

| History | |
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| Term and Topic | Coverage |
| KS2 (a) Term 1 (Toys Past and Present) | <p>Students will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.</p> <p>Students will be introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.</p> <p>Students will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.</p> |
| KS2 (a) Term 3 (Famous Queens) | <p>Students will learn about the three most famous queens in England's history: Elizabeth I, Victoria and Elizabeth II. They will explore what a palace is and why queens and kings live in them.</p> <p>Students will look at what life was like in the Tudor times. They will learn about Elizabeth I and the changes she made during her reign. They will consider ways in which life is different today to life in Tudor times.</p> <p>Students will learn about some of the changes that occurred during the Victorian period, such as new laws and technological advances. They will use their reading and writing skills to describe the impact Queen Victoria had on Britain.</p> <p>Students will learn about the current royal family and the reign of Elizabeth II. They will explore what the British Empire was and what a jubilee is. Students will learn the life and achievements of Elizabeth II.</p> <p>Students will use what they have found about the three queens to compare three different time periods. They will describe the difference between the Tudor period, the Victorian period and life today. They will discuss what has changed over time.</p> |
| KS2 (a) Term 5 (Castles) | <p>Students will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, they will look at a chronological account and learn key facts to recall and retell.</p> <p>Students will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege. Students will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights.</p> |

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| <p>KS2 (b) Term 1</p> <p>(Guy Fawkes and the Gun powder plot)</p> | <p>Students will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences.</p> <p>Students will learn who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling. With this information they will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened.</p> |
| <p>KS2 (b) Term 3</p> <p>(Florence Nightingale)</p> | <p>Students will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up.</p> <p>Students will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. They will find out how she came to become known as 'the lady with the lamp' and compare what the hospital was like before and after Florence's intervention.</p> |
| <p>KS2 (b) Term 3</p> <p>(The Great Fire of London)</p> | <p>Students will find out where and when the Great Fire of London started. They will learn how it started, why it stayed alight for so long and the impact it had on the city of London.</p> <p>Students will study the life and diary of Samuel Pepys and use this information to show how life in the 17th century was different to today.</p> <p>Students will consolidate their learning by writing a newspaper report explaining what happened in the Great Fire of London. They will be encouraged to think about what they may have seen, felt and heard.</p> |
| <p>KS2 (c) Term 1</p> <p>(Issac Newton)</p> | <p>Students will find out who Isaac Newton was and when he lived. They will learn about his life and explore some of his inventions and achievements. They discuss some of his most important finds and will consider the impact each of these achievements.</p> <p>Students will explore some of the ways in which modern scientists are similar to and different from scientists in the seventeenth century using a variety of sources. They will think about areas such as how technology has changed, how information is shared and how scientists work together.</p> |
| <p>KS2 (c) Term 3</p> <p>(Seaside Holidays in the past)</p> | <p>Students will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday.</p> <p>Students will identify ways in which seaside holidays have changed through the ages. They will order photographs of different aspects of seaside holidays chronologically and identify similarities and differences between them.</p> <p>Students will explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. They will consider aspects such as travel to identify ways in which life has changed in the last hundred years.</p> |

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| <p>KS2 (c) Term 5</p> <p>(The Railway Revolution)</p> | <p>Students will learn about the transport of heavy goods before the industrial revolution, then consider the problems the industrialists faced, realising that better transport was needed.</p> <p>They will learn about James Watt's steam engine: how it worked, and how it was initially used in factories and to haul goods and raw materials short distances. Following this they will learn how the expansion of the railway networks across the country changed the lives of Britons.</p> <p>Students will discover how the railways have continued to develop over time, as electricity was introduced, and the underground network expanded.</p> |
| <p>KS2 (d) Term 1</p> <p>(Invaders and Settlers – The Romans)</p> | <p>Students will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and learn about how and when the Romans came to Britain.</p> <p>Students will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier.</p> <p>Students will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.</p> |
| <p>KS2 (d) Term 3</p> <p>(Ancient Egypt)</p> | <p>Students will locate ancient Egypt on a map and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.</p> <p>Students will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will explore a variety of ancient Egyptian artefacts and explain what they can tell us about everyday life in ancient Egypt.</p> <p>Students will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They will then explore the process of mummification.</p> |
| <p>KS2 (d) Term 5</p> <p>(Anglo-Saxons, Picts and Scots)</p> | <p>Students will place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. They will learn about different aspects of Anglo- Saxon culture, including stories, poetry and art, and use what they have found out to make inferences about Anglo-Saxon life. They will then learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe.</p> <p>Students will find out who the Picts and Scots were and where they lived. They will consider why they had different cultures despite a close geographical proximity, and think about why there were tensions between the two groups.</p> |
| <p>KS3 (a) Term 1</p> <p>(Early Civilisations)</p> | <p>Students will define the term 'civilisation' and learn when and where the earliest civilisations developed. They will place these civilisations on a timeline, identifying the difference between 'A.D.' and 'B.C.'</p> <p>Students will find out why and when the first number and writing systems were developed. They will explore the number and writing systems of the Sumerians, ancient Egyptians and Shang Dynasty, thinking about how the systems are similar or different.</p> |

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| | <p>Students will then explore how technology enabled buildings to develop over time from simple mud houses to towering pyramids. They will think about how ancient Egyptian pyramids and Sumerian ziggurats were built, and compare archaeological evidence with myths.</p> |
| <p>KS3 (a) Term 3 (The Maya)</p> | <p>Students will investigate how and when Europeans encountered the Mayan civilisation. They will explore how we know about the Mayan civilisation and their way of life. Students will learn how Mayan society was organised and how this compares to modern society.</p> <p>Students will find out about what the Maya believed in, including their religious rites and rituals. They will learn about the achievements of the Mayan including their number systems and calendar.</p> <p>To conclude the topic, students will investigate the reasons behind the decline of the Mayan civilisation.</p> |
| <p>KS3 (a) Term 5 (Shang Dynasty)</p> | <p>Students will find out about the structure of society in the Shang Dynasty. They will find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land. They will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C and compare their lives with those of the peasants.</p> <p>Students will look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs.</p> <p>To conclude, students will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty.</p> |
| <p>KS3 (b) Term 1 (Who were the ancient Greeks?)</p> | <p>Students will explore the legacy of ancient Greece. They will find out about the legacy of the ancient Olympic Games, the Greek language, Greek myths, and Greek government.</p> <p>Students will find out about the two powerful city-states of Athens and Sparta and discuss the similarities and differences between them.</p> <p>During this topic, students will first explore the different types of sources we have about the past, and learn how to distinguish between a primary and secondary source. In their independent activities, they will use both types of source to research different aspects of the daily life of the ancient Greeks.</p> |
| <p>KS3 (b) Term 3 (Vikings vs Anglo-Saxons)</p> | <p>Students will learn about the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from.</p> <p>Students will learn about the agreement between Anglo-Saxons and Vikings and explore how Alfred the Great helped create a unified England. They will then explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Students will consider how Britain might be different today if the Battle of Hastings had had a different outcome.</p> |

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| <p>KS3 (b) Term 5</p> <p>(Children in WW2)</p> | <p>Students will learn about World War 2 by investigating how it began and ended and which countries and world leaders were involved. They will discover what the Blitz was and explore photographs of the aftermath. Students will investigate safety measures during the Blitz and the benefits of evacuation.</p> <p>During the topic, students will reflect upon what it was like for those who were evacuated and explore how the system worked. They will discuss the reasons for rationing and investigate the 'Dig for Victory' campaign. Students will look at the experiences of different groups during the war by learning about Anne Frank and why she is remembered. To conclude, students will investigate the effects of the war on the lives of everyday people and reflect on the different experiences they would have had.</p> |
| <p>KS3 (c) Term 1</p> <p>(Crime and Punishment)</p> | <p>Students will start by considering common crimes today and how they are punished. They will explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time.</p> <p>Students will look at crimes in the twentieth and twenty-first centuries, exploring how crimes and their punishments have changed and why. Students will explore medieval and Tudor crimes and punishments. They will explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries. Students will consolidate their understanding of how crime and punishment has changed since Roman times and establish if there is more crime now than in the past.</p> |
| <p>KS3 (c) Term 3</p> <p>(The Kingdom of Benin)</p> | <p>Students will find out where modern-day Benin is and which countries are near it in West Africa. They will discover that the Kingdom of Benin was located in modern day Nigeria and think about what was happening in Britain during the time of the Kingdom of Benin.</p> <p>Students learn about the Benin royalty before comparing this with the lives of ordinary people. They will explore different jobs in Benin, including artists, craftsmen and builders. They will make inferences for what everyday life was like at this time.</p> <p>Students will investigate the decline of the Benin Empire. They will think about the effect of civil war on a civilisation and some of the reasons why Benin's fortunes changed thanks to the abolition of slavery, the 'Scramble for Africa' and other factors.</p> |
| <p>KS3 (c) Term 5</p> <p>(Medicine and Disease)</p> | <p>Students will begin the topic by investigating the medical practices of prehistoric civilisations and comparing them to the practices and beliefs of the Ancient Egyptians. They will then learn about famous Greek physicians such as Hippocrates and Galen and how they influenced medicine and the theory of diseases.</p> <p>Students will look at the rise of the Roman Empire and reflect on the Roman views of keeping fit and healthy, comparing them to more modern views and to civilisations they have previously studied.</p> <p>To conclude the topic, students will investigate and research some of the key 19th century figures who changed medical treatments and practices forever. They will discuss the way diseases were treated and people's ideas about how they spread.</p> |