







Class 1EY and Y1	A1	A2	Sp1	Sp2	Su1	Su2
National Curriculum	Harvest Time/ Superheroes	The Polar Express/ Fairy tales and Castles	We're going on a safari/ Splendid Skies	Chocolate/ Springwatch in Brompton	Mad about mini- beasts/ Walking with dinosaurs	Enchanted Woodland/ Land Ahoy!
<p>Key Substantive Knowledge to be taught</p> <p>Key Procedural Knowledge (skills) to be taught</p>	<p>The lives of significant people who have contributed to national and international achievements</p> <p>1)Why do we have Black History Month?</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? <p>Harvest Time</p> <p>Changes within living memory</p> <p>1)How does the land change over Harvest time?</p> <p>2)How have I grown and changed?</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Place events and artefacts in order on a time line. <p>Superheroes</p> <p>The lives of significant people who have contributed to national and international achievements</p> <p>1) Who was Captain Tom Moore?</p> <p>2) Who was Florence Nightingale?</p> <ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<p>Significant historical events.</p> <p>1)What was the gunpowder plot?</p> <ul style="list-style-type: none"> Describe historical events Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Bonfire Night</p> <p>The lives of significant people who have contributed to national and international achievements</p> <p>1)When did Guy Fawkes live?</p> <p>2)Who was he? How do we know?</p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Events beyond living memory that are significant nationally</p> <p>1)What was the Great Fire of London?</p> <p>2)What do we remember on Remembrance Day?</p> <ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. Place events and artefacts in order on a time line. 	<p><u>We're going on a safari</u></p> <p>The lives of significant people who have contributed to national and international achievements.</p> <p>1)Who is David Attenborough?</p> <p>2)Why is conservation important?</p> <p>3)Why did people not always think this was important?</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. <p>Splendid Skies</p> <p>The lives of significant people who have contributed to national and international achievements.</p> <p>1)What did Neil Armstrong do?</p> <p>2)What did Buzz Aldrin and Michael Collings do</p> <p>3) When was the first Apollo 11 moon landing.</p> <p>4) Who is Tim Peake</p> <p>5) Where did he go?</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<p><u>Chocolate</u></p> <p>Events beyond living memory</p> <p>1)How has chocolate changed through the time?</p> <p>2)Who used to harvest Cacao?</p> <p>1)What did chocolate taste like years ago?</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. <p>Springwatch in Brompton</p> <p>Changes within living memory</p> <p>1)How has farm equipment changed?</p> <p>2)How has farming changed?</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <p>Significant historical events, people and places in their own locality</p> <p>1)Who was Wordsworth?</p> <p>2)What did he do in Brompton church?</p> <p>-Daffodils poem</p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<p>Significant historical events, people and places in their own locality</p> <p>1)Why do we have Armed Forces Day?</p> <p>2)How has this changed through the years?</p> <ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. Place events and artefacts in order on a time line. <p>Mad about mini-beasts</p> <p>1)Who was Rainforest explorer Colonel Percy Fawcett</p> <p>2)What did he discover?</p> <p>Walking with Dinosaurs</p> <p>The lives of significant people who have contributed to national and international achievements</p> <p>1)Who was Mary Anning?</p> <p>2)What did she discover?</p> <p>Events beyond living memory</p> <p>1)When did the Dinosaurs live?</p> <p>2)How did they live? How do we know?</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Observe or handle evidence to ask questions and find answers to questions about the past. 	<p>Changes within living memory</p> <p>Transition, moving on /Changes at school</p> <p>1)Where was I before Brompton Primary School</p> <p>2)Where might I go after this class / school?</p> <ul style="list-style-type: none"> Recount changes that have occurred in their own lives. Use dates if appropriate Label time lines with words or phrases such as: past, present, older and newer. <p>Enchanted Woodland</p> <p>1)Who was Baden Powell 2) What did he create?</p> <p>3) What do they do?</p> <p>Land Ahoy</p> <p>Changes within living memory</p> <p>1)What is happening to our oceans?</p> <p>2)How has the coral reef changed over time?</p> <p>3)What does the future for coral look like?</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line.

Vocabulary	Land time change country farm taller older bigger year now then past present today yesterday memory modern same different before after	Bonfire Remembrance War Thomas Farriner's Bakery escape Samuel Pepys River Thames Tower of London St Paul's Cathedral Now then past present today yesterday memory modern same different before after	Neil Armstrong, Buzz Aldrin Michael Collings. Apollo 11 NASA Conservation Now then past present today yesterday memory modern same different before after	equipment old new Tractor Bailing Harvesting Silage Thrashing Ploughing Sowing Chocolate cacao Now then past present today yesterday memory modern same different before after	Dinosaurs reptiles Jurassic, Triassic Cretaceous periods Now then past present today yesterday memory modern same different before after	Oceans coral reef changes future plastic pollution marine Changes moving on future Now then past present today yesterday memory modern same different before after
Links to EY curriculum	<p><u>Understanding the World</u></p> <p><i>Past and Present</i></p> <p>Talk about the lives of 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. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><u>All work in EYFS is underpinned by Communication and Language development</u></p> <ul style="list-style-type: none"> • Learn new vocabulary • Make comments about what they have heard and ask questions to clarify their understanding. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. 					
Enrichment	Superhero (service school visits – vet, police, nurse, coastguard, ambulance)	Visit to church / Remembrance garden Fire Brigade visit	Space/star dome	Farm visit York Chocolate Story visit	Visit to Rotunda museum	Coastal visit Hidden Horizons

Diversity		<ul style="list-style-type: none"> • Know that laws and beliefs change through time.
Global awareness		<ul style="list-style-type: none"> • Know some local historical places • Know some historical sites in London
Rural Aspirations		<ul style="list-style-type: none"> • Know what a palaeontologist does
Inspired by Nature		<ul style="list-style-type: none"> • We take every opportunity to be inspired by nature, whatever the subject.



Class 2 Yr2/3	A1	A2	Sp1	Sp2	Su1	Su2
Year A	Anglo Saxons		Search for the Ring of Fire		Ancient Egypt	
Area	Anglo Saxon Britain inc Roman withdrawal, Scots invasion, Anglo-Saxon invasions and village life, art, culture and Christianity conversion.		Changes within living memory inc transport, communication, technology, toys, books, food and entertainment.		Significant events in own locality: Local History inc the history of Brompton village.	
Key Substantive Knowledge to be taught	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates / time period / era / change / chronology 		<ul style="list-style-type: none"> 1)How has transport changed over time? How do we know? <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. 		<ul style="list-style-type: none"> 1)When was the ancient Egyptian Civilisation? What else was happening around the world? <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. 	
Key Procedural Knowledge (skills) to be taught	<ul style="list-style-type: none"> 1)When did Anglo Saxons settle in Britain 2)What is the difference between invade and settle? 3)Where did they come from? / Why? How multicultural would Anglo Saxon society have been? 4)When did the Anglo Saxon age end? / Why? 5)How have the Anglo Saxons influenced modern life? Eg. Days / settlement names 6)How did they live? (clothes / houses / society) 7)What did they believe? 8)How do we know about the Anglo Saxons? 9)What can we learn from Sutton Hoo? 10) Explain where the Anglo Saxons fits in the History of Britain 		<ul style="list-style-type: none"> 2)How has communication changed? 3)How have toys changed? How do we know? 4)How has entertainment changed? 5)Scientists have analysed the bodies found at Pompeii and found that they came from all over Europe and North Africa. Why is this? 		<ul style="list-style-type: none"> 2)Why did they live along the River Nile? 3)Where is Egypt?- Geography 4)What can we learn from Tutankhamun's tomb? 5)Who discovered Tutankhamun? When? 6)How do we know about the Ancient Egyptians? Evidence? 7)What are the Pyramids? 8)How and why did they preserve bodies? 9)Why were cats important to them? 10)What did they invent? 11)What are hieroglyphs? 12)Which gods did they believe in? 	
Vocabulary	Settlers archaeologist kingdoms Shires Thane Wessex Witan churl Mercia Sutton Hoo Angles Saxons Jutes Denmark Woden Alfred the Great		Blackboard chalk inkwell nit nurse pen/nib ludo marbles		Brompton Hall hotel William Wordsworth	
Enrichment	Trip to Murton Park		Locality exploration		Trip to Leeds City museum	
Diversity	<ul style="list-style-type: none"> Compare the beliefs of two different historical eras 					
Global awareness	<ul style="list-style-type: none"> Recognise the different countries where people have migrated from Recognise the location of Egypt 					
Rural Aspirations	<ul style="list-style-type: none"> Recognise some of the career possibilities within the sphere of history and archaeology. (eg. Scientists / surveyors / teachers / illustrators) 					
Inspired by Nature	<ul style="list-style-type: none"> We take every opportunity to be inspired by nature, whatever the subject. 					







Class 2 Yr 2/3	A1	A2	Sp1	Sp2	Su1	Su2
Year B	Around the World in 80 days		Robots and Inventors		Stone Age	
Area	Significant events in own locality– Queen Victoria /Victorian Britain and George Cayley first aeroplane flight.	Lives of significant individuals Florence Nightingale Emily Davison	Lives of significant individuals - Tim Berners-Lee Christopher Columbus and Neil Armstrong – compare and contrast.		Changes in Britain from the Stone Age to the Iron Age Inc Skara Brae, Bronze Age, Stonehenge, Iron Age farming, art, culture and food.	
Key Substantive Knowledge to be taught	<p>1)When did Queen Victoria take the throne? • Compare some of the times studied with those of other areas of interest around the world.</p> <p>• Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>• Use dates and terms to describe events.</p> <p>2)What was a workhouse? How do we know?</p> <p>3)What was life like for poor people in the workhouse? How do we know?</p> <p>4)What jobs did Victorian children have to do?</p> <p>5) How were the lives of Victorians different to ours? • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>6)What is an Empire? •Compare some of the times studied with those of other areas of interest around the world.</p> <p>7)Who was George Cayley? 8) When did George Cayley first fly his glider? • Describe changes that have happened in the locality of the school throughout history.</p> <p>• Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>9) Explain where Victorians fit in the History of Britain • Give a broad overview of life in Britain from ancient until medieval times.</p>	<p>1)Who was Florence Nightingale? 2)Why is she famous? How do we know?</p> <p>3)Why was Britain in the Crimean war? 4)Who was Emily Davison? 5)Why is she famous? How do we know?</p> <p>6)What was a suffragette • Use evidence to ask questions and find answers to questions about the past.</p> <p>• Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p>1)Who was Columbus? 2)Where did he discover? 3)How did he get there? How do we know?</p> <p>4)Who was Neil Armstrong 5)Where did he discover? 6)How did he get there? 7)What was similar / different about their achievements 9)What did Tim Berners Lee invent? 10)How does the world wide web make life easier compared with before?</p> <p>• Use evidence to ask questions and find answers to questions about the past.</p> <p>• Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 		<p>1)What are the 3 main parts of the Stone Age? • Suggest causes and consequences of some of the main events and changes in history.</p> <p>2)When was the Stone age? • Place events, artefacts and historical figures on a time line using dates.</p> <p>3)How did Stone age people live? (clothes / houses / society) • Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>7)How do we know about Stone Age Life? 8)What tools or weapons did they have? 9)What animals did stone age people encounter? • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>• Use evidence to ask questions and find answers to questions about the past.</p> <p>• Suggest suitable sources of evidence for historical enquiries.</p> <p>9)What can we learn from Skara Brae? • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>10) Explain where the Stone Age fits in the History of Britain • Give a broad overview of life in Britain from ancient until medieval times.</p>	
vocabulary	Cayley aeronautics glider Design flight pioneer Queen Victoria throne quilt penny farthing farthing washing dolly Charabanc Workhouse mill gruel chimney sweep picker trapper British Empire	Empire Patients, Italy , Lady of the lamp, hospital, war, founder of modern nursing Teacher marches feminist Christian Derby suffragette courageous	WWW Internet communication fax machine Computer scientist ENQUIRE Explorer Americas Indigenous Native navigate caravels Exploration flagship American astronaut NASA Astronaut Apollo Gemini		Archaeologist artefact Neolithic B.C.tribal hunter-gatherers settlement Skara Brae Mammoth Pelt copper jewellery tools weapons throwing stones Paleolithic antler borer hammer stone cave paintings flint tools Mesolithic bronze	
Enrichment	Ryedale Folk Museum/Castle Museum Victorian experiences			Trip to Murton Park		
Diversity		•Compare the beliefs of two different historical eras				
Global awareness		•Recognise the different countries where people have migrated from • Recognise the location of Egypt				
Rural Aspirations		•Recognise some of the career possibilities within the sphere of history and archaeology. (eg. Scientists / surveyors / teachers / illustrators)				
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject.				







Class 3 Yr4/5/6	A1	A2	Sp1	Sp2	Su1	Su2
Year A	Vikings & Dragons		Lights, Camera, Action		Keen to be Green	
Area	Vikings (Anglo Saxons)		Ancient Greece – a study of Greek life and achievements and their influence on the western world		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history: Industrial Revolution and its effects today farming and green technology-linked to Nature / Family Pillars - See Geography	
Key Substantive Knowledge to be taught	1) Why did the Vikings come to Britain? 2) What does invade and settle mean? • Describe the main changes in a period of history (using terms such as: social, religious, political and cultural). 3) Where did the Vikings come from? How multicultural would Viking society have been? 4) When did they come? • Use dates and terms accurately in describing events. 5) Why is Lindisfarne important? 6) What can we learn from the account of Lindisfarne? 7) What were Viking ships like? Why did they look like this? • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate 8) How did they live? (clothes/ houses / stories/society) 9) Did the Vikings believe in Gods? 10) How did they write? 11) What is Valhalla? 12) What did they trade? • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs/attitudes/experiences of men/women/children. 13) How do we know about the Vikings? – evidence : items / Yorvik / town names / street names... • Use sources of evidence to deduce info about the past. • Select suitable sources of evidence / give reasons for choices • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. 14) Explain where Vikings fit in the History of Britain • Give a broad overview of life in Britain from medieval until modern times and explain the links between eras or why these changes occurred.		1) When was the ancient Greek Civilisation? What else was happening around the world? • Compare some of the times studied with those of the other areas of interest around the world. • Use dates and terms accurately in describing events. 2) What can we learn about the ancient Greeks by studying the Olympics? (events / marathon / torch / place names) • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 3) What evidence can we use to find out about the ancient Greeks? (pots / buildings / Olympics/ accounts) • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. 4) What gods did the ancient Greeks believe in? Where did the gods live? 5) What were city states? 6) How did Spartans and Athenians differ? 7) What was life like for women in Ancient Greece? • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas/s/beliefs/attitudes/ experiences of men, women and children. 8) What was the Trojan horse? 9) Who were Theseus and the Minotaur? Is there any evidence for the legend? 10) Who was Alexander the Great? How did the Greek empire end? • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 11) How did the Ancient Greeks change our lives? (democracy, theatre, Pythagoras, Alphabet) • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		1) When was the Industrial Revolution? Who was on the Throne? • Use dates and terms accurately in describing events. 2) What was life like before it? • Describe the social, ethnic, cultural or religious diversity of past society. 3) What caused the Industrial revolution? 4) What positives and negatives were there? 5) How were towns and villages changed? • Identify periods of rapid change in history and contrast them with times of relatively little change. 6) How were children treated in the Industrial revolution? What changed this? How do we know? • Describe the characteristic features of the past, including ideas, beliefs/attitudes/experiences of men/women/children. 7) Explain where the Industrial Revolution fits in the History of Britain • Give a broad overview of life in Britain from medieval until modern times and explain the links between eras or why these changes occurred.	
Key Procedural Knowledge (skills) to be taught						
vocabulary	Archaeologist raids longhouse longship Odin Scandinavia Danelaw Jorvik settle runes pagans monasteries traders invade Valhalla Harold Hardrada Harold Goodwinson Stamford Bridge Lindisfarne		Philosophy Athenians Spartans Democracy Olympics Zeus toga Apollo Empire sacred truce states temple Parthenon ostracon Hoplites Athens Sparta		British Empire revolution industrial spinning jenny urbanisation textile child labour cottage industry assembly line mass production picker mills	
Enrichment	Visit Jorvik Viking Centre / Viking York / DIG!		Greek theatre masks / plays			

Diversity		<ul style="list-style-type: none"> • Compare the motivation behind the migration of people at different times in history and the present day • Explore how our diverse community today might compare with those of historical eras.
Global awareness		<ul style="list-style-type: none"> • Compare the origins of people migrating to the UK at different times in history • Compare Central, South and North America
Rural Aspirations		<ul style="list-style-type: none"> • Compare the skills needed within different careers within the sphere of history and archaeology • Suggest what things might limit historical investigations
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject.



Class 3 Yr4/5/6	A1	A2	Sp1	Sp2	Su1	Su2
Year B	Space & Engineering		The Americas		World Cup/Olympics	
Area	The Space Race (linked to Rural Aspiration / broadening horizons focus)		a non-European society that provides contrasts with British history: Mayans/Native Americans		History of sport / History relating to host nation(s) or event(s)	
Key Substantive Knowledge to be taught	<p>1) When did humans first land on the moon? -Which black female scientists helped to make this possible?</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Use dates and terms accurately in describing events. <p>2) Who was the first man on the moon?</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>3) Why was this so important for America and Russia?</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <p>4) How did the team travel to the moon?</p> <p>5) How did science save the day on Apollo 13?</p> <p>6) Who was the first person in orbit?</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>7) What are more recent projects trying to discover or find out?</p> <p>8) Why do some people think we should not be trying so hard to explore space?</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 		<p>1)Where in the world did the Mayans live?</p> <p>2)When was the Mayan civilisation? What else was happening in the world at the same time?</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Use dates and terms accurately in describing events. <p>3)What did the Mayans invent?</p> <p>4)What were Mayan cities like?</p> <p>5)What did Mayans eat? How do we know?</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Understand that no single source of evidence gives the full answer to questions about the past. <p>6)What did the Mayan's believe? How do we know?</p> <p>7)Why were masks important to Mayans?</p> <p>8)How did Mayans count?</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>9)How might the Mayan civilisation have ended?</p> <ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 		<p>1) What was the first XXXX cup / games?</p> <p>2) How has the sport of XXXX developed?</p> <p>3) What are the key historical events and figures in the host nation</p> <p>4) How has the host nation developed?</p> <ul style="list-style-type: none"> • Skills utilized depending on content (Class 3 Milestones covered through other topics already) 	
Key Procedural Knowledge (skills) to be taught						
vocabulary	Alan Shepard Alexey Leonov astronaut Cold War Communism cosmology cosmonaut cosmos "Buzz" Aldrin Apollo engineer Lunar Module Mission satellite Sea of Tranquility Space Age spacewalk Sputnik superpower Yuri Gagarin		Glyphs codices Chichen Itza cacao Spanish invasion Conquistadors Astronomers Pyramid sacrifice blood-letting rituals afterlife royal scribes priests noble City states artefacts		Related to the history of the country hosting the given event.	
Enrichment	Space Dome		NPP – Mayans Independence Day celebration		Residential and/or visit to a sporting event PE/sporting festival/event	
Diversity		<ul style="list-style-type: none"> •Compare the motivation behind the migration of people at different times in history and the present day •Explore how our diverse community today might compare with those of historical eras. 				
Global awareness		<ul style="list-style-type: none"> •Compare the origins of people migrating to the UK at different times in history • Compare Central, South and North America 				
Rural Aspirations		<ul style="list-style-type: none"> • Compare the skills needed within different careers within the sphere of history and archaeology •Suggest what things might limit historical investigations 				
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject.				

Class 3 Y4/5/6		A1	A2	Sp1	Sp2	Su1	Su2
Year C	At the edge of an Empire (the Romans)			War: What is it Good For?		Brompton & Beyond	
Area	Romans – chronological history of key events and impact on Britain			a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history: WW2 Local history study – gravestone / ancestry work		Local history study/field work (denotes revision of previous learning) <small>-a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</small>	
Key Substantive Knowledge to be taught	1)Why did the Romans come to Britain? Who was already here? What is an Empire? Who else had an Empire? <ul style="list-style-type: none"> Compare some times studied with other areas of interest around the world Identify periods of rapid change in history and contrast them with times of relatively little change. 2)What does invade and settle mean? <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 3)Where did the Romans come from? 4) When did they come? <ul style="list-style-type: none"> Use dates and terms accurately in describing events. 5)What is Hadrian's Wall? 6) a) What was life like for a soldier on Hadrian's wall? b) Inscriptions on/near the wall show that North Africans were living there, with people from Germany, Poland, the Middle East and Africa. What does this tell us about the Roman army? <ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Refine lines of enquiry as appropriate 8)How did Romans live in Britain and Rome? (clothes/ houses / stories/society / army) 9)What did the Roman's believe in? <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs/attitudes/experiences of men/women/children. 10) How do we know about the Romans? – evidence : items / roads / town names / street names... 11) What did the Romans invent that we use today? <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices Use sources of information to form testable hypotheses about the past Refine lines of enquiry as appropriate. Know that no single source of evidence gives the full answer to questions 12) Explain where Romans fit in the History of Britain <ul style="list-style-type: none"> Give a broad overview of life in Britain from medieval until modern times /explain the links between eras or why changes occurred 			1)How did WW2 start? Who was involved? 2)When did WW2 start and end? <ul style="list-style-type: none"> Use dates and terms accurately in describing events. Compare some times studied with those of the other areas of interest around the world 2)What was the Home Front? (roles of men and women? What evidence is there? What is propaganda?) - Where and why were Prisoners of War staying nearby? <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 3)What was life like for children? How do we know? <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society Use sources of evidence to deduce information about the past. Select suitable sources of evidence, give reasons for choices Use sources of information to form testable hypotheses about the past Seek out / analyse a wide range of evidence in order to justify claims about the past. 4)What was the Blitz? 5)What happened at Dunkirk? <ul style="list-style-type: none"> Know that no single source of evidence can answer questions about the past Refine lines of enquiry as appropriate. 6)What is no-man's land? -Who were the Gurkhas? 7)Why was D. Day so important? <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas/beliefs/attitudes/experiences of men, women, children. 6)Who was Anne Frank? How do we know? 7) What was the Holocaust? <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas/beliefs/attitudes/experiences of men, women, children. 8)What events led to the end of WW2? <ul style="list-style-type: none"> Use dates and terms accurately in describing events. 9) What was the Windrush? 10) Who were the Lumberjills? 11) Why is one of the mountain bike tracks in Dalby called the Bombholes? Why would the Germans bomb the forest?		1)When did George Cayley live in Brompton? 2) Where did the Cayley family live? (Brompton Hall) 3) What has Brompton Hall been used for through time? (home, hotel, school) How do we know? 4)Why is the village known as 'The Birthplace of Aviation'? How do we know? 5)When has the village grown? How has the population changed? How do we know? - How has the school changed? 6)Why is Low Hall important in the Village's history (former Manor House) 7) Who is Wordsworth and what did he do at the church? 8) What other events have happened at the church? How do we know? <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 	
Key Procedural Knowledge (skills) to be taught							
Vocabulary	Centurion emperor aqueduct gladiator Londinium Eboracum Conquer Invade Senate Empire Rome Julius Caesar Boudicca Hadrian's Wall Colosseum Iceni Celts			Conflict evacuation evacuee Blitz propaganda Holocaust Luftwaffe RAF refugees Neville Chamberlain Winston Churchill Dunkirk trench front-line no man's land Somme blackout Armistice Day conscription Allies Nazi D.Day		Population census development parish Aviation manor pioneering aeronautical engineer SirGeorge Cayley All Saints' Church William Wordsworth Low Hall Brompton Hall Georgian civil war	
Enrichment	Visiting archaeologist / York Museum / museum gardens			Visit to Eden Camp / School history records/logbooks Wydale Hall POW hut experiments (how many prisoners could fit in?)		Visit Cayley's Workshop / Yorkshire Air Museum. School history records / log	
Diversity		<ul style="list-style-type: none"> Compare the motivation behind the migration of people at different times in history and the present day Explore how our diverse community today might compare with those of historical eras. 					
Global awareness		<ul style="list-style-type: none"> Compare the origins of people migrating to the UK at different times in history Compare Central, South and North America 					
Rural Aspirations		<ul style="list-style-type: none"> Compare the skills needed within different careers within the sphere of history and archaeology Suggest what things might limit historical investigations 					
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject.					

