## Gunpowder Plot Travel and Transport Famous People Significant Explorers Ibn Battuta, Matthew Henson, Neil Armstrong, Felicity Aston Concepts Concepts Concepts Exploration, technology, trade, transport, travel. City, the church, commemoration, government Commemoration, discrimination (including racism (parliament), religion, ruler (king). and sexism), exploration, technology, travel. Knowledge Knowledge Knowledge The Vikings travelled in longships. They travelled to ex-The plot happened in 1605. Ibn Battuta was an explorer who travelled to learn plore and trade. about different places. He explored for nearly 30 The plotters were Catholic and felt they were being The Model T was a car invented by Henry Ford in 1908 years. treated unfairly by the King, who was Protestant. and made in a factory. This was the first time cars had Matthew Henson was one of the first explorers to been made in factories. Year A reach the North Pole. King James I was the King of England. The first trains were steam engines. Felicity Aston is the first woman to ski across Antarcti-The Gunpowder Plot was a plot to kill King James I and ca on her own. his government by blowing up the Houses of Parlia-The first passenger train journey was in 1830. In 1969, the NASA team helped Neil Armstrong and ment on 5<sup>th</sup> November 1605. Buzz Aldrin become the first people to land on the The Wright Brothers created the first aeroplane, which moon. The plot failed. flew in 1903. Significant people are people who society believes On the 5<sup>th</sup> of November each year, people burn bonhave achieved something important. They are often fires and light fireworks to commemorate the failure remembered with monuments and plagues. of the plot.

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## War and Remembrance Great Fire Of London Kings and Queens **Timelines** King Charles III, Elizabeth II, Queen Victoria, Henry VIII, Richard III, Elizabeth I Concepts Concepts Concepts Building, the church, city, monument, nation/country Army, commemoration, nation/country, peace, soci-Building, city, commemoration, ruler (king), technol-Peace, ruler: king war: battle, conflict Reign, royal, rule, ety, war (battle, conflict). ogy. monarch, parliament, succession, crown, power Knowledge Knowledge Knowledge King Charles III is our current monarch. King The First World War took place between 1914 and The Great Fire of London happened in 1666. Charles III became king after Queen Elizabeth II 1918. (his mother) died in 2022. The fire started in a bakery on Pudding Lane. People who fought in wars, like Walter Tull, are re-Queen Victoria was gueen for almost 64 years. This time was called the Victorian period. Cars and membered for their bravery. Buildings were close together and often made of trains were invented during this time. wood, meaning that the fire spread quickly. People are remembered in different ways, such as on Henry was desperate for a son, so when his wife monuments or plaques and by symbols such as pop-Katherine of Aragon gave birth to a baby girl, he For many years after the fire, buildings were rebuilt pies. divorced her. In doing so, he split England from further apart and made with stone. the Catholic Church and created the Church of Soldiers in the First World War often fought in trench-Sir Christopher Wren created a new design for St England. Henry had a total of six wives. He di-Paul's Cathedral, which was then rebuilt. vorced two and beheaded two! Queen Elizabeth II was the longest reigning mon-Many women took on men's jobs during the First arch. She reigned for 70 years. World War. Richard III is often remembered for being a cruel Remembrance Day, on 11<sup>th</sup> November each year, is a and unkind king. Some people think he killed his time when people remember those who fought in nephews to become king. He is also famous bewars. cause nobody knew where he was buried until his skeleton was discovered in a car park in 2012. Elizabeth I was the daughter of Henry VIII. She

never married, although she said she was married

to her country.

## **Historical Enquiry:**

Historical Interpretations. Children can:

start to compare two versions of past events; start to understand that there can be different versions of the same event from the past; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction;

Historical Investigations. Children can:

observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; use evidence to explain the key features of events;

Chronology Children can:

sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time

Knowledge and Understanding of the past Children can:

know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.

Presenting, organising and communicating Children can:

talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past.