



# History Curriculum

# How History connects to EYFS through our Disciplinary Skills



EYFS focus on the golden strand of Society within their units of work. They look at themselves as people, learners at Jerry Clay Academy and then them as part of the community of Wrenthorpe.

The children in EYFS begin the journey of history through the area of Understanding The World and use these key disciplinary skills to help them explore themselves, their immediate past and the past of others too.

CHRONOLOGY

ENQUIRY

CAUSE AND EFFECT

COMPARE AND CONTRAST

| EYFS  |   |  |  |   |   |
|---|---|--|--|---|---|
| All about Me  | Into the Woods  | Frozen Planet  | Under the Sea  | Circle of Life  | Mini Beasts   |
| <p><b>Chronology</b><br/>The history of themselves looking at their family tree and who is involved in their families</p> <p><b>Compare and Contrast</b><br/>When the children look at similarities and differences between themselves and other children</p> | <p><b>Enquiry</b><br/>The children show their understanding of the outdoor area and what has been there before and what is their now through exploration of the outdoors.</p> | <p><b>Enquiry</b><br/>Children show their knowledge of a significant individual when learning about the voyage of Ernest Shackleton which then links to the <b>Cause and Effect</b> skill and <b>Chronology</b> when they focus on the journey he went on and what changed after that.</p> | <p><b>Chronology</b><br/>The children review the year they have had so far and look at their immediate past as well journey map what they have learnt so far and what they have enjoyed.</p> <p><b>Cause and Effect</b><br/>The children also focus on pollution and waste and how that has affected the world</p> | <p><b>Chronology</b><br/>The children revisit their learning on themselves from birth till now and how their life cycle looks so far.</p> | <p><b>Enquiry</b><br/>The children look at another significant individual - David Attenborough - and look at his life and what he has explored and discovered</p> |

# History Strands



## SOCIETY

A large group of people who live together in an organised way, making decisions about how to do things and shared responsibilities.



## GOVERNMENT

A system of rules and the people in charge of implementing them.



## RELIGION

The belief in and worship of a higher power or powers, especially Gods or gods.



## INVASION AND MIGRATION

When people move from one place to another, this could be through force.



## MONARCHY

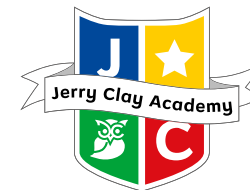
The royal family of a country.



## COMMUNICATION AND TRADE

The way we send and receive information or goods.

# History Substantive and disciplinary knowledge map



|               |                        |                              |                      |
|---------------|------------------------|------------------------------|----------------------|
| <b>YEAR 1</b> | Dungeons and Dragons   | What does it mean to belong? | Incredible creatures |
|               | Society                | Society                      | Society              |
|               | Government             | Government                   |                      |
|               | Monarchy               | Religion                     |                      |
|               | Invasion and migration | Communication and trade      |                      |

|               |                         |   |  |
|---------------|-------------------------|---|--|
| <b>YEAR 2</b> | Magnificent Miners      | Do we always appreciate what we have got? | How does adverse weather cause change? |
|               | Society                 | Society                                   | Society                                |
|               | Government              | Government                                | Government                             |
|               | Monarchy                | Religion                                  | Monarchy                               |
|               | Communication and trade | Communication and trade                   |  |

|               |                         |                        |                         |
|---------------|-------------------------|------------------------|-------------------------|
| <b>YEAR 3</b> | Lost world              | What is community?     | The great outdoors      |
|               | Society                 | Society                | Society                 |
|               | Government              | Invasion and migration | Government              |
|               | Communication and trade | Religion               | Communication and trade |
|               |                         | Monarchy               |                         |
|               | Communication and trade |                        |                         |

# History Substantive and disciplinary knowledge map



| YEAR 4 | A hero's journey |                         | How can small actions change the world? | Grand Designs           |
|--------|------------------|-------------------------|---|-------------------------|
|        | Ancient Greeks   | Anglo Saxons            |   |                         |
|        | Society          | Society                 | Society                                 | Society                 |
|        | Government       | Communication and trade | Communication and trade                 | Government              |
|        | Religion         | Monarchy                |   | Communication and trade |
|        |                  | Invasion and migration  |   |                         |
|        | Religion         |                         |   |                         |

| YEAR 5 | The great divide        | What is the difference between living and surviving? | Life through a lens     |
|--------|-------------------------|--|-------------------------|
|        | Society                 | Society  | Society                 |
|        | Government              | Government   | Communication and trade |
|        | Invasion and migration  | Invasion and migration                               |                         |
|        | Religion                | Communication and trade                              |                         |
|        | Communication and trade |  |                         |

| YEAR 6 | Treasures               | How can adversity make us stronger?) | All the world's a stage |
|--------|-------------------------|--------------------------------------|-------------------------|
|        | Society                 | Society                              | Society                 |
|        | Government              | Government                           | Government              |
|        | Communication and trade | Religion                             | Religion                |
|        | Monarchy                | Communication and trade              | Monarchy                |



# YEAR 1

# Dungeons and Dragons

## Focus on castles and the monarchy


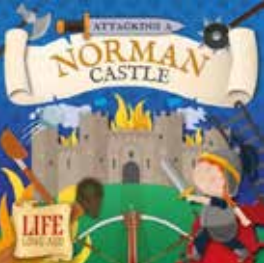



| Strand Knowledge  | National curriculum links  | Significant people  |
|---|--|---|
| <p><b>Government</b><br/>Children should understand who the government are and why they are important to our country</p> <p><b>Monarchy</b><br/>Children learn who the different monarchs of country have been and compare lives of those individuals are.</p> <p><b>Society</b><br/>They also will learn significant celebrations for those monarchs such as jubilee and coronation and how societies celebrate these.</p> <p><b>Invasion and Migration</b><br/>Children will understand the features of castles, including local castles, and their significance.</p> | <p>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.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> | <div data-bbox="1249 443 1469 715"> </div> <p><b>Queen Elizabeth II</b></p> <p>Elizabeth II was the most recent Queen of the United Kingdom and the other Commonwealth realms. Elizabeth was born in London, the first child of the Duke and Duchess of York, later King George VI and Queen Elizabeth, and she was educated privately at home.</p> <div data-bbox="1249 813 1469 1123"> </div> <p><b>Queen Victoria</b></p> <p>(24 May 1819 – 22 January 1901) was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death in 1901. Her reign of 63 years and 216 days, which was longer than any of her predecessors, is known as the Victorian era.</p> |

# Dungeons and Dragons

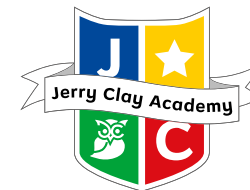
## Focus on castles and the monarchy



| Books related to topic  | Vocabulary   |
|---|--|
|  <p><b>The castle the king built</b><br/>Rebecca Colby &amp; Tom Froese<br/>(Picture Book)</p>     | <p><b>Arrow loop</b> - A narrow vertical slit in a castle wall from which arrows could be fired.</p> <p><b>Bailey</b> - An area surrounded by a wooden fence, where soldiers and servants lived.</p> <p><b>Barbican</b> - Part of the outer walls of a castle. Used to help defend a gateway into a castle.</p> <p><b>Battlements</b> - Found at the top of a castle's walls, with openings to shoot through and raised sections for protection.</p> |
|  <p><b>Attacking a Norman Castle</b><br/>Robin Twiddy<br/>(Non-Fiction)</p>                       | <p><b>Defence</b>- protecting something</p> <p><b>Keep</b> - The strongest part of the castle. This was built on top of the motte and was often lived in by the owner of the castle.</p> <p><b>Moat</b> - A deep, wide ditch surrounding a castle, often filled with water.</p>  |
|  <p><b>Queen Elizabeth II and the Kings and Queens of Great Britain</b><br/>Rachael Saunders</p> | <p><b>Monarch</b> - A King or Queen that rules over somewhere</p> <p><b>Motte</b> - A tall steep sided hill on which the keep was built.</p> <p><b>Portcullis</b> - A strong, heavy spiked barrier that can be lowered to block an entrance</p> <p><b>Tower</b> - A tall narrow building forming part of a castle.</p>   |

# What does it mean to belong?

## Focus on significant individuals



| Strand Knowledge  | National curriculum links   | Significant people  |
|---|---|---|
| <p><b>Government</b><br/>Children to revisit knowledge of the government and the role they have within their country.</p> <p>Children to understand how laws have changed over time to help people belong in society. This links to learning on Rosa Parka and the laws changing in America.</p> <p><b>Religion</b><br/>Linking to race as well, understand the hardship Rosa Parks had as well as other black people had at the time. Children should understand the impact of this on society today linking then to British history and how different races and religions are treated today.</p> <p><b>Communication and Trade</b><br/>Children to learn how people have communicated about their views throughout history including protest and boycotts etc.</p> <p><b>Society</b><br/>Children to understand what society was like at the time of Florence Nightingale and (local link) Nellie Spindler comparing the two nurses at the time. Understand how women were treated at the time. How has society changed to enable all to succeed.</p> | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> | <div data-bbox="1301 435 1532 679"> <p><b>Rosa Parks</b><br/>Rosa Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott. The United States Congress has honored her as “the first lady of civil rights” and “the mother of the freedom movement”</p> </div> <div data-bbox="1301 759 1532 1003"> <p><b>Florence Nightingale</b><br/>Florence Nightingale was an English social reformer and statistician, and the founder of modern nursing. Nightingale came to prominence while serving as a manager and trainer of nurses during the Crimean War, in which she organised care for wounded soldiers.</p> </div> <div data-bbox="1301 1115 1532 1457"> <p><b>Nellie Spindler</b><br/>Nellie Spindler was born in Wakefield, Yorkshire, in September 1891. One of only two female casualties of the Great War buried in Belgium.</p> </div> |

# What does it mean to belong?

Focus on significant individuals



## Books related to topic



### Little People, Big dreams

**Rosa**

By Lisbeth Kaiser



### Florence Nightingale

(Usborne Famous Lives)

By Lucy Lethbridge

## Vocabulary

**Significant** - a person who is important to learn about

**Sources** - an original source of historical information

**Charity** - giving help or money to those in need

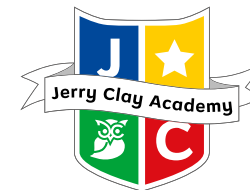
**Cleanliness** - being clean and free from dirt

**Crimean war** - a war in Crimea 1853-1856

**Wounded** - injured or hurt

**Race** - group of people who have in common some visible physical traits, such as skin colour,

**Laws** - the system of rules which a particular country live by




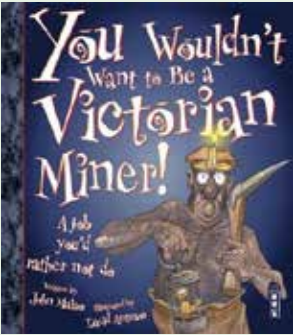
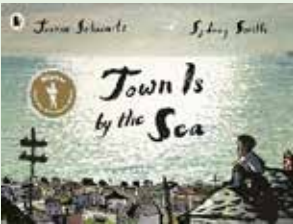
| Strand Knowledge  | National curriculum links  | Significant people   |
|---|--|--|
| <p><b>Society</b></p> <p>Children to learn about the significant individuals David Attenborough and Charles Waterton. They will focus on the effect they have had on society and the different things they discovered with Charles Waterton being a local link so children to understand the local relevance.</p> | <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>The lives of significant individuals in the past who have contributed to national and international Achievements</p> <p>Significant historical events, people and places in their own locality</p> | <div data-bbox="1458 432 1677 759"> <p><b>Charles Waterton</b></p> <p>Charles Waterton was an English naturalist, plantation overseer and explorer best known for his pioneering work regarding conservation.</p> </div> <div data-bbox="1458 778 1677 1015"> <p><b>Sir David Attenborough</b></p> <p>Sir David Frederick Attenborough is a British broadcaster, biologist, natural historian and author.</p> </div> |

| Books related to topic  | Vocabulary   |
|---|--|
| <div data-bbox="174 1169 371 1417"> </div> <p><b>Little people, Big dreams</b><br/> <b>David Attenborough</b><br/>                 Isabel Sanchez Vergara</p> | <p><b>Natural history</b> – study of animals or plants through watching rather than experimenting</p> <p><b>Biologist</b> - study living things, including people, animals and plants.</p> <p><b>Discovery</b> - finding something</p> <p><b>Conservationist</b> - a person who acts as the protection of the environment</p> <p><b>Naturalist</b> - someone who is an expert of natural history</p> |



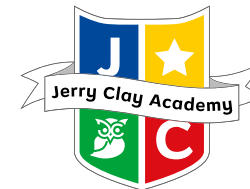
# YEAR 2


| Strand Knowledge   | National curriculum links   | Significant people  |
|--|---|---|
| <p><b>Society</b><br/>Children to learn about different classes in Victorian Society and how the working class worked in the mines to support families.</p> <p>Children will also learn about the role of children in the mines and compare their lives to now.</p> <p>They will also learn about the Lofthouse Colliery Disaster (Local link) and the impact this has had on Wakefield.</p> <p><b>Government</b><br/>Children will learn about Margaret Thatcher and the role she had with closing mines.</p> <p><b>Monarchy</b><br/>Children to learn about Queen Victoria and the Coal Miners act she implemented</p> <p><b>Communication and Trade</b><br/>Children to understand the use of coal and how it is traded to help society</p> | <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> | <p><b>Margaret Thatcher</b></p>  <p>Margaret Hilda Thatcher, Baroness Thatcher was a British stateswoman who served as prime minister of the United Kingdom from 1979 to 1990 and leader of the Conservative Party from 1975 to 1990. She helped to close the mines.</p> |

| Books related to topic  | Vocabulary   |
|---|--|
|  <p><b>You Wouldn't Want to Be a Victorian Miner!</b><br/>John Malam</p> | <p><b>Era/period</b> - the time period</p> <p><b>Disaster</b> - a sudden action with damage</p> <p><b>Artefacts</b> - an object made by human</p> <p><b>Impact</b> – the effect of something</p> <p><b>Colliery</b> - A coal mine, its building and machines</p> <p><b>Davy lamp</b> - A safety lamp designed to be used in mines to reduce the risk of fires or explosions.</p> |
|  <p><b>Town Is by the Sea</b><br/>by Joanne Schwartz</p>                | <p><b>Industrial revolution</b> - A period of time when more work was done by machines than by hand</p> <p><b>Strike</b> - To refuse to work as a form of protest often because of pay cuts or job losses.</p>   |

# Do we always appreciate what we have got?

## Focus on significant individuals



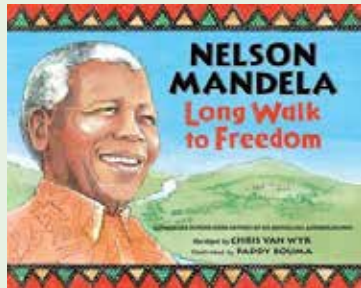
| Strand Knowledge   | National curriculum links   | Significant people  |
|--|---|---|
| <p><b>Government</b><br/>Children understand Nelson Mandela’s link to government and how he impacted society.</p> <p>To Understand the time period and what the government would have looked like in that time</p> <p>Understand the struggle that Nelson Mandela faced</p> <p>To understand the following he had as president of South Africa.</p> <p><b>Communication and Trade</b><br/>Children to understand how Nelson Mandela communicated his ideas to his following.</p> <p>Children discuss the meaning behind protests and what impact this has on people and society.<br/>Children identify how communication has changed or stayed the same and the reasons behind this.</p> <p><b>Society</b><br/>Children learn what Nelson Mandela’s beliefs were and how this was received by society.</p> | <p>To develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where people and events fit within a chronological framework.</p> <p>To identify similarities and differences between the ways of life in different periods.</p> <p>To ask and answer questions and use other sources and stories to show they understand key features of events.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> | <p><b>Nelson Mandela</b></p> <p>Nelson Rolihlahla Mandela was a South African anti-apartheid revolutionary, political leader, and philanthropist who served as President of South Africa from 1994 to 1999. He was the country’s first black head of state and the first elected in a fully representative democratic election.</p>  |

# Do we always appreciate what we have got?

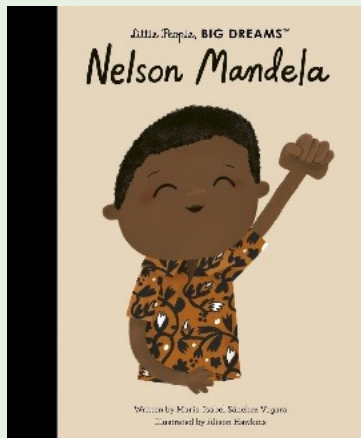
## Focus on significant individuals



### Books related to topic



**Long walk to freedom**  
By Nelson Mandela



**Little people, Big minds**  
**Nelson Mandela**  
By Maria Isabel Sanchez Vegara

### Vocabulary

**Freedom** - being free

**Equality**- recognising needs and responding to the needs fairly

**Civil rights** - rights belonging to every one that are safe under the law

**Apartheid**- keeping white people and non-white people separated in South Africa

**Philanthropist** - Someone doing something for the public to improve peoples lives

# How can adverse weather cause change?

## Focus on Great Fire of London



| Strand Knowledge  | National curriculum links   | Significant people   |
|---|---|--|
| <p><b>Society</b></p> <p>Children to understand what London was like in 1666 understanding how far into the past that is such as transportation and how houses were built</p> <p>Understanding key individuals such as Samuel Pepys and his role in the Great Fire of London</p> <p>Understand how the fire started and what happened as a result</p> <p>Compare to local fire</p> <p><b>Government/Monarchy</b></p> <p>Children to understand the role of King Charles and how he reacted to the fire</p> <p>Understand the introduction of fire brigade after the fire and other laws that were put in place.</p> | <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> | <div data-bbox="1249 443 1476 738"> </div> <p><b>Samuel Pepys</b></p> <p>Samuel Pepys was famous for his diary. It's an amazing historical document that details the main events in Restoration England, including the Great Plague of 1665-1666 and the Great Fire of London of 1666.</p> <div data-bbox="1249 807 1476 1082"> </div> <p><b>King Charles II</b></p> <p>Charles II was King of Scotland from 1649 until 1651 and King of England, Scotland, and Ireland from the 1660. Restoration of the monarchy until his death in 1685. Charles II was the eldest surviving child of Charles I of England, Scotland and Ireland and Henrietta Maria of France.</p> |

# How can adverse weather cause change?

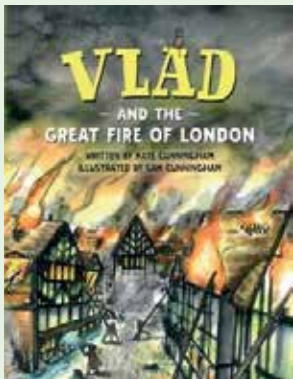
## Focus on Great Fire of London



### Books related to topic



**The Great Fire of London**  
Emma Adams and James Weston Lewis



**Vlad and the Great Fire of London**  
Kate Cunningham & Sam Cunningham

### Vocabulary

**Eye-witness** - a person who has seen something and give a description of it

**Fire-break** - when buildings are destroyed to make a gap so the fire can't spread


**Flammable** - when something burns easily



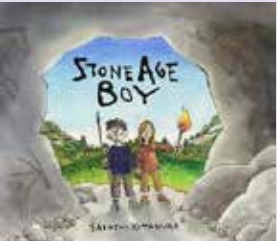
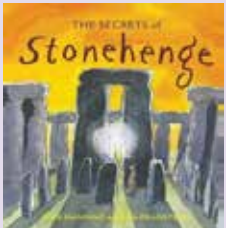
**Tower of London** - Where the king lived in 1666.

**Source** - shows information about the past.



# YEAR 3


| Strand Knowledge  | National curriculum links  | Significant people  |
|---|--|---|
| <p><b>Society</b><br/>Children will understand how the Stone Age billage is set up and the roles of the people in the village. Children will investigate new inventions made by the civilization and how they impacted society.</p> <p><b>Communication and trade</b><br/>Children learn about how they communicated at the time and how they traded with different groups.</p> | <p>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066.</p> <p>To learn about the changes in Britain from the Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilisations looking at when and where they were.</p> | <p><b>Mary Anning</b></p>  <p>An English fossil collector, dealer, and paleontologist who became known around the world for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis in the county of Dorset in Southwest England. Anning’s findings contributed to changes in scientific thinking about prehistoric life and the history of the Earth.</p> |

| Books related to topic  | Vocabulary   |
|---|--|
|  <p><b>Fossil</b><br/>Bill Thomson</p>                                       | <p><b>Prehistoric</b> - life before history was written</p> <p><b>Ancient civilisation</b> - the first community of people living together in a place</p> <p><b>Change</b> - to make different</p> <p><b>Impact</b> - to have an effect on something</p> <p><b>Significance</b> - something important to learn about</p> <p><b>Stone Age</b> - earliest period of human life</p> <p><b>Palaeolithic</b>- The first and longest part of the stone age</p> <p><b>Mesolithic</b> - The middle of the stone age beginning of farming</p> <p><b>Neolithic</b> - last part of the stone age where people got better at farming</p> <p><b>Hunter Gatherer</b> - a member of the community which hunts for food rather than grows it.</p> <p><b>Stonehenge</b> - huge man-made circle of standing stones</p> <p><b>Bronze Age</b> - where they used bronze for making tools</p> <p><b>Iron Age</b> - where iron became the preferred choice of metal for making tools.</p> |
|  <p><b>Mary Anning Fossil Hunter</b></p>                                     |  |
|  <p><b>Stone Age Boy</b><br/>Satoshi Kitamura</p>                           |  |
|  <p><b>Secrets of Stone Henge</b><br/>Nick Manning and Brita Granstrom</p> |  |

# What is community?

## Focus on the Vikings



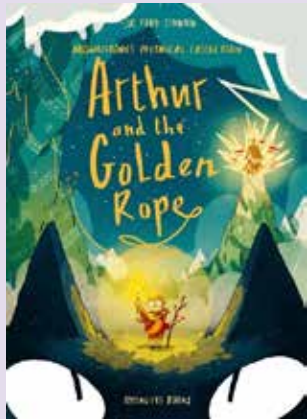
| Strand Knowledge   | National curriculum links   | Significant people  |
|--|---|---|
| <p><b>Communication and trade</b><br/>Children will understand how the Vikings communicated amongst themselves and other groups, they will also learn about their inventions and how they traded.</p> <p><b>Invasion and Migration</b><br/>Children will identify where the Vikings came from and where they invaded. They will understand about the invasion in Lindisfarne and the significance of this</p> <p><b>Society</b><br/>Children will discuss village life in the Vikings and how they lived together and understand the different roles that people had in their kingdoms such as jobs, farming, cooking etc.</p> <p><b>Religion</b><br/>Explain the different Vikings gods and their relevance to today.</p> <p><b>Monarchy</b><br/>Children will discuss the different kings of the Viking period and their role in society</p> | <p>To learn about the Viking struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality<br/>– The Vikings</p> | <p><b>King Sweyn Forkbeard</b></p> <p></p> <p>Sweyn Forkbeard was king of Denmark from 986 to 1014. He was the father of King Harald II of Denmark, King Cnut the Great and Queen Estrid Svendsdatter. In the mid-980s, Sweyn revolted against his father, Harald Bluetooth, and seized the throne. He was known as the Viking King.</p> |

# What is community?

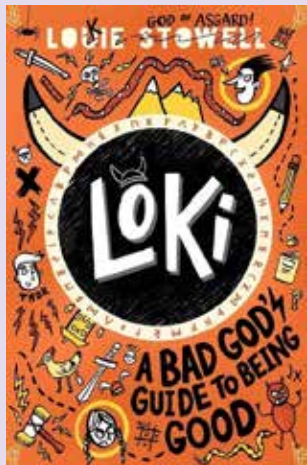
## Focus on the Vikings



### Books related to topic



**Arthur and the Golden Rope**  
Joe Todd-Stanton



**Loki – Bad gods guide to being good**  
Louie Stowell

### Vocabulary

**Vikings** - civilisation from Scandinavia

**Civilisation** - a community of people with their own way of life

**Conquest** - an invasion where the invader is successful

**Impact** - to have an effect on something

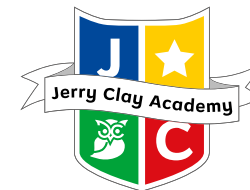
**Invader** - to enter without being wanted

**Raiding** - a sudden attack

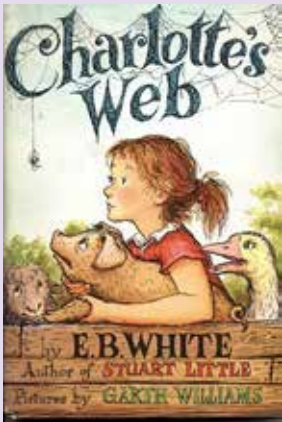
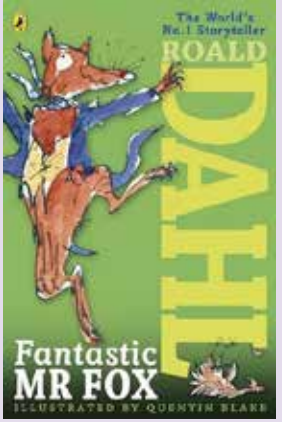
**Long ship** - a long sail and oar ship

# The great Outdoors

## Focus on local area history of farming



| Strand Knowledge   | National curriculum links  | Significant people  |
|--|--|---|
| <p>Government<br/>Children will understand what the agricultural revolution is and how this changed the farming industry in Britain. They will learn about the Enclosure Act and the effect this had on farming,</p> <p><b>Society</b><br/>Children will learn the role farming had on society and the impact on livelihoods<br/>Including the Rhubarb triangle</p> <p><b>Communication and Trade</b><br/>Children will learn how farms used trade to expand their businesses, they also will learn about Fair Trade and the impact this has nationally and internationally.</p> | <p>To learn about a local History study in depth to identify how aspects of national history are reflected in and are significant in the locality today.</p> | <div data-bbox="1240 432 1473 715" data-label="Image"> </div> <p><b>Robert Bakewell</b></p> <p>Robert Bakewell was a British agriculturalist, now recognized as one of the most important figures in the British Agricultural Revolution. In addition to work in agronomy, Bakewell is particularly notable as the first to implement systematic selective breeding of livestock.</p> |

| Books related to topic   | Vocabulary  |
|--|---|
|  <p><b>Charlotte's Web</b><br/>E.B White</p>    | <p><b>Agriculture</b> - another word for farming</p> <p><b>Agricultural Revolution</b> - a big change in farming and technology</p> <p><b>Rhubarb triangle</b> - area in Wakefield where rhubarb was produced</p> <p><b>Fair trade</b> - trade between developing countries and developed countries</p> <p><b>Arable farming</b> - to have a systematic system to have a constant supply of produce</p> <p><b>Pastoral farming</b> - aimed at producing livestock</p> <p><b>Local</b> - an area close to us</p> |
|  <p><b>Fantastic Mr Fox</b><br/>Roald Dahl</p> |   |




# YEAR 4

# A Hero's Journey

## Focus on Ancient Greeks



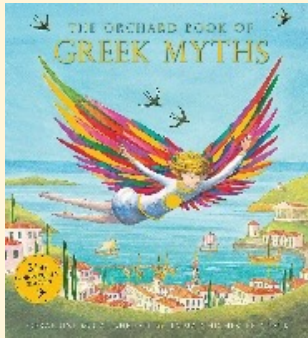
| Strand Knowledge   | National curriculum links   | Significant people  |
|--|---|---|
| <p><b>Society</b><br/>Children should understand the daily lives of the Ancient Greeks to be able to compare them to modern day, they will also learn about the Olympics and the impact this has.</p> <p><b>Government</b><br/>Children learn about the different classes in society and how that affected their voting and understand what democracy is and how the Greeks introduced this as a concept</p> <p><b>Religion</b><br/>Children will learn about the different Greek Gods and their relevance<br/><br/>They will also understand the reasoning behind the Olympics and why they honoured the Greek Gods</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | <p><b>Zeus</b></p> <p>Zeus was the king of the Greek gods who lived on Mount Olympus. He was the god of the sky and thunder. His symbols include the lightning bolt, the eagle, the bull, and the oak tree. He was married to the goddess Hera.</p>  |

# A Hero's Journey

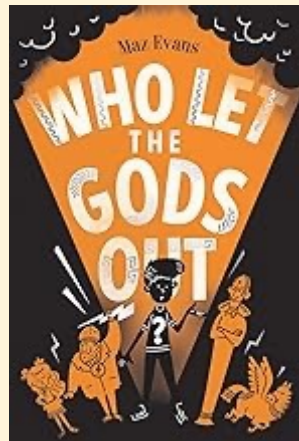
## Focus on Ancient Greeks



### Books related to topic



**Orchard Greek Myths**  
Geraldine McCaughrean



**Who let the Gods out?**  
Maz Evans

### Vocabulary

**Athens** - Capital City of Greece

**Legacy**- means learning from the past, or something left by a person

**Ancient Greece** - civilization that dominated much of the Mediterranean thousands of years ago.

**Democracy** - a government where citizens have a say in how things should be run

**Civilisation** - a community of people with their own way of life

**Myth** - a story about gods, heroes and creatures that some believed were true

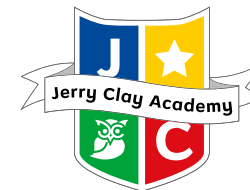
**Tragedy and comedy** - tragedies – retelling a sad event – or comedies that aimed at making people laugh.

**Hellenes** - what Greek people called themselves

**Olympics** - a sports event held every 4 years where athletes from all of the world compete

# A Hero's Journey

## Focus on Anglo-Saxons



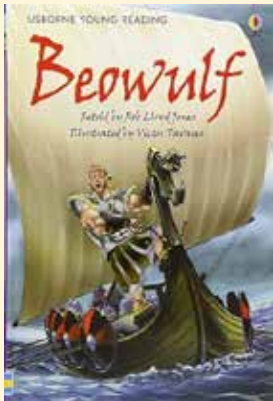
| Strand Knowledge   | National curriculum links  | Significant people   |
|--|--|--|
| <p><b>Government</b><br/>Children will learn who is in charge such as a chief and how they lead a community</p> <p><b>Religion</b><br/>Children will learn about how Anglo Saxons were Pagans until they converted to Christianity</p> <p><b>Invasion and Migration</b><br/>Children will learn why the Angles, Saxons and Jutes invaded Britain and where they settled.</p> <p><b>Monarchy</b><br/>Children will learn about the monarchs of Britain at the time and their relevance.</p> | <p>Children will learn about Britain's settlement by Anglo-Saxons and Scots</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> | <p><b>Alfred the Great</b></p> <p>Alfred the Great was King of Wessex from 871 to c. 886 and King of the Anglo-Saxons from c. 886 to 899. He was the youngest son of King Æthelwulf of Wessex.</p>  |

# A Hero's Journey

## Focus on Anglo-Saxons



### Books related to topic



**Beowulf**  
retold by Rob Lloyd Jones



**Freedom for Bron**  
N.S. Blackman



**Anglo Saxon Boy**  
Tony Bradman

### Vocabulary

**Angles** - people from Germany who invaded Britain around AD 410

**Saxons** - people from northern and central Germany who invaded Britain around AD 410

**Jutes** - people from the Jutland peninsula (Germany and Southern Denmark) who invaded Britain around AD 410

**Invade** - to attack somewhere

**Sutton Hoo** - the site of the grave of an Anglo-Saxon king in Suffolk, England

**Christianity** - the religion based on the teachings of Jesus Christ

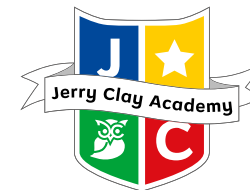
**Pagans** - a person who follows a religion that is not a major religion,


**Settlement** - people who migrate to a new place. When people start a community,

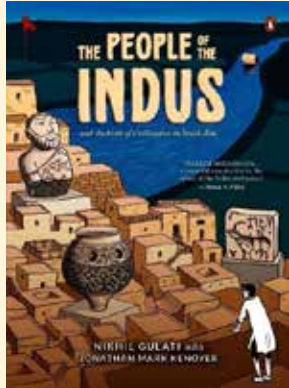
**Withdrawal** - to remove oneself from a place or activity.

**Migration** - movement from one place to another in order to settle there

**How can small actions eventually change the world?**  
**Focus on The Indus Valley Civilisation**

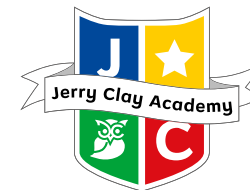


| Strand Knowledge  | National curriculum links  | Significant people  |
|---|--|---|
| <p><b>Society</b><br/>                     Children will learn that the cities were built in a rectangular way which could have been down to flooding and explain the significance of the first sewage system and how that impacted society then and today world wide</p> <p><b>Communication and Trade</b><br/>                     The children will learn the use of the Indus river used for trade and how that happened many centuries afterwards and the different jobs people had which lead to trade.</p> | <p>The Children will learn the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> | <p><b>Sir John Hubert Marshall</b></p>  <p>Sir John Hubert Marshall was the Director-General of the Archaeological Survey of India from 1902 to 1928. He oversaw the excavations of Harappa and Mohenjodaro, two of the main cities that comprise the Indus Valley Civilization.</p> |

| Books related to topic  | Vocabulary  |
|---|---|
|  <p><b>The People of the Indus: And the Birth of Civilization in South Asia</b><br/>                     Nikhil Gulati</p> | <p><b>Indus valley</b> - one of the largest Bronze age civilisations</p> <p><b>Merchants</b> - a buyer and seller of goods for profit</p> <p><b>Civilisation</b> - a community of people with their own way of life</p> <p><b>Monuments</b> - something built in memory of a person or event</p> <p><b>Citadel</b> - a fortress that sits high above a city</p> <p><b>Harappa culture</b> - Indus valley civilisations</p> <p><b>Sewage system</b> - waste created when we go to the toilet</p> |

# Grand Designs

## Focus on The Industrial Revolution

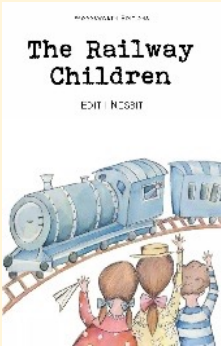
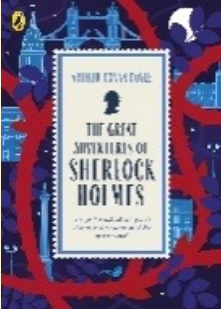



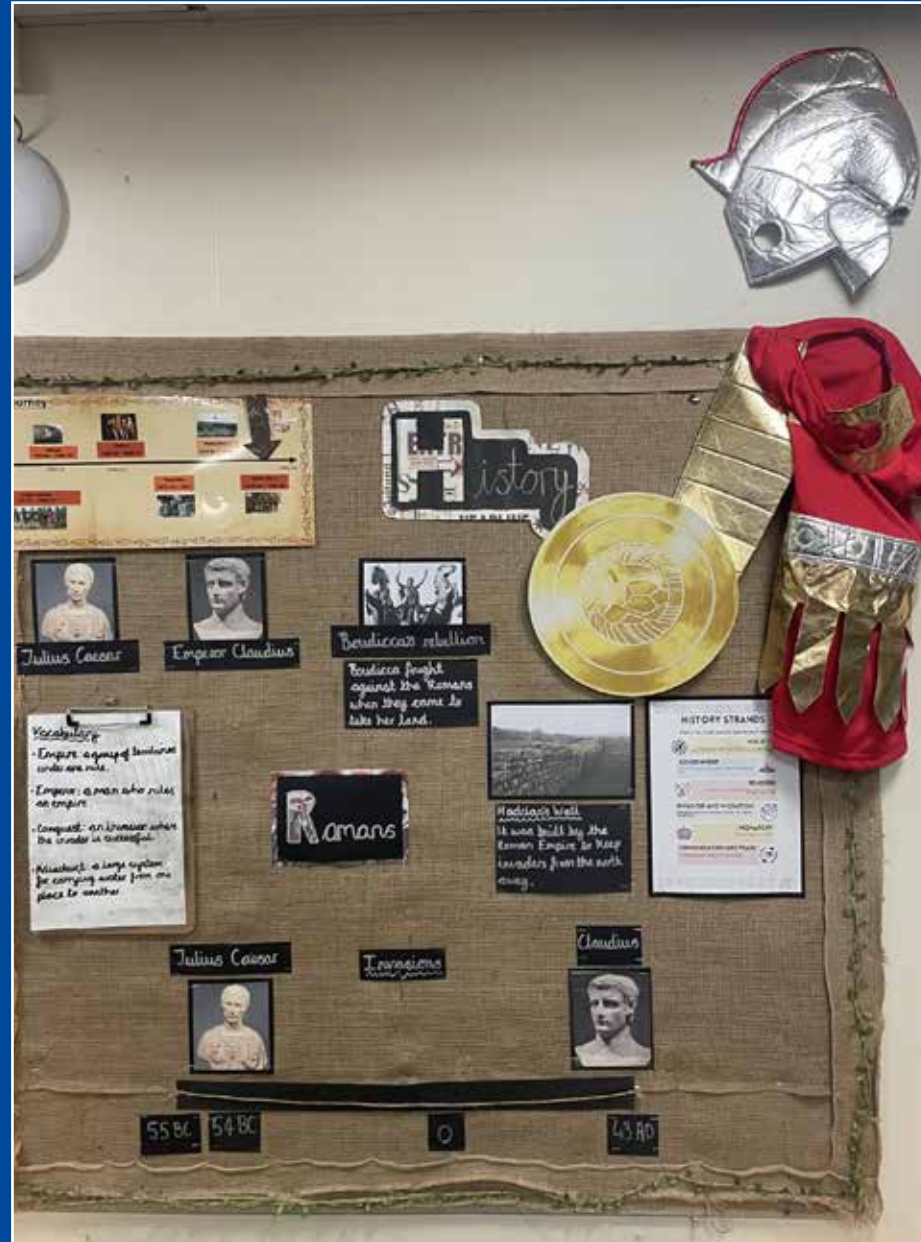
| Strand Knowledge   | National curriculum links   | Significant people  |
|--|---|---|
| <p><b>Government</b><br/>The children will understand the different rules and regulations the Government brought in during the Industrial Revolution. The children will understand the child laws in this time</p> <p><b>Communication and Trade</b><br/>The children will learn about textiles and how this was a large reason why west Yorkshire developed rapidly during the Industrial Revolution</p> <p>The children will understand the different roles in society and who were the traders and who were the makers</p> <p>The children will learn about different forms of transport such as the Railways and the Canals and how this transformed the amount of trade that could happen</p> <p><b>Society</b><br/>The children will learn about the different classes in society and use sources to understand the point of view of different classes.</p> <p><b>Monarchy</b><br/>The children will learn about Queen Victoria and how it was during the Victorian Era the Industrial Revolution began and transformed working.</p> | <p>To learn about a local History study in depth to identify how aspects of national history are reflected in and are significant in the locality today.</p> <p>Looking at how aspects of History are reflected in and are significant in society today</p> | <div data-bbox="1384 432 1621 732"> <p><b>George Stephenson</b><br/>George Stephenson was a British civil engineer and mechanical engineer. aided the development of the railways.</p> </div> <div data-bbox="1384 794 1621 1094"> <p><b>William Hamond Bartholomew</b><br/>As an engineer in West Yorkshire, England who was responsible for the expansion of the Aire and Calder Navigation in the 19th century and invented a number of improvements in coal-handling which led to the expansion of Goole as one of the largest exporters of coal in the country.</p> </div> |

# Grand Designs

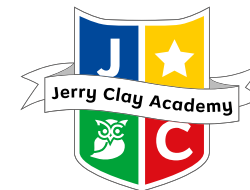
## Focus on The Industrial Revolution




| Books related to topic  | Vocabulary   |
|---|--|
|  <p><b>The Railway Children</b><br/>Edith Nesbitt</p>                      | <p><b>Industrial revolution</b> - a period of major changes in the way products are made.</p> <p><b>Mass production</b> - making of a product in large numbers and at a low cost</p> <p><b>Society</b> - the term to describe human beings together</p> <p><b>Invention</b> - something that has been created</p> <p><b>Canals</b> - man-made waterway that connects two bodies of water.</p> <p><b>Significant</b> - a person who is important to learn about</p> <p><b>Inventor</b> - someone that creates something</p> |
|  <p><b>Sherlock Holmes</b><br/>Arthur Conan Doyle</p>                     |  |
|  <p><b>Rosie Revere, Engineer</b><br/>(Questioners)<br/>Andrea Beaty</p> |  |

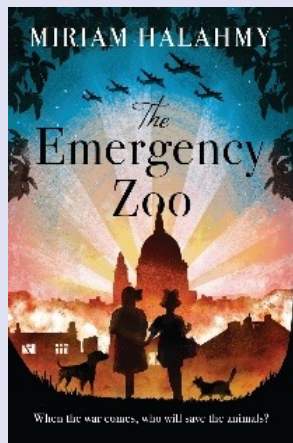


# YEAR 5

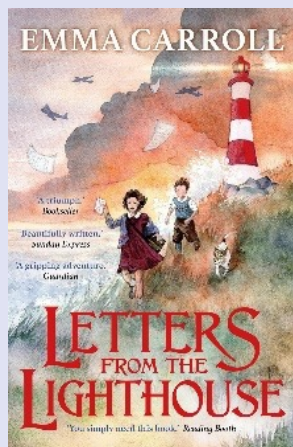


| Strand Knowledge  | National curriculum links  | Significant people  |
|---|--|---|
| <p><b>Invasion and Migration</b><br/>Children will understand the different positions such as allies and axis and how they invaded different countries, how children migrated to different areas during evacuation, the Impact of the Blitz on society, they will also understand the event of Dunkirk</p> <p><b>Society</b><br/>Children will understand how rationing worked and how this impacted society, they will understand celebrations such as VE day, they understand how people used shelters to hide from bombings</p> <p><b>Government</b><br/>Children will understand the roles of different people within governments of different countries</p> <p><b>Communication and trade</b><br/>Children will understand how the government communicated with society about the war (through radio)<br/><br/>They will understand how they were able to trade food and other items necessary for the war</p> | <p>To learn about a local study to look at how this is reflected and the significance this has on locality today</p> | <p><b>Winston Churchill</b></p> <p>Sir Winston Leonard Spencer-Churchill was a British politician, army officer, and writer. He was the Prime Minister of the United Kingdom from 1940 to 1945, when he led Britain to victory in the Second World War, and again from 1951 to 1955</p>  |

Books related to topic



**The Emergency Zoo**  
Miriam Halahmy



**Letters from the Lighthouse**  
Emma Carroll

Vocabulary

**Turning point** - The point at which a very significant change occurs

**Monarch** - A King or Queen that rules over somewhere

**Allies** - Countries (including Britain, France, the Soviet Union and the USA) who fought the Axis Powers. Axis- Germany, Japan, Italy and other countries that fought against the Allies.

**Evacuation** - Moving people from dangerous areas to safer places

**Rationing** - Controlling the supply of food, clothes, petrol and other products to avoid or reduce shortages.

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

**Occupied** - Taken over by enemy forces.

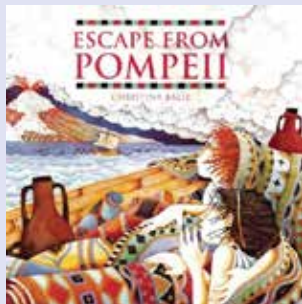
**Propaganda** - Information, especially of a biased or misleading nature, used to promote a political cause or point of view

| Strand Knowledge   | National curriculum links   | Significant people   |
|--|---|--|
| <p><b>Government</b><br/>Children should explain what is meant by the government in the roman period understanding the role of the Caesar and understanding and explaining the impact this has on society today</p> <p><b>Communication and Trade</b><br/>Children will learn how the romans communicated and traded and understand where they built their villages and why they were built near rivers etc</p> <p><b>Society</b><br/>Children will understand the layout of the towns and cities in a grid like pattern and the straight roads for function. They will discuss the benefits to health because of the public baths etc<br/>They can also explain what they did for entertainment - gladiator fights and chariot racing</p> <p><b>Invasion and Migration</b><br/>Children will understand the formation of the Roman Army and the different roles of the army<br/>Children will explain and use a timeline to represent the attempts to invade Britain with Julius Caesar and then emperor Claudius succeeding<br/>They will understand the invasion involving Boudicca and the success of the Romans</p> | <p>To learn about the Roman Empire and its impact on Britain</p> <p>To learn about Britain's settlement</p> | <div data-bbox="1397 435 1621 738"> </div> <p><b>Julius Caesar</b><br/>Gaius Julius was a Roman statesman and military general who played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire. He was also a historian and author of Latin prose</p> <div data-bbox="1397 879 1621 1174"> </div> <p><b>Tiberius Claudius Caesar Augustus Germanicus</b><br/>1 August 10 BC – 13 October AD 54) was a Roman emperor, ruling from AD 41 to 54.</p> |

Books related to topic



**Queen of Darkness**  
Tony Bradman



**Escape from Pompeii**  
Christina Balit

Vocabulary

**Empire** - A group of territories under one rule

**Emperor** - A man who rules an Empire

**Conquest** - an invasion where the invader is successful

**Aqueduct** - A large system for carrying water from one place to another

**Celts** - all of the people who lived in Britain and northwest Europe during the Iron Age

**Legion** - a group of around 4000 to 6000 Roman Soldiers



**Centurion** - the commander of a century (80 men)

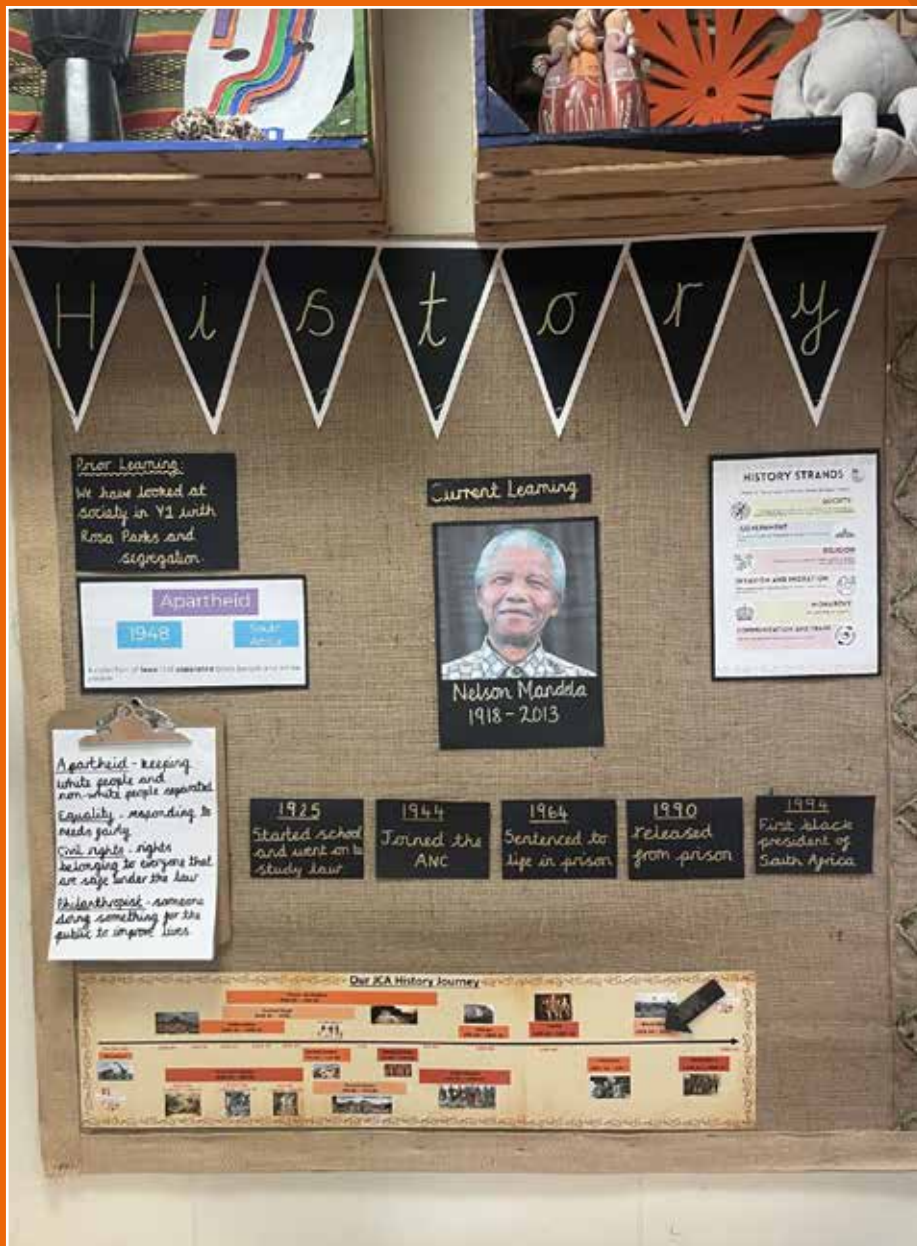
**Boudicca** - Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61

**Hadrian's wall** - a barrier in northern England.

**Life through a lens**  
**Focus on The Space Race and segregation**



| Strand Knowledge   | National curriculum links   | Significant people  | Books related to topic  | Vocabulary  |
|--|---|---|---|---|
| <p><b>Society</b></p> <p>Children will learn about significant people in history which link to NASA and space travel including the black women in history that helped.</p> <p>The children will focus on the segregation and how this affected society</p> | <p>To learn about a local History study in depth to identify how aspects of national history are reflected in and are significant in the locality today.</p> <p>Looking at how aspects of History are reflected in and are significant in society today</p> | <p><b>Mae Jemison</b></p> <p>Mae Carol Jemison is an American engineer, physician, and former NASA astronaut. She became the first African-American woman to travel into space when she served as a mission specialist aboard the Space Shuttle Endeavour in 1992</p>  |  <p><b>Hidden Figures</b><br/>Margot Shetterly</p> | <p><b>Significant</b> - person that should be remembered</p> <p><b>NASA</b> - National Aeronautics and Space Administration</p> <p><b>Space Race</b> - a competition between the USA and Russia</p> <p><b>Segregation</b> - setting someone or something apart from others.</p> |

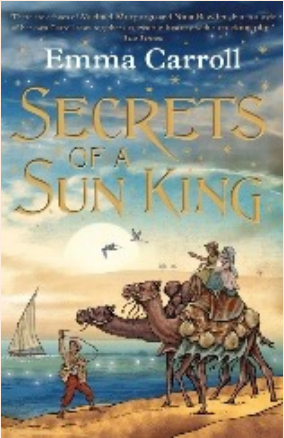


# YEAR 6



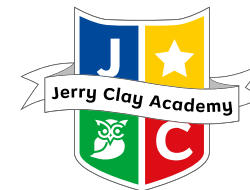
| Strand Knowledge  | National curriculum links   | Significant people  |
|---|---|---|
| <p><b>Society</b><br/>Children to understand what life was like in the Egyptian era including comparing differences between different classes</p> <p><b>Monarchy/Government</b><br/>Children understand what a pharaoh is and why they are named this, they will understand the role a pharaoh has in this civilisation</p> <p><b>Communication and Trade</b><br/>Children will learn about different inventions created by Egyptians</p> <p><b>Religion</b><br/>The children understand the mummification process and why they do certain traditions linking to afterlife and compare religions and how they were different in different civilisations</p> | <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Aa non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> | <div data-bbox="1397 440 1630 603" data-label="Image"> </div> <p><b>Tutankhamun</b><br/>Pharoah Tutankhamun, Egyptological pronunciation Tutankhamen, was an ancient Egyptian pharaoh who was the last of his royal family to rule during the end of the 18th dynasty during the New Kingdom of Egyptian history.</p> |




| Books related to topic   | Vocabulary   |
|--|--|
|  <p><b>Secrets of a sun king</b><br/>Emma Carroll</p> | <p><b>Tomb</b> - a large grave that is above ground</p> <p><b>Pyramid</b> - ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens.</p> <p><b>Pharaoh</b> - a king of ancient Egypt</p> <p><b>Afterlife</b> - a life that some people believe begins when you die, for example a life in heaven or as another person or animal</p> <p><b>Sarcophagus</b> - a large decorative container in which a dead body was placed in ancient times</p> <p><b>Mummification</b> - If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth</p> <p><b>Canopic jar</b> - A jar used in ancient Egypt to hold the organs from an embalmed body.</p> |

# Does adversity make us stronger?

## Focus on the Windrush Generation



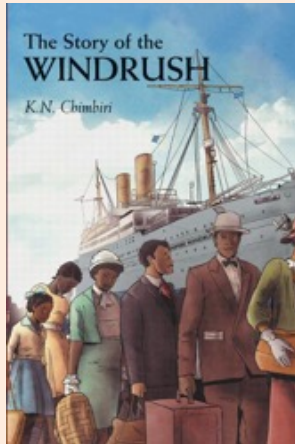
| Strand Knowledge   | National curriculum links  | Significant people  |
|--|--|---|
| <p><b>Society</b><br/>Children should learn about the culture of society in the Caribbean and how that changed when they sailed to England</p> <p>Compare and contrast lives in the Caribbean to England</p> <p>They will understand how different groups in society worked together or showed division within society</p> <p><b>Invasion and Migration</b><br/>Children should understand what the term migration is and why that is important They should understand the route of the ship and where they settled in England</p> <p><b>Government</b><br/>Children to understand the government’s role in the Windrush and understand the role of the of the service men and women in the commonwealth countries</p> | <p>To look at a local study in depth and identify the changes this made</p> <p>To know and understand significant aspects of history, comparing using similarities and differences</p> | <p><b>Floella Karen Yunies Benjamin,</b></p> <p>Baroness Benjaminis a Trinidadian-British actress, singer, presenter, author and politician. She wrote about the first generation of children who came with or joined their parents as they embarked on a new life.</p>  |

# Does adversity make us stronger?

## Focus on the Windrush Generation



### Books related to topic



**The story of the Windrush**  
K.N Chimbiri



**Coming to England**  
Floella Benjamin

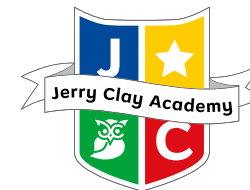
### Vocabulary


**Colony** - a piece of land that another country has taken over and rules.

**Commonwealth** - a group of 54 independent countries who joined together to promote peace, prosperity and democracy

**Discrimination** - Treating someone unjustly because of a characteristic they have, e.g. gender, race, age, a disability.

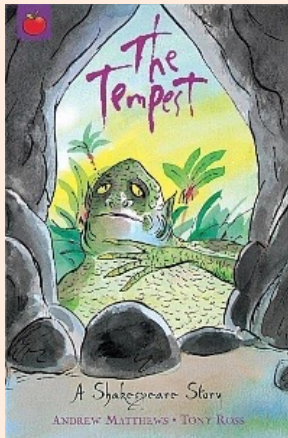
**Immigration** - when you move permanently to another country.



| Strand Knowledge  | National curriculum links   | Significant people   |
|---|---|--|
| <p><b>Government/Monarchy</b><br/>Children will learn about parliamentary Monarchy and how the Kings or Queens at the time ruled and were in charge of laws</p> <p>The children will learn about Henry VIII and how he changed the way of ruling</p> <p><b>Religion</b><br/>The children will learn about the religions at the time and how Catholicism was prominent in England at that time</p> <p>Children will learn about Henry VIII'S wives and how this brought on the reformation of the churches</p> <p>The children will learn about the start of the Church of England strand of Christianity</p> <p><b>Society</b><br/>Children will learn about William Shakespeare and his playwrights and how the society enjoyed them.</p> <p>Children will learn about William Shakespeare's impact on society increasing the language used and the importance they still have today</p> | <p>To learn about a local History study in depth to identify how aspects of national history are reflected in and are significant in the locality today.</p> <p>Looking at how aspects of History are reflected in and are significant in society today</p> | <p><b>William Shakespeare,</b></p> <p>William Shakespeare was a famous English playwright, poet, and actor. He is globally recognised and is widely regarded as one of the greatest writers in the English language.</p>  |



Books related to topic



**The Tempest**  
William Shakespeare

Vocabulary

**Monarch** - a king or queen that rules over somewhere

**Shakespeare** - was an English playwright, poet and actor.

**Era/period** - time period

**Catholic** - Member of the Roman Catholic Church who believes the Pope is the head of the church

**Protestant** - A Christian who does not follow the Catholic Church

**Reformation** - A division started by Martin Luther to reform the Catholic Church

**Heresy** - A belief or idea that questions or opposes an existing belief or idea.



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