









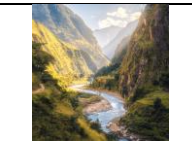









Year	Autumn (history focus)	Spring (Geography)	Summer (history focus)
<b>Cycle A</b> <b>Year 1/2</b>	 <p><b>Childhood</b></p> <ul style="list-style-type: none"> <li>✓ Ordering pictures and dates on a timeline</li> <li>✓ Using sequencing words</li> <li>✓ The stages of human life</li> <li>✓ Comparing 1950s vs modern life. Identify similarity and difference</li> <li>✓ Queen Elizabeth's coronation. What and when was it</li> <li>✓ Using artefacts, photographs, paintings &amp; written accounts as sources</li> </ul>	 <p><b>Bright Lights Big City</b></p> <ul style="list-style-type: none"> <li>✓ The great fire of London</li> <li>✓ Cause and consequence</li> <li>✓ using written eye witness accounts (Pepys)</li> <li>✓ A monument commemorates an important event or person</li> </ul>	 <p><b>School Days</b></p> <ul style="list-style-type: none"> <li>✓ Local history of St Jude's School</li> <li>✓ Using written, artefacts, picture and oral history sources</li> <li>✓ Order events on a timeline</li> <li>✓ Who was Queen Victoria?</li> <li>✓ Comparing Victorian and modern schools</li> <li>✓ Continuity and change. Similarity and difference</li> <li>✓ Express an opinion.</li> </ul>
<b>Cycle B</b> <b>Year 1/2</b>	 <p><b>Movers &amp; Shakers</b></p> <ul style="list-style-type: none"> <li>✓ Use Dawson's model of significance to make judgements</li> <li>✓ Compare Armstrong and Columbus' Cook's voyages. Change over time?</li> <li>✓ Learn about Rosa Parks and Emmeline Pankhurst. Courageous advocacy. Cause and consequence</li> <li>✓ Understand the difference between fact or Opinion</li> <li>✓ Present historical information in writing (report, chart, fact file etc)</li> </ul>	 <p><b>Coastline</b></p> <ul style="list-style-type: none"> <li>✓ Consider how has Whitby changed over time?</li> <li>✓ How have coastal jobs changed over time?</li> <li>✓ The SS Rohila disaster and the RNLI. Cause and consequence</li> </ul>	 <p><b>Magnificent Monarchs</b></p> <ul style="list-style-type: none"> <li>✓ Magna Carta (local history)</li> <li>✓ Ordering pictures and dates on a timeline</li> <li>✓ Significant British Monarchs</li> <li>✓ Using portraits as sources. Bias and viewpoint</li> <li>✓ The changing power of monarchy</li> </ul>
<b>Cycle A</b> <b>Year 3/4</b>	 <p><b>Through the Ages (History focus)</b></p> <ul style="list-style-type: none"> <li>✓ Longer period of history (era and duration)</li> <li>✓ BC dates on timeline</li> <li>✓ People, places and change over time (stone age, Beaker folk, bronze age, Iron age, Celts) Learn term archaeology</li> <li>✓ Roman invasion - impact</li> <li>✓ Compare and contrast Bronze age to Iron Age</li> </ul> <p><i>(enhanced by Prehistoric pot Art project and linked texts in English)</i></p>	 <p><b>Rock, Relics and Rumbles</b></p> <ul style="list-style-type: none"> <li>✓ Recap legacy of Mary Anning</li> <li>✓ Archaeologist Giuseppe Fiorelli (Pompeii)</li> <li>✓ Source reliability and inferring about life in Pompeii</li> </ul>	 <p><b>Emperors and Empires (History focus)</b></p> <ul style="list-style-type: none"> <li>✓ Revisit BC and AD</li> <li>✓ Study Roman artefacts</li> <li>✓ Ask questions about life in Roman times</li> <li>✓ Rank Roman Emperors using Dawson's model of significance</li> <li>✓ Understand growing Roman empire</li> <li>✓ Cause and consequence of Roman invasion of Britain and its impact</li> <li>✓ Give reasons for Boudicca's rebellion against Rome</li> <li>✓ Investigate ingenuity of Roman culture</li> <li>✓ Cause and effect of Roman withdrawal</li> </ul> <p><i>(enhanced by Mosaic Masters Art project and linked texts in English)</i></p>
<b>Cycle B</b> <b>Year 3/4</b>	 <p><b>Invasion (History focus)</b></p> <ul style="list-style-type: none"> <li>✓ Recap Roman rule and Celtic lifestyle</li> <li>✓ Understand overlap of historical periods (AD 400-1066)</li> <li>✓ Primary and secondary sources of Sutton Hoo</li> <li>✓ Life and legacy of Anglo-Saxons</li> <li>✓ Viking raids of Lindisfarne</li> <li>✓ Norman invasion of 1066</li> </ul> <p><i>(enhanced by Warp and Weft –Celtic culture - Art project and linked texts in English)</i></p>	 <p><b>Misty Mountain, Winding River</b></p>	 <p><b>Ancient Civilisations</b></p> <ul style="list-style-type: none"> <li>✓ Explore characteristics of civilisation.</li> <li>✓ Look at artefacts to find out about life in ancient Egypt and ancient Sumer detail.</li> <li>✓ timeline to show how when the earliest civilisations existed/coexisted.</li> <li>✓ Revise the concept of Emperor and empire and compare structures in eth different societies.</li> <li>✓ Children research Indus civilisation</li> <li>✓ Understand the concept of decline and yet how there is still influence today.</li> </ul>

(enhanced by art project Statues, Statuettes and Figurines and Islamic art, the DT project of Tomb Builders and linked texts in English)

<p><b>Cycle A</b> Year 5</p>	 <p><b>Dynamic Dynasties (History focus)</b></p>	<ul style="list-style-type: none"> <li>✓ Learn about the history of Ancient China</li> <li>✓ Revisit term civilisation</li> <li>✓ Learn about the structure of the Shang Dynasty</li> <li>✓ Look at evidence and realise it could be interpreted differently.</li> <li>✓ Discuss how the actions of the last King lead to the downfall of the Shang Dynasty.</li> <li>✓ Compare the Shang Dynasty to other Bronze age civilisations.</li> </ul> <p>(enhanced by Taotie –Shang dynasty - Art project and linked texts in English)</p>	 <p><b>Sow, Grow and Farm</b></p>	<p>Geography focus</p>	 <p><b>Groundbreaking Greeks (History focus)</b></p>	<ul style="list-style-type: none"> <li>✓ Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>✓ Know what else was happening in the world at the time.</li> <li>✓ Answer 'What do these artefacts begin to tell you about life in the different periods of ancient Greece?'</li> <li>✓ Learn about the hierarchy of society.</li> <li>✓ Learn about the 4 periods of Grek history and compare the dark ages and the Archaic Period.</li> <li>✓ Learn about the achievements of the earliest civilizations and significant individuals (Master of Philosophy and Mathematics, Ancient and Modern Olympics, arts and culture ad achievements of Alexander the Great.</li> <li>✓ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> </ul>
<p><b>Cycle B</b></p>	 <p><b>Maafa (History focus)</b></p>	<ul style="list-style-type: none"> <li>✓ Learn about rebellion, discrimination and colonisation</li> <li>✓ Study African timeline</li> <li>✓ Britain's role in the slave trade and about rebellion</li> <li>✓ Abolition of slavery</li> <li>✓ Look at inspirational black Britons over the last 500 years</li> </ul> <p>(enhanced by Trailblazers, Barrier Breakers - Art project and linked texts in English)</p>	 <p><b>Frozen Kingdom (Geography main focus)</b></p>	<ul style="list-style-type: none"> <li>✓ Revisit concept of exploration from Yr 2 Movers and Shakers</li> <li>✓ Study Robert falcon Scott (South Pole failed expedition) and Ernest Shackelton</li> <li>✓ SMS Titanic</li> </ul> <p>(DT project – Making a cushion inspired by the landscape and wildlife in the Polar Regions)</p>	 <p><b>Britain at War (History focus)</b></p>	<ul style="list-style-type: none"> <li>✓ Chronological timeline of Britain at War</li> <li>✓ Short- and long-term causes of WW1</li> <li>✓ Events within war in Chronological order</li> <li>✓ Causes of WW2</li> <li>✓ Consider differencing viewpoints</li> <li>✓ Understand technological developments</li> <li>✓ Impact of war on the local area</li> <li>✓ Life post war</li> </ul> <p>(DT project - Making WW2 vehicles)</p>

**KS3**  
 The majority of our students go onto study History at The Magna Carta School. There intent statement for Yr 7 is:  
 In year 7 students begin by exploring the fundamental skills required in order to be a successful and effective Historian. These skills include; chronology, source skills and key vocabulary. Year 7s will spend most of their year analysing the different aspects of England's development, from invaders, such as the Romans and Saxons who set the foundations for much of our culture and customs, to Medieval Kings and the problems they faced during their reigns from threats from abroad to within their own kingdom.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>What was Britain like before 1066?</b> Focus - foundation in History Skills – chronology, significance and change and continuity Knowledge of chronology – 1000-Modern key time periods and vocab taught Celts, culture + Boudicca – chronology/narrative Romans culture – focus on change Saxons- significance Vikings – change/continuity  Can do statement 3 (M): I can place Britain's History pre 1066 into chronological order, describing similarities and differences between the periods Can do statement 2 (S): I can place Britain's History pre 1066 into chronological order, identifying similarities and differences between the periods Can do statement 1 (D): I can begin to place Britain's History from Bronze age to 1066 in chronological order recognising some	<b>Threats to power, 1066-1400</b> Focus – source analysis, knowledge and significance Threats from invaders - Contenders to the throne 1066. Battle of Hastings significance Threats from the Church Power of the Church vs State knowledge of medieval period Murder of Thomas Becket source investigation Threats from Barons - Magna Carta – Baron's Rebellion source work on King John Threats from People - Peasants Revolt significance Threats from abroad – Agincourt knowledge  Can do statement 3 (M): I can use subject specific vocabulary to describe events from this topic. I can select source material and from that, quotes that best support my description. Can do statement 2 (S): I can use subject specific vocabulary to describe events from this topic selecting quotes to support my description Can do statement 1 (D): I can describe events from this Medieval period, selecting details from source material to help me. Students use a range of map skills to locate Asia,	<b>What was medieval life like?</b> What can a disappearing village tell us about peasant life in the Middle ages? How did the Black Death affect the people of England What can attempts to cure the Black Death tell us about Medieval Medicine? How did the events of the Black Death affect England? Medieval Medicine What was law and order like before 1215? What did the Lollards protest about? How did the Crusades improve Medieval Medical knowledge?  Can do statement 3 (M): I can use subject specific vocabulary to describe events from this period and describe historical change and continuity in detail Can do statement 2 (S): I can use subject specific vocabulary to describe events from this period and describe changes and continuities within it Can do statement 1 (D): I can describe events from this Medieval period, and identify similarities and differences within it.	<b>How did castles develop in Britain?</b> Why were Motte and Bailey castles built in England? How did William Control England? How did castles develop and change across the Medieval Period? How were castles attacked and defended? What was life like in a Medieval Castle Case Study: The Development of Windsor Castle  Can do statement 3 (M): I can use source material to support my descriptions of chronological development of castles in England describing the changes and continuities. Can do statement 2 (S): I can use sources to describe how castles developed in England throughout the Medieval Period. Can do statement 1 (D): I can select sources to help me describe how castles developed in England..	<b>Human Rights Through Time</b> What are Human Rights? What were England's laws before 1066? How did the power of Parliament grow? How did Harriet Tubman resist slavery? How did Parliament abuse its powers in the 18th and 19th centuries? How did people campaign for the vote? How were immigrants treated in Britain in the 20th century? How did Parliament abuse its powers in the 18th and 19th centuries? How did people campaign for the vote? How were immigrants treated in Britain in the 20th century?  Can do statement 3 (M): I can explain how Human Rights have developed over time and compare and contrast developments to assess which events and people are most significant in the development of Human Rights. Can do statement 2 (S): I can describe how Human Rights have developed over time and compare and contrast developments to identify which events and people are most significant in the development of Human Rights. Can do statement 1 (D):	
similarities and differences between the different periods.	as well as developing a detailed knowledge of Asian culture (in at least 2 countries). They have a thorough understanding of the ecosystems and climate.				I can identify some of the events through time which have led to the Human Rights we have today. contrast developments to identify which events and people are most significant in the development of Human Rights to reduce the impacts.