p> <p>Connections</p> <p>How the disaster of the titanic links to modern disasters and safety measures</p> <p>How the Titanic could have been saved</p> <p>Geography unit – Dissecting the World / Americas / 7 continents 5 oceans</p>	<p>Capacity Carpathia Collision compartments flares funnels hull iceberg Ill-fated inevitable steerage Stewards Survivor testimony voyage Unsinkable Southampton Liverpool New York</p>
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Autumn Term 2 — Crime and Conflict, Causes and Consequences

Year Group	Historical Context	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p>Gunpowder Plot</p> <p>Knowing London</p>	<ul style="list-style-type: none"> Put events into chronological order Describe Who King James I was Describe Who Queen Elizabeth I was Describe Who Catholics are Describe Who Guy Fawkes was Compare Who the conspirators were Put the Gunpowder plot onto a timeline Suggest the legacy of the plotters 	<p>Who was King James I?</p> <p>Who was Queen Elizabeth I?</p> <p>Who are Catholics?</p> <p>Why were Catholics so unhappy?</p> <p>Who was Guy Fawkes?</p> <p>Who were the conspirators?</p> <p>Did Guy Fawkes do the right thing?</p> <p>What should the conspirators have done differently?</p> <p>What was the Gunpowder plot?</p> <p>Are there any similarities to modern life?</p> <p>What is the legacy of the plotters?</p> <p>Connections</p> <p>Which other Kings and Queens do they know who had a massive influence on Britain?</p> <p>PSHE – getting your voice heard / actions</p> <p>Connections to modern life – protests / oppression / physical features of London</p> <p>Geography Unit – Knowing London</p>	<p>Arrested barrel bonfire Catholic cellar confession conspirator effigy execution explosion fireworks government guard gunpowder Guy Fawkes Houses of Parliament King James I law Lord Monteagle plot plotter prison Protestant Robert Catesby rebel revolution religion</p>

2	<p>Nurses of War</p> <p>Knowing China</p>	<ul style="list-style-type: none"> Describe the role of Women in the 19th century? Compare Changes in hospitals since the 19th century? Describe Who Florence Nightingale was Describe Who Mary Seacole was Describe Who Edith Cavell was Suggest What linked these three nurses Suggest How they changed the perception of nursing 	<p>What was the role of Women in the 19th century?</p> <p>Would you visit a hospital in the 19th century?</p> <p>Who was Florence Nightingale?</p> <p>How did Florence Nightingale influence nursing?</p> <p>Who was Mary Seacole?</p> <p>How did Seacole influence nursing?</p> <p>Who was Edith Cavell?</p> <p>How did Edith Cavell influence nursing?</p> <p>Were these ladies more than just nurses?</p> <p>What is the legacy of these nurses?</p> <p>Connections</p> <p>How nursing has changed over time.</p> <p>The creation of the NHS 70 years ago.</p> <p>The legacy of influential women (right to vote etc)</p> <p>Inspirational people unit</p> <p>Geography Unit – Knowing Crimea</p>	<p>Disease Infection</p> <p>Germ Anaesthetic</p> <p>Antiseptic</p> <p>Crimean War</p> <p>Nurse Soldier</p> <p>Monarch</p>
3	<p>The Wild West</p> <p>Knowing the Western Frontier</p>	<ul style="list-style-type: none"> Describe The first settlers Compare Native Americans – how they live Describe the Impact on native Americans Describe the War of Independence Explain Civil War and Slavery Describe the Western Frontier Explain what Pioneers were Describe American Indians treatment by the US government Explain Why people settled on the Plains Explain the role of Cowboys Compare the legacy of cowboys / Native Americans 	<p>Where is the Western Frontier?</p> <p>What is a pioneer?</p> <p>Who were the Native Americans?</p> <p>How did indigenous Americans live?</p> <p>How were American Indians treated by the US government?</p> <p>Are there any links to the Native American way of life in modern life?</p> <p>Why did people settle on the Plains?</p> <p>What were homesteaders?</p> <p>What is a cowboy? What was their role?</p> <p>Are there any links to cowboys in modern life?</p> <p>Did cowboys wear a uniform?</p> <p>What is the legacy of the cowboys / Native Americans?</p> <p>Connections</p>	<p>Wild West</p> <p>Western Frontier</p> <p>Pioneer Native Americans</p> <p>indigenous Americans</p> <p>United States Government</p> <p>settle Plains Homesteaders</p> <p>Cowboy Cowgirl</p> <p>Sheriff Boots</p> <p>Horse Pistol</p> <p>Wagon Saloon</p>

			<p>Consider the Roman invasion – Europeans invaded the New World.</p> <p>Slavery –compare with the Romans.</p> <p>What do we know was happening in Britain at this time?</p> <p>Are there any links to the Native American way of life in modern life?</p> <p>Are there any links to cowboys in modern life?</p> <p>Geography unit – Knowing the Western Frontier / 7 continents 5 Oceans</p>	<p>Desert Canyon</p> <p>Railroad Engine</p> <p>Gold lasso</p> <p>prospector</p>
4	<p>The Saxons and Vikings</p> <p>Knowing Europe</p>	<p>Describe the terms:</p> <ul style="list-style-type: none"> • Invasion, settlement. Kingdoms, place names, village life, art/culture. Christian conversion. Raids, invasion, resistance. • Link to local area. How history has impacted upon Norfolk (place names). • First king of England. • Explain who Edward the confessor was and why his death in 1066 was important. • Why the Vikings first invaded Britain • The Importance of the northeast of England • 'Great' King Alfred • How Viking life changed • the Viking celebrities • the Battle of Hastings • the legacy of the Saxons / Vikings 	<p>How can we shed light on the Dark Ages?</p> <p>Why do the Vikings first invade Britain?</p> <p>What happened in the northeast of England?</p> <p>Who was 'Great' King Alfred?</p> <p>How did Viking life change when they invaded Britain?</p> <p>Who was effected most by the differences between Saxons and Vikings?</p> <p>Who were the Viking celebrities?</p> <p>What was the Battle of Hastings?</p> <p>Did the battle of Hastings result in more than just a lot of deaths?</p> <p>What is the legacy of the Saxons / Vikings?</p> <p>Connections</p> <p>Romans / Saxons – invaders and settlers (reactions)</p> <p>How did it compare to the Roman invasion and how the Celts felt?</p> <p>Viking invasion – compare with Anglo Saxons (Goals/methods/reactions)</p> <p>Use of timelines to show the links and overlaps.</p> <p>Geography Unit – Knowing Europe</p>	<p>Angles Saxons</p> <p>Jutes Mead Rune</p> <p>Wattle-and-daub</p> <p>Thatch Farmer-warrior Sutton</p> <p>Hoo Lindisfarne</p> <p>Hengest and Horsa</p> <p>Monk Illumination</p> <p>Manuscript</p> <p>Weregeld</p> <p>Athelstan</p> <p>Christianity</p> <p>Augustine Alfred the Great</p> <p>Aethelred the Unready</p> <p>Longboat</p> <p>Longhouse</p> <p>Chieftain</p> <p>Berserker</p>

				<p>Danegeld Thing Feast Raid Trade Yggdrasil Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla</p>
5	<p>The Ancient Mayans</p> <p>Knowing Mesoamerica</p>	<ul style="list-style-type: none"> • Explain Who the Mayans were and where the period of time fits in to history. • Describe the Mayan religion and the Gods they believed in. • Explain The Mayan number and writing system. • Explain Mayan calendar • Describe Who discovered the Mayans. • Compare the food the Mayans ate. • Describe the Hierarchy of Mayan civilisation • Compare the Mayan civilisation to ancient Sumer 	<p>Where is Mesoamerica is on a world map? Who discovered the Mayan ruins? How was Mayan civilisation divided? Were all Mayans treated equally? Who did the Mayans worship? How did religion affect people's daily lives? Make me a Mayan? – would you want to be a Mayan civilian? How does Mayan writing compare to other ancient and modern civilisations? How dd the Mayans know which day it was? Why did the Mayan civilisation decline c.900 AD? Are there similarities in other civilisations declining? What is the legacy of the Ancient Mayans?</p> <p>Connections</p> <p>Invasion – Romans/Vikings/Anglo-Saxons Other civilisations around the same time – Stone age – Iron Age/Greeks Other civilisations declining Legacy of the Mayans Geography unit–Knowing Mesoamerica / The Americas / 7 continents 5 oceans PSHE – treatment of civilisations</p>	<p>Ahau Dynast Maize Codex Hieroglyphics Stela Scribe Haab Jade Sacrifice City-states Terraced Pyramid Peasant Bloodletting Cacao Cenote Huipil Popol Vuh Tzolk'in</p>

			RE – Modern religious practises	
6	WW1 (1900 – 1930) Knowing Central Europe	<ul style="list-style-type: none"> place the first World War on a timeline Recognise the use of propaganda Compare foods available in WW1 with foods available today Compare casualties of WW1 to modern wars Explain the emergence of remembrance. Describe When WWI was declared and by whom. Compare the suggested reasons as to why WWI broke out. Suggest the effects WWI had on men/women and children Apply chronological or to key events. Compare points of view eg) German point of view – unhappy with the outcome of WW1 and crippled financially by it. 	<p>What was life like in Europe after 1912?</p> <p>Who was Archduke Franz Ferdinand?</p> <p>What is Trench Warfare?</p> <p>Would you become a soldier on the Western Front?</p> <p>What was the significance of the Battle of the Somme?</p> <p>Was anything gained from World War one?</p> <p>What was life like on the Home front during World War one?</p> <p>What was propaganda?</p> <p>What changes were implemented due to the war?</p> <p>How did Christmas day effect the war?</p> <p>“WW1 was the great war!” Why?</p> <p>How will people remember WW1 and what will they think?</p> <p>Connections</p> <p>Look back at what Britain was like at the end of the Victorian age.</p> <p>Discuss WW1 and what life was like for the Europe at the end of that.</p> <p>Outcomes of WW1 and how these influenced the beginning of WW2</p> <p>Geography unit– Knowing Central Europe / 7 continents 5 oceans</p>	<p>Armistice Arms</p> <p>Race Artillery</p> <p>Assassination</p> <p>Blockade</p> <p>Bombardment</p> <p>Casualties</p> <p>Conscientious</p> <p>Objector</p> <p>Conscription Great Powers</p> <p>Imperialism</p> <p>Militarism</p> <p>Mobilise No Man’s Land</p> <p>Propaganda</p> <p>Reparations</p> <p>Stalemate</p> <p>Trenches Trench foot Lice Rats</p> <p>Archduke Franz Ferdinand David Lloyd George</p> <p>Gavrilo Princip</p>

				Field Marshal Douglas Haig King George V The Black Hand Wilfred Owen Edith Cavell
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Spring 1 – Settlements, Empires and Technologies

Year Group	Historical Context	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p>Castles</p> <p>Mountains</p>	<ul style="list-style-type: none"> • Suggest who was powerful in medieval times • Suggest why the peasants did not think the tax was fair • explain what the taxes were used for • Compare The use of castles – how this has changed over time • Compare different types of castle • Explain taxes 	<p>Were castles important or just for the wealthy?</p> <p>Why did people live in castles?</p> <p>Who designed castles?</p> <p>Are there different types of castle?</p> <p>What are the similarities between castles?</p> <p>What are the differences between castles?</p> <p>Were castles important or just for the wealthy?</p> <p>How do you build a castle?</p> <p>Do people still live in castles?</p> <p>What were taxes?</p> <p>Do castles have any influence on modern life?</p> <p>Connections</p> <p>Compare how taxes were spent in medieval times and how they are spent now</p> <p>Geography Unit – Mountains / Locational knowledge (W.A.M)</p>	<p>Castle tower</p> <p>moat gatehouse</p> <p>drawbridge turrets</p> <p>battlements</p> <p>cannon walls</p> <p>catapult battering ram arrows bow</p> <p>portcullis knight</p> <p>horse fort sword</p> <p>shield coat of arms scroll chain mail stained glass</p> <p>'motte and bailey'</p> <p>'keep and bailey'</p>

2	<p>Kings and Queens</p> <p>Seas/ Coasts / UK rivers</p>	<ul style="list-style-type: none"> describe the changes that occurred while different monarchs ruled explain how events were celebrated in the past explain what life was like in different time periods compare different reigns to modern life 	<p>What is a monarch? How do I become a monarch? Why live in a palace? Who was Richard I? Who was Henry VIII? Who was Queen Elizabeth I? Who was James I? What is Buckingham Palace and has it always been the same? Is life as a monarch always the same? What is a jubilee? Who was Queen Victoria? Who is Queen Elizabeth II is and the royal family?</p> <p>Connections</p> <p>Which other Queen do they know who had a massive influence on Britain? PSHE – treatment of society / oppression Geography Unit – Seas and coasts/ Locational knowledge (W.A.M)</p>	<p>Richard III Victoria I Elizabeth I James I Elizabeth II Henry VIII monarch king queen heir rule reign crown Parliament Battle of Bosworth Victorian Tudor Elizabethan War of the Roses Protestant Catholic Church of England</p>
3	<p>Ancient Egyptians</p> <p>extended study</p> <p>Rivers</p>	<ul style="list-style-type: none"> Describe and order key events and dates in Ancient Egyptian history Compare hierarchy of ancient Egyptian society. Explain that the ancient Egyptians worshipped lots of different gods and goddesses. Compare inventions and achievements of the ancient Egyptians Explain/compare the role pharaohs Suggest Significant people Apply Where the period fits into history 	<p>Where is Egypt on a map? which continent Egypt is in? What was Egypt like to live in? Why do people visit Egypt today? What does BC mean? Was everyone treated the same way in ancient Egypt? Who was the most powerful person in ancient Egyptian society? Who was a pharaoh? Who did the ancient Egyptians worship? What did the ancient Egyptians believe about death? What are the pyramids of Egypt? What have the ancient Egyptians done for modern life? What is the legacy of the ancient Egyptians?</p>	<p>Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone</p>

		<ul style="list-style-type: none"> • Compare What day to day life was like as an Egyptian • Explain How to build the pyramids 	<p>Connections</p> <p>Talk about the Empire.</p> <p>Belief in multiple gods (many other civilisations did)</p> <p>Inventions that impacted modern life.</p> <p>Egyptian civilisation was the same time as the Stone age.</p> <p>Pyramids – Mayans also had their own kind of pyramids even though they knew nothing about each other.</p> <p>Geography Unit – River Nile / Locational knowledge (7C.50)</p>	<p>Tutankhamun</p> <p>Howard Carter</p> <p>Earl of Carnarvon</p>
4	<p>Ancient Greeks extended study</p> <p>Mountains (Olympus)</p>	<ul style="list-style-type: none"> • Compare ancient Greek gods and goddesses • discuss some of the main ideas and beliefs of the six philosophers/scholars • Make links between ancient Greece and other time periods • Explain who the Ancient Greeks were. • compare democracy in Ancient Greece to modern times • Explain when the first Olympic games were and what sports were included. • Explain the Battle of Marathon and who it involved • Explain When the Trojan war was and what it included. • Suggest what the Ancient Greeks achieved and how these influenced others. 	<p>What does ancient Greece mean?</p> <p>What is a democracy?</p> <p>What is oligarchy?</p> <p>What is monarchy?</p> <p>Who ruled in the best way and why?</p> <p>What was life like in Athens and Sparta?</p> <p>Would you like to be an ancient Greek and which of the two city-states would you live in?</p> <p>why did ancient Greece have a polytheistic religion?</p> <p>Why was religion so important in the everyday life of ancient Greeks?</p> <p>What has modern life learned from the ancient Greeks?</p> <p>What is the ancient Greek's legacy?</p> <p>Connections</p> <p>What other Empires have they learned about?</p> <p>Compare the Romans and Egyptian legacy with the Greek legacy.</p> <p>PSHE - compare this to today's democracy in the UK (British Values)</p> <p>Geography Unit – Mount Olympus / Locational knowledge (7C.50)</p>	<p>Democracy</p> <p>Acropolis</p> <p>Parthenon</p> <p>Marathon</p> <p>Olympics Citizen</p> <p>Philosopher Agora</p> <p>Phalanx Aristocrat</p> <p>Mythology</p> <p>Column Hoplite</p> <p>Peninsula Oracle</p> <p>Terraced Culture</p> <p>Science Olympics</p> <p>Literature Empire</p> <p>Aphrodite Hera</p> <p>Zeus Poseidon</p> <p>Apollo Athena</p> <p>Hermes Athens</p> <p>Sparta The</p> <p>Parthenon</p> <p>Socrates Plato</p>

				Aristotle Democracy Society Civilisation Conflict Troy
5	Tudors extended study Nature Provides	<ul style="list-style-type: none"> Place the Tudors on a timeline Use a family tree to identify members of the Tudor family Compare the differences between the rich and the poor in Tudor times. Compare the differences in the Tudor diet and our diet today and give reasons for this. Suggest why some poor people in Tudor Britain had no choice but to commit crimes to survive. Order Key dates and events Compare Significant people Explain Major changes that were implemented e.g. Church and state Compare What day to day life was like as a Tudor 	<p>Who were the Tudors?</p> <p>How would I dress if I were Tudor?</p> <p>What was a regular Tudor's diet?</p> <p>Did everyone eat the same diet in during the Tudor period?</p> <p>Did every 'criminal' deserve punishment?</p> <p>Did the Tudors understand how to be healthy?</p> <p>Were the Tudors hygienic people?</p> <p>Were Tudors expected to live a long life?</p> <p>Would you visit a Tudor doctor?</p> <p>What was life as Tudor like?</p> <p>What has modern life learned from the Tudors?</p> <p>What is the Tudor's legacy?</p> <p>Is there evidence of Tudor life in modern society?</p> <p>Were they any defining moments in the Tudor period?</p> <p>Connections</p> <p>talk about the first King of England from Anglo Saxon times.</p> <p>Look at a timeline to see what has happened since the Vikings came to Britain.</p> <p>when Christian England began and how Henry influenced and changed it.</p>	Heir Protestant Christianity Roman Catholic Church. Catholic Pope. Reformation torture Armada monarch dissolution hygiene reign treason The Battle of Bosworth. Divorce imprison behead alliance witchcraft Henry VII Henry VIII Edward VI Lady Jane Grey Mary I

			The monarchs (Kings and Queens unit)	'Bloody Mary' Elizabeth I Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Hans Holbein Catherine Howard Catherine Parr William Shakespeare
6	WW2 (1930 – 1950) extended study Oceans	<ul style="list-style-type: none"> Place the Second World War on a timeline Explain the emergence of the United Nations Explain the effects of bomb damage Describe When WWII was declared and by whom. Compare the suggested reasons as to why WWII broke out. Compare the effects WWII had on children. Compare the roles of the adults during WWII. Order the key events of WWII Compare the treatment of Jewish families (sensitivity needed) Compare the legacies of those involved/effected by WWII 	What was World War Two? Who were the main powers during WW2? Can children explain what the Blitz was? Why were certain places, like Gt Yarmouth, bombed during the war? How could I protect myself during WW2? Who were the evacuees? Are there any links between WW2 and 'The Great War'? What was rationing? Was everyone's experience of WW2 the same? Why were Jewish people were targeted by the Nazis? Who was Anne Frank was and why she is remembered? What has modern society learned from WW2? What is the legacy of WW2? Connections compare foods available in WW2 with foods available today Discuss WW1 and what life was like for the Europe at the end of that.	shelter Allies atomic bomb Axis Powers Blackout Blitz British Empire Censorship civilians Civil Defence concentration camp coupons D-Day department store evacuee factories Forces Anne Frank Gramophone Adolf Hitler

			<p>Discuss the German point of view – unhappy with the outcome of WW1 and crippled financially by it.</p> <p>European resentment and anger – Financial situation of Germany (emergence of Hitler)</p> <p>PSHE – tolerance of others / oppression</p> <p>Geography Unit – Europe / (7C.5O)</p>	<p>Holocaust host family invaded Jews Liberate military uniform naval battle Nazi occupied Pearl Harbour prime minister prisoners of war propaganda rationing refugee register Resistance scrap metal United Nations war crime</p>
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Spring 2 – Crime and Conflict, Causes and Consequences

Year Group	Historical Context	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p>World Famous People</p> <p>Weather</p>	<ul style="list-style-type: none"> Compare 2 or more famous people Explain and compare significant events beyond living memory and modern society <p>Describe and Compare world famous people:</p> <ul style="list-style-type: none"> Who they were When they were born / died Where they lived Why they became famous Why they should be remembered How their life changed because of their achievements How society's life changed because of their achievements The legacy of the individual <p>Suggested lines of inquiry:</p> <ul style="list-style-type: none"> Neil Armstrong Amelia Earhart Rosa Parks Martin Luther King Christopher Columbus 	<p>What is a hero?</p> <p>What inspired _____ to make change?</p> <p>What would life be like if _____ had not achieved what they did?</p> <p>What is _____ 's legacy?</p> <p>Does _____ and _____ have anything in common?</p> <p>Does _____ deserve a memorial?</p> <ul style="list-style-type: none"> Neil Armstrong Amelia Earheart Rosa Parks Martin Luther King <p>Connections</p> <p>PSHE - What is a hero? – Remembrance</p> <p>British Values – Democracy – Who was the most significant individual?</p>	<p>famous scientist</p> <p>inventor explorer</p> <p>artist musician</p> <p>evidence past</p> <p>expedition cause</p> <p>theory evolution</p> <p>author slavery</p> <p>politician</p> <p>philanthropist</p>

2	<p>Flight</p> <p>Tornadoes</p>	<p>Describe and Compare significant inventions in flight:</p> <ul style="list-style-type: none"> • Who the inventor was • The inspiration behind the invention • What life was like before the invention • What life was like after the invention • How inventions have changed within living memory <p>Suggested lines of inquiry:</p> <ul style="list-style-type: none"> • The Wright Brothers – Aeroplane • Sir James Hamilton – Concorde • Robert Goddard – Space rocket • Neil Armstrong • Tim Peake 	<p>Can you name a famous inventor and their creation?</p> <p>How has the invention of flight changed the way people lived?</p> <p>How has the invention of the space rocket changed modern society?</p> <p>What is the 'race to space'?</p> <p>What is the difference _____ and _____?</p> <p>What is _____'s legacy</p> <ul style="list-style-type: none"> • The Wright Brothers – Flight • Sir James Hamilton – Concorde • Robert Goddard – Space rocket • Neil Armstrong • Tim Peake <p>Connections</p> <p>How have these inventions changed modern society</p> <p>Connections between the inventors of different inventions</p> <p>Legacy of _____</p>	<p>famous scientist</p> <p>inventor explorer</p> <p>flight space</p>
3	<p>Ancient Egyptians</p> <p>extended study</p> <p>Earthquakes</p>	<ul style="list-style-type: none"> • Describe and order key events and dates in Ancient Egyptian history • Compare hierarchy of ancient Egyptian society. • Explain that the ancient Egyptians worshipped lots of different gods and goddesses. • Compare inventions and achievements of the ancient Egyptians • Explain/compare the role pharaohs • Suggest Significant people • Apply Where the period fits into history 	<p>Where is Egypt on a map?</p> <p>which continent Egypt is in?</p> <p>What was Egypt like to live in?</p> <p>Why do people visit Egypt today?</p> <p>What does BC mean?</p> <p>Was everyone treated the same way in ancient Egypt?</p> <p>Who was the most powerful person in ancient Egyptian society?</p> <p>Who was a pharaoh?</p> <p>Who did the ancient Egyptians worship?</p> <p>What did the ancient Egyptians believe about death?</p> <p>What are the pyramids of Egypt?</p> <p>What have the ancient Egyptians done for modern life?</p> <p>What is the legacy of the ancient Egyptians?</p>	<p>Pharaoh Scarab</p> <p>Papyrus Scribe</p> <p>Amulet Canopic jar Sarcophagus</p> <p>Tomb Afterlife</p> <p>Hieroglyphics</p> <p>Mummification</p> <p>Irrigation Shaduf</p> <p>Sphinx Oasis</p> <p>Egyptologist Ankh</p> <p>Pyramid Barter</p> <p>Rosetta Stone</p>

		<ul style="list-style-type: none"> Compare What day to day life was like as an Egyptian Explain How to build the pyramids 	<p>Connections</p> <p>Talk about the Empire.</p> <p>Belief in multiple gods (many other civilisations did)</p> <p>Inventions that impacted modern life.</p> <p>Egyptian civilisation was the same time as the Stone age.</p> <p>Pyramids – Mayans also had their own kind of pyramids even though they knew nothing about each other.</p> <p>Geography Unit – River Nile / Locational knowledge (7C.50)</p>	<p>Tutankhamun</p> <p>Howard Carter</p> <p>Earl of Carnarvon</p>
4	<p>Ancient Greeks</p> <p>extended study</p> <p>Volcanoes</p>	<ul style="list-style-type: none"> Compare ancient Greek gods and goddesses discuss some of the main ideas and beliefs of the six philosophers/scholars Make links between ancient Greece and other time periods Explain who the Ancient Greeks were. compare democracy in Ancient Greece to modern times Explain when the first Olympic games were and what sports were included. Explain the Battle of Marathon and who it involved Explain When the Trojan war was and what it included. Suggest what the Ancient Greeks achieved and how these influenced others. 	<p>What does ancient Greece mean?</p> <p>What is a democracy?</p> <p>What is oligarchy</p> <p>What is monarchy?</p> <p>Who ruled in the best way and why?</p> <p>What was life like in Athens and Sparta?</p> <p>Would you like to be an ancient Greek and which of the two city-states would you live in?</p> <p>why did ancient Greece have a polytheistic religion?</p> <p>Why was religion so important in the everyday life of ancient Greeks?</p> <p>What has modern life learned from the ancient Greeks?</p> <p>What is the ancient Greek's legacy?</p> <p>Connections</p> <p>What other Empires have they learned about?</p> <p>Compare the Romans and Egyptian legacy with the Greek legacy.</p> <p>PSHE - compare this to today's democracy in the UK (British Values)</p> <p>PE – Modern Olympics (Olympic Year)</p>	<p>Democracy</p> <p>Acropolis City-state Parthenon</p> <p>Marathon</p> <p>Olympics Citizen</p> <p>Philosopher</p> <p>Alphabet Tragedy</p> <p>Agora Hellenistic</p> <p>Phalanx Aristocrat</p> <p>Mythology</p> <p>Column Hoplite</p> <p>Peninsula Oracle</p> <p>Terraced Legacy</p> <p>Culture</p> <p>Government</p> <p>Science</p> <p>Mathematics</p> <p>Philosophy</p> <p>Olympics</p> <p>Literature Empire</p>

			Geography Unit – Volcanoes / Locational knowledge (Europe)	Myth Aphrodite Hera Zeus Poseidon Apollo Athena Hermes Athens Sparta The Parthenon Socrates Plato Aristotle Democracy Society Civilisation BC Conflict Troy
5	Tudors extended study Tsunamis	<ul style="list-style-type: none"> Place the Tudors on a timeline Use a family tree to identify members of the Tudor family Compare the differences between the rich and the poor in Tudor times. Compare the differences in the Tudor diet and our diet today and give reasons for this. Suggest why some poor people in Tudor Britain had no choice but to commit crimes to survive. Order Key dates and events Compare Significant people Explain Major changes that were implemented e.g. Church and state Compare What day to day life was like as a Tudor 	<p>Who were the Tudors? How would I dress if I were Tudor? What was a regular Tudor's diet? Did everyone eat the same diet in during the Tudor period? Did every 'criminal' deserve punishment? Did the Tudors understand how to be healthy? Were the Tudors hygienic people? Were Tudors expected to live a long life? Would you visit a Tudor doctor? What was life as Tudor like? What has modern life learned from the Tudors? What is the Tudor's legacy? Is there evidence of Tudor life in modern society? Were they any defining moments in the Tudor period?</p> <p>Connections talk about the first King of England from Anglo Saxon times. Look at a timeline to see what has happened since the Vikings came to Britain.</p>	Heir Protestant Christianity Roman Catholic Church. Catholic Pope. Reformation torture Armada monarch dissolution hygiene reign treason The Battle of Bosworth. Divorce imprison behead alliance witchcraft Henry

			<p>when Christian England began and how Henry influenced and changed it.</p> <p>The monarchs (Kings and Queens unit)</p>	<p>VII Henry VIII</p> <p>Edward VI</p> <p>Lady Jane Grey</p> <p>Mary I</p> <p>'Bloody Mary'</p> <p>Elizabeth I</p> <p>Catherine of Aragon Anne Boleyn Jane Seymour</p> <p>Anne of Cleves</p> <p>Hans Holbein</p> <p>Catherine Howard</p> <p>Catherine Parr</p> <p>William Shakespeare</p>
6	<p>WW2 (1930 – 1950)</p> <p>extended study</p> <p>Droughts and Floods</p>	<ul style="list-style-type: none"> Place the Second World War on a timeline Explain the emergence of the United Nations Explain the effects of bomb damage Describe When WWII was declared and by whom. Compare the suggested reasons as to why WWII broke out. Compare the effects WWII had on children. Compare the roles of the adults during WWII. Order the key events of WWII Compare the treatment of Jewish families (sensitivity needed) 	<p>What was World War Two?</p> <p>Who were the main powers during WW2?</p> <p>Can children explain what the Blitz was?</p> <p>Why were certain places, like Gt Yarmouth, bombed during the war?</p> <p>How could I protect myself during WW2?</p> <p>Who were the evacuees?</p> <p>Are there any links between WW2 and 'The Great War'?</p> <p>What was rationing?</p> <p>Was everyone's experience of WW2 the same?</p> <p>Why were Jewish people were targeted by the Nazis?</p> <p>Who was Anne Frank was and why she is remembered?</p> <p>What has modern society learned from WW2?</p> <p>What is the legacy of WW2?</p>	<p>shelter</p> <p>Allies</p> <p>atomic bomb</p> <p>Axis Powers</p> <p>Blackout</p> <p>Blitz British Empire</p> <p>Censorship</p> <p>civilians</p> <p>Civil Defence</p> <p>concentration camp</p> <p>coupons D-Day</p> <p>department store</p>

		<ul style="list-style-type: none"> Compare the legacies of those involved/effected by WWII 	<p>Connections</p> <p>compare foods available in WW2 with foods available today</p> <p>Discuss WW1 and what life was like for the Europe at the end of that.</p> <p>Discuss the German point of view – unhappy with the outcome of WW1 and crippled financially by it.</p> <p>European resentment and anger – Financial situation of Germany (emergence of Hitler)</p> <p>PSHE – tolerance of others / oppression</p> <p>Geography Unit – Europe / (7C.50)</p>	<p>evacuee factories</p> <p>Forces Anne</p> <p>Frank</p> <p>Gramophone</p> <p>Adolf Hitler</p> <p>Holocaust host</p> <p>family</p> <p>invaded</p> <p>Jews Liberate</p> <p>military uniform</p> <p>naval battle Nazi</p> <p>occupied Pearl</p> <p>Harbour prime</p> <p>minister</p> <p>prisoners of war</p> <p>propaganda</p> <p>rationing</p> <p>refugee</p> <p>register</p> <p>Resistance</p> <p>scrap metal</p> <p>siren</p> <p>slogan</p> <p>Soviet Union</p> <p>steam train</p> <p>stirrup pump</p> <p>telegram</p> <p>United Nations</p> <p>war crime</p>
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Summer 1 – National Study

Year Group	Historical Context	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p>National Heroes</p> <p>North and East UK</p>	<ul style="list-style-type: none"> Compare 2 or more famous people Explain and compare significant events beyond living memory and modern society <p>Describe and Compare UK famous people:</p> <ul style="list-style-type: none"> Who they were When they were born / died Where they lived Why they became famous Why they should be remembered How their life changed because of their achievements How society's life changed because of their achievements The legacy of the individual Make links to the impact from the past to modern society Suggest which hero they think has been the most influential and why <p>Suggested lines of inquiry:</p> <ul style="list-style-type: none"> Helen Sharman Emmeline Pankhurst Charles Darwin Beatrix Potter William Wilberforce Lord Admiral Nelson 	<p>What is a hero?</p> <p>What was the Slave Trade?</p> <p>Who was William Wilberforce?</p> <p>Who was Elizabeth Fry?</p> <p>What inspired _____ to make change?</p> <p>Who was Florence Nightingale?</p> <p>What was life like for a woman in 19th century?</p> <p>Why did women want to vote?</p> <p>Who was Winston Churchill?</p> <p>Who was Emmeline Pankhurst?</p> <p>Who was Beatrix Potter?</p> <p>Who was Lord Admiral Nelson?</p> <p>Who is Helen Sharman?</p> <p>What would life be like if _____ had not achieved what they did?</p> <p>What is _____ 's legacy?</p> <p>Does ____ and _____ have anything in common?</p> <p>Does _____ deserve a memorial?</p> <ul style="list-style-type: none"> Make links to the impact from the past to modern society express an opinion on which hero they think has been the most influential Helen Sharman Emmeline Pankhurst Charles Darwin 	<p>famous scientist</p> <p>inventor explorer</p> <p>artist musician</p> <p>evidence past</p> <p>suffrage</p> <p>expedition cause</p> <p>theory evolution</p> <p>author slavery</p> <p>politician</p> <p>philanthropist</p>

- Beatrix Potter
- William Wilberforce
- Lord Admiral Nelson
- Pankhurst >
<https://www.preceden.com/timelines/291206-emmeline-pankhurst-timeline>
- Darwin > <https://www.christs.cam.ac.uk/timeline-life-charles-darwin>
- Potter > <https://primaryfacts.com/2526/20-beatrix-potter-facts/>
- Wilberforce >
<https://wilberforce.weebly.com/timeline.html>

Connections

Connections to World heroes

PSHE - What is a hero? – Remembrance

British Values – Democracy – Who was the most significant individual?

2	<p>National Inventions</p> <p>South and West UK</p>	<p>Describe and Compare significant inventions:</p> <ul style="list-style-type: none"> • Who the inventor was • The inspiration behind the invention • What life was like before the invention • What life was like after the invention • How the invention changed the life of the inventor • how inventions have changed within living memory. <p>Suggested line of inquiry:</p> <ul style="list-style-type: none"> • Edward Jenner • George Jennings • Isambard Kingdom Brunel • Ada Lovelace • Tim Berners Lee 	<p>Can you name a British inventor and their creation? How has the telephone changed the way people lived? What is the difference between the World Wide Web and the internet? How have these inventions changed the lives of the inventor? How have these inventions changed the lives of the inventor's society? How have these inventions changed modern society? Does ___ and ____ have anything in common? Does _____deserve a memorial?</p> <ul style="list-style-type: none"> • Edward Jenner > https://www.historyofvaccines.org/timeline/all • Alexander Graham Bell > https://www.softschools.com/timelines/alexander_graham_bell_timeline/129/ • George Jennings > https://www.baus.org.uk/museum/164/the_flush_toilet • Isambard Kingdom Brunel > http://www.ikbrunel.org.uk/timeline • Ada Lovelace > https://www.britannica.com/biography/Ada-Lovelace • Tim Berners Lee > https://www.britannica.com/biography/Tim-Berners-Lee <p>Connections</p> <p>How these inventions changed the lives of the inventor How these inventions changed the lives of the inventor's society How have these inventions changed modern society Connections to World Inventors Connections between the inventors of different inventions</p>	<p>famous scientist inventor explorer artist musician evidence past vaccination smallpox disease sanitation flush toilet internet world wide web engineer</p>
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			<p>Legacy of _____</p> <p>Computing - programming</p> <p>Science</p>	
3	<p>The British Empire</p> <p>Physical Features of the UK</p>	<ul style="list-style-type: none"> • Explain what the British Empire was • Order key events and place them on a timeline • Compare the Countries of the Empire • Explain the reason behind the British wanting an Empire • Compare Life in the British Empire <p>Suggested line of enquiry:</p> <ul style="list-style-type: none"> • Mahatma Gandhi • The Raj • East India Company 	<p>When did the British Empire start?</p> <p>When did the British Empire end?</p> <p>What countries were in the British Empire?</p> <p>Why did Britain want an empire?</p> <p>What was life like in the British Empire?</p> <p>Was the British Empire a force for good or bad? How was the British Empire controlled?</p> <ul style="list-style-type: none"> • Mahatma Gandhi > https://www.softschools.com/timelines/gandhi_timeline/127/ • The Raj > http://www.britishempire.me.uk/britishraj.html • East India Company > https://www.britannica.com/topic/East-India-Company <p>Connections</p> <p>Geography unit– Knowing Central Europe / 7 continents 5 oceans</p>	<p>Empire Famine</p> <p>Britannia</p> <p>Nationalism</p> <p>Imperialism</p> <p>Commonwealth</p> <p>Jewel in the crown</p> <p>Colony</p>

			<p>PSHE - Was the British Empire a force for good or bad? How was the British Empire controlled?</p>	
4	<p>Railways Boom (nationally)</p> <p>Changes in the UK</p>	<ul style="list-style-type: none"> • Explain why trains were invented • Explain why steam locomotives were introduced • Compare how steam locomotives changed over time • Compare different types of steam locomotive • Compare different uses of the railway network • compare the rail network's changes over time <p>Suggested line of enquiry:</p> <ul style="list-style-type: none"> • Isambard Kingdom Brunel • George Stephenson • James Watt 	<p>Why were the first trains invented? Why was a steam locomotive influential? How have steam locomotives changed over time? Do all steam locomotives look the same? Why was the railway network so popular? Has the rail network changed over time?</p> <ul style="list-style-type: none"> • Isambard Kingdom Brunel > http://www.ikbrunel.org.uk/timeline • George Stephenson > https://www.britannica.com/biography/George-Stephenson • James Watt > https://www.britannica.com/biography/James-Watt <p>Connections</p> <p>How these inventions changed the lives of the inventor How these inventions changed the lives of the inventor's society How have these inventions changed modern society Connections to World Inventors Connections between the inventors of different inventions</p>	<p>Steam engine, locomotive, trade, transportation, tunnelling, commuting</p>

			<p>Legacy of Railways Geography Unit – Knowing the UK</p>	
5	<p>The Victorians</p> <p>Climates of the UK</p>	<ul style="list-style-type: none"> • Order key events and place on a timeline • Compare the monarchs • Explain who Queen Victoria was • Compare Significant Victorian individuals • Explain who Charles Darwin was • Compare population changes during the Victorian period • Explain how populations were counted in the Victorian period • Compare how life changed during the Victorian era • Explain How life has changed since the Victorian period • Suggest the legacy of the Victorians • Where the period fits into British history • Compare day to day life as a Victorian 	<p>Who was Queen Victoria? When was the Victorian period? How many people lived in the Victorian period? How were populations counted in the Victorian period? How did life change for those living in the Victorian era? Why did life change during the Victorian era? How has life changed since the Victorian period? What did the Victorians do for us?</p> <ul style="list-style-type: none"> • Queen Victoria > https://www.britannica.com/biography/Victoria-queen-of-United-Kingdom • Charles Darwin > https://www.christs.cam.ac.uk/timeline-life-charles-darwin <p>https://www.norfolkmag.co.uk/out-about/places/how-the-victorian-era-has-influenced-norfolk-1-6043185</p> <p>Connections Discuss when they have heard the terms: empire, invaders before – link to Romans/Anglo Saxons/Vikings. Kings and Queens</p>	<p>Industrial Revolution, Change, Britain, 18th century, 19th century, industrialisation, Mechanisation, industry, machines, Patriotism, defence, slums, squalor, poor conditions, Workhouse, Timeline, Chronology, Royalty, Class, Wealth, Lifestyle, Past, Family tree, Occupation</p>

			<p>Links to nursing</p> <p>Links to significant people</p> <p>Links to railway boom</p> <p>Links and changes between the Tudors and Victorians (UK not separate monarchs)</p> <p>Abolition of slavery – discuss Romans/Americans</p> <p>Population increase since the Victorian period</p>	<p>Place of origin,</p> <p>Transport,</p> <p>Industry,</p> <p>Industrialisation,</p> <p>Mechanisation,</p> <p>Urbanisation,</p> <p>Public health,</p> <p>Canals, Mills</p>
6	<p>1950 – 1990</p> <p>Natural resources of the UK</p>	<ul style="list-style-type: none"> Describe the main changes that have taken place since the end of WW2 Order certain sources into decades Explain/ compare significant events from each decade Explain why these events took place Discuss the impact of these events on the world Describe the 'Space Race' and how it impacted on the developments in space travel <p>Suggested lines of enquiry:</p> <ul style="list-style-type: none"> British Prime Ministers 1950 – 1990 Significant world Leaders – JFK etc Moon landings Space exploration 1966 World Cup 	<p>What were some of the main changes that have taken place since 1948?</p> <p>Which decade were these items from?</p> <p>Why have changes taken place?</p> <p>What were the main events of the 1950s?</p> <p>What were the main events of the 1960s?</p> <p>What were the main events of the 1970s?</p> <p>What were the main events of the 1980s?</p> <p>What were the main events of the 1990s?</p> <p>What was the 'Space Race' was and how it impacted on the developments in space travel?</p> <p>What was the result of the Space race?</p> <p>Do children know when they first men landed on the moon?</p> <p>What was Apollo 11?</p> <p>British Prime Ministers 1950 – 1990 timeline ></p> <p>http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml</p> <p>Connections</p> <p>Links to inventors (national / world)</p> <p>How these events changed modern society</p> <p>Legacy of these events</p> <p>Geography Unit – Knowing the UK/ 7 continents 5 Oceans</p>	<p>Cold war, coal, immigration, Commonwealth, National Health Service, Berlin airlift, Olympic games, Republic of Ireland, 1984, Korean War, Festival of Britain, Elizabeth II, DNA, ITV first broadcast, spies, Clean Air Act, Nuclear power, Suez, hydrogen bomb, European Common Market, supermarkets, comprehensive education, death penalty, England</p>

				World Cup, Beatles, Concorde, Northern Ireland 'Troubles', decimalised currency, North Sea oil, test tube baby, Winter of Discontent, Margaret Thatcher, IRA, Brixton, Argentina, Miners' Strike, World Wide Web, Poll Tax, Gulf War, Channel Tunnel, espionage
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Summer 2 – Local History

Year Group	Historical Context	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p>Childhood</p> <p>Map Skills 4 points</p>	<ul style="list-style-type: none"> Order significant events in Great Yarmouth beyond living memory (plague/war etc) Order significant events in Great Yarmouth within living memory (evacuations) Compare how childhood in Great Yarmouth has changed within living memory. Suggest activities for children in Great Yarmouth – now and then Explain who Edward Worlledge was 	<p>How did it feel to be a child in Great Yarmouth?</p> <p>What activities could I do as a child in Great Yarmouth?</p> <p>Who was Edward Worlledge?</p> <p>Connections</p> <p>Compare with modern world.</p> <p>What didn't they have that we have?</p> <p>How difficult was life in this time?</p> <p>Link with KS1 work on inventors/inventions and how this changed people's lives.</p> <p>Geography unit – Where I live (visit required)</p>	<p>Local historical legacy evidence sources importance Docks, seaside, industry, renewable energy, shipping, fishermen, trawlers, pier, Victorian, holidays, port, Dock Tower</p>

2	<p>The Seaside</p> <p>Map Skills 8 points (school)</p>	<ul style="list-style-type: none"> Order significant events in Great Yarmouth's history. Explain Great Yarmouth's role in the fishing industry. Describe Great Yarmouth's role as a seaside town – tourism etc Compare how Great Yarmouth has changed, in particular usage of the quay. Compare how the Pier has changed over the years. (Compare to Nelson's jetty) Explain effects of the 1953 floods on Cobholm/Southtown/Gorleston Suggest why people visit Great Yarmouth Seafront Compare how Great Yarmouth Seafront has changed over time 	<p>Why should I visit Great Yarmouth Seafront? How has Great Yarmouth Seafront changed over time?</p> <ul style="list-style-type: none"> https://www.great-yarmouth.co.uk/things-to-do/seaside-holiday-history.aspx <p>http://www.broadlandmemories.co.uk/edwardianseasideholiday.html</p> <p>Connections Compare local to worldwide Geography unit – Where I live (visit required) / Geographical features</p>	<p>Local historical legacy evidence sources importance Docks, seaside, industry, renewable energy, shipping, fishermen, trawlers, pier, Victorian, holidays, port, Dock Tower</p>
3	<p>Gt. Yarmouth Wall</p> <p>Map Skills 8 points (town)</p>	<ul style="list-style-type: none"> Compare how the look of the wall in Great Yarmouth has changed beyond living memory. Compare how the use of the wall in Great Yarmouth has changed beyond living memory. 	<p>Why was Great Yarmouth town wall built? Why was Great Yarmouth town wall necessary? What was the opinion of Great Yarmouth's people, when the town wall was built? How has the wall changed over time? What is the legacy of the wall?</p> <ul style="list-style-type: none"> https://www.thegreatwallofyarmouth.co.uk/#Introduction http://atecdesign.co.uk/peter_pong/ - comic introduction <p>Connections Compare local to worldwide Geography unit – Where I live (visit required) / Geographical features</p>	<p>Local historical legacy evidence sources importance</p>

4	<p>Gt. Yarmouth Rows</p> <p>Map Skills 8 points (town) Sketching skills</p>	<p>Compare how the rows have changed over time:</p> <ul style="list-style-type: none"> • The look of rows. • The design rational of rows • The consequences (good and bad of rows) • Evidence of rows existence • The decline/destruction of rows 	<p>Why rows? What evidence is there about the history of the rows? If the walls could talk? What impact did the rows have on life in Great Yarmouth?</p> <ul style="list-style-type: none"> • http://www.paulinedodd.com/the-rows-of-great-yarmouth-norfolk.html <p>https://www.english-heritage.org.uk/visit/places/great-yarmouth-row-houses-and-greyfriars-cloisters/</p> <p>Connections Roman Saxon and Viking Compare local to worldwide Geography unit – Where I live (visit required) / Geographical features</p>	<p>Local historical legacy evidence sources importance</p>
5	<p>The Norfolk Broads</p> <p>Map Skills 8 points (town) Drawing skills</p>	<p>Compare how the broads have changed over time:</p> <ul style="list-style-type: none"> • The look of broads. • The design of the broads • The history of the broads. • Broads role in tourism etc • How the Broads usage has changed over the years. • Why people visit the Broads • The future of the Broads 	<p>Norfolk Broads – just a holiday destination? https://www.broads.co.uk/history-of-the-norfolk-broads/</p> <p>Connections Stone age/ Tudor period / Roman Saxon and Viking Compare local to worldwide Geography unit – Where I live (visit required) / Geographical features</p>	<p>Local historical legacy evidence sources importance</p>
6	<p>Gt. Yarmouth's Transport</p> <p>Map Skills 8 points Drawing skills</p>	<ul style="list-style-type: none"> • Compare how transport links in Great Yarmouth have changed within living memory. • Re-trace the railway stations of Great Yarmouth • Explain why the railway link was so important to Great Yarmouth and the surrounding areas. 	<p>Can we re-trace the railway stations of Great Yarmouth?</p> <ul style="list-style-type: none"> • http://www.disusedstations.org.uk/y/yarmouth_south_town/index.shtml <p>http://www.berneyarms.co.uk/html/yarmouth/rail/railway.htm</p> <p>Connections Link to Seaside tourism Tudor period / Wars / Roman Saxon and Viking</p>	<p>Local historical legacy evidence sources importance</p>

	Human / physical features	<ul style="list-style-type: none">Explain Why the tramway link was so important to Great Yarmouth and the surrounding areas.	Compare local to worldwide Geography unit – Where I live (visit required) / Geographical features	
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