

Year 2 History – World War I Autumn Term A	
Marvellous Maps	
Topic Question: What happened in WW1?	
National Curriculum Link: A study of an aspect or theme in British History/Local Study	
Enrichment: Exploring our local area and the people who impacted our present- Dora Walker- local skipper ECT- church activities	
Prior Learning: Remembrance Day Historical Threads Church, conflict, monarchy and settlements Taught through Changes within Living memory and Significant People and Historical Events (Guy Fawkes, Grace Darling and Mary Anning)	
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • Use books and the internet to find out more information about the past and know that there are different types of evidence sources • Compare versions of a past event and distinguish between fact and fiction • Choose sources and select evidence to say how it can be used to find out about the past • Use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern • Sequence dates, pictures, artefacts and events • Recount the life of someone famous from the past • Explain what a famous person in the past did to make the world a better place • Recognise some similarities and differences between the past and the present • Use historical vocabulary to write about the past • Communicate knowledge about the past in a variety of ways 	
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Timeline dates in History- when did it start and finish? • Dora Walker was a WW skipper from Whitby • WWI dates and who were the main countries involved • What is Flanders Field? 	
Generic Vocabulary: Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?	Topic Vocabulary: Flanders Field Trench Sandbag No man's land
Sequence: <ul style="list-style-type: none"> • Introduction to dates and what countries were involved in the war. • Where- relate to Marvellous Maps • Linked to Remembrance Day- Flanders Field • Dora Walker- WW Whitby Skipper- local knowledge 	

Thinking Deeper:

When was the most dangerous time to live?

Possible books/resources:

- The Tin Snail by Cameron McAllister
- Where The Poppies Now Grow by Hilary Robinson

Subject Specific links – Geography: map reading and continent knowledge, knowing where in world these important events happened

Personal development/independence –Why do we have Remembrance day?

SMSC – How would it have felt to be evacuated to another place? (Lion the Witch and the Wardrobe- discussion).

Careers – Army, RAF, Royal Marines, Merchant Navy

British Values – Respect

Equality- Thinking about how it was different for men and women in WWI.

Community/outdoor learning- encouraging people from the local community to spend the minute silence with us and having somewhere we can do that.

Year 3 & 4 History – World War I		Autumn Term A
Topic Question: What happened in WW1?		
National Curriculum Link: A study of an aspect or theme in British History/Local Study		
Enrichment: Exploring our local area and the people who impacted our present- Dora Walker- local skipper Private Percy- ECT activities at church		
Prior Learning: Remembrance Day Church, conflict, monarchy and settlements Taught through Changes within Living memory and Significant People and Historical Events and Year B History plan.		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • Investigate different accounts of historical events and explain why they might be different • Research what it was like in a given period of history and present my findings to an audience • Use research in order to find similarities and differences between two or more periods of history • Plot events on a timeline using centuries • Use a timeline, including when dates are further apart, related to the unit being studied and passing of time • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Identify key changes over a period of time and give reasons for those changes • Explain how historic events and artefacts can be used to help build up a picture of life in the past • Explain how an event from the past has shaped our life today • Start to present ideas based on my own research about a period studied • Present, communicate and organise ideas about the past using different genres of writing 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Timeline dates in History- when did it start and finish? What was significant about those dates? • Dora Walker was a WW skipper from Whitby- Why is a remembered in our locality? • WWI dates and who were the main countries involved- Why did the war start and end? • Flanders field- Why is it a significant place? 		
Generic Vocabulary: Chronological order, Era, period, BCE, CE, BC, AD, Millennium, Thousands of years, Prehistory Legacy, Archaeology, Sources, Significance, Change, continuity, First hand evidence, Second hand evidence, Oral history, Myths and legends, museum		Topic Vocabulary: Armistice Day Conflict Defence German
Sequence:		

- Introduction to dates and who was involved in each war.
- Where- relate to Marvellous Maps
- Linked to Remembrance Day-- Flanders Field
- Dora Walker- WW Whitby Skipper- local knowledge

Thinking Deeper:

When was the most dangerous time to live?

Possible books/resources:

- The Tin Snail by Cameron McAllister
- Where The Poppies Now Grow by Hilary Robinson

Subject Specific links – Geography: map reading and continent knowledge, knowing where in world these important events happened

Personal development/independence – How are people impacted today? Why do we have Remembrance day?

SMSC – How would it have felt to be evacuated to another place? (Lion the Witch and the Wardrobe)

Cultural Capital – engaging children with myths from other cultures

Careers – Army, RAF, Royal Marines, Merchant Navy

British Values – Respect

Equality- Thinking about how it was different for men and women in WWI and WWII

Community/outdoor learning- encouraging people from the local community to spend the minute silence with us and having somewhere we can do that.

Year 2 History – Ancient Greece		Spring Term A
Topic Question: What was so great about the ancient Greeks?		
National Curriculum Link: A study of Greek life and achievements and their influence of the western world		
Enrichment: Greek day- where the children get to try different foods that the Greeks may have eaten		
Prior Learning: Church, conflict, monarchy and settlements Taught through Changes within Living memory and Significant People and Historical Events (Guy Fawkes, Grace Darling and Mary Anning)		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • Use books and the internet to find out more information about the past and know that there are different types of evidence sources • Compare versions of a past event and distinguish between fact and fiction • Choose sources and select evidence to say how it can be used to find out about the past • Use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern • Sequence dates, pictures, artefacts and events • Recount the life of someone famous from the past • Explain what a famous person in the past did to make the world a better place • Recognise some similarities and differences between the past and the present • Use historical vocabulary to write about the past • Communicate knowledge about the past in a variety of ways 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • Know that the ancient Greek civilization began after the ancient Egyptians and before the Romans • Know that the Greeks had many different Gods with different areas of responsibility • I can name key Greek gods – Zeus, Hades, Poseidon, Hera and Athena • I know that theatre, the Olympics and democracy all have their origins in ancient Greece 		
Generic Vocabulary: Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?		Topic Vocabulary: Olympic games, Sparta, Greece Spartans, Athens, Athenians Alpha, Alexander the Great Empire Gods (Zeus, Apollo etc)
Sequence: <ul style="list-style-type: none"> • Introduction to dates and who the Greeks were • Compare the ancient Olympic Games to the Modern Olympics. • Democracy can be explored and compared with our democracy now. • Children will explore why their Gods were so important and look at some Greek Myth • Explore the importance of theatre 		
Thinking Deeper: Other than democracy and the Olympics, what was the impact of the Greeks on today's society?		
Possible books/resources:		

- Greek Myths by Marcia Williams
- Who Let the Gods out by Max Evans,
- *Beasts of Olympus: Beast Keeper* by Lucy Coats
- A Visitor's Guide to Ancient Greece by Lesley Sims.

Links:

Subject Specific links – Geography: map reading and continent knowledge, knowing where in world the Greek empire reached; Maths: dates and periods of time; PE: Looking at sports from the Olympics then and now; RE: Looking at Gods and Goddesses

Personal development/independence – through democracy, children learn of their responsibility to make independent and responsible decisions

SMSC – exploring the faith and beliefs of the Ancient Greeks regarding more than one God

Cultural Capital – engaging children with myths from other cultures

Careers – political, sporting industry, historian

British Values – democracy and our voting system in Britain

Equality- belonging to the school community and having a democratic voice through the school council; was it fair that woman were not allowed to be part of the Ancient Greek democracy?

Community/outdoor learning- create a Theseus and the minotaur maze outside- take the Greek myths into the outdoors

Topic Question:

What was so great about the ancient Greeks?

National Curriculum Link:

A study of Greek life and achievements and their influence of the western world

Enrichment:

Greek day- where the children get to try different foods that the Greeks may have eaten

Prior Learning:

Church, conflict, monarchy and settlements

Taught through Changes within Living memory and Significant People and Historical Events and Year B History plan.

Key Essential Skills and knowledge:

- Investigate different accounts of historical events and explain why they might be different
- Research what it was like in a given period of history and present my findings to an audience
- Use research in order to find similarities and differences between two or more periods of history
- Plot events on a timeline using centuries
- Use a timeline, including when dates are further apart, related to the unit being studied and passing of time
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Identify key changes over a period of time and give reasons for those changes
- Explain how historic events and artefacts can be used to help build up a picture of life in the past
- Explain how an event from the past has shaped our life today
- Start to present ideas based on my own research about a period studied
- Present, communicate and organise ideas about the past using different genres of writing

Sticky Knowledge for topic:

- Know that the ancient Greek civilization began after the ancient Egyptians and before the Romans including the specific dates of these
- Know that the Greeks had many different Gods with different areas of responsibility- Why these are important to this period of time
- I can name key Greek gods – Zeus, Hades, Poseidon, Hera and Athena
- I know that theatre, the Olympics and democracy all have their origins in ancient Greece and compare them to what they are like today

Generic Vocabulary:

Chronological order, Era, period, BCE, CE, BC, AD, Millennium, Thousands of years, Prehistory, Legacy, Archaeology, Sources, Significance, Change, continuity, First hand evidence, Second hand evidence, Oral history, Myths and legends, museum

Topic Vocabulary:

Democracy, Olympic games, Sparta, Greece, Spartans, Athens, Athenians, Alpha, Beta, Gamma, Delta, Alexander the Great, Empire, Gods (Zeus, Apollo etc)

Sequence:

- Introduction to dates and who the Greeks were
- Compare the ancient Olympic Games to the Modern Olympics.

- Democracy can be explored and compared with our democracy now.
- Children will explore why their Gods were so important and look at some Greek Myth
- Explore the importance of theatre

Thinking Deeper:

Other than democracy and the Olympics, what was the impact of the Greeks on today's society?

Possible books/resources:

- Greek Myths by Marcia Williams
- Who Let the Gods out by Max Evans,
- *Beasts of Olympus: Beast Keeper* by Lucy Coats
- A Visitor's Guide to Ancient Greece by Lesley Sims.

Links:

Subject Specific links – Geography: map reading and continent knowledge, knowing where in world the Greek empire reached; Maths: dates and periods of time; PE: Looking at sports from the Olympics then and now; RE: Looking at Gods and Goddesses

Personal development/independence – through democracy, children learn of their responsibility to make independent and responsible decisions

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Cultural Capital – engaging children with myths from other cultures

Careers – political, sporting industry, historian

British Values – democracy and our voting system in Britain

Equality- belonging to the school community and having a democratic voice through the school council; was it fair that woman were not allowed to be part of the Ancient Greek democracy?

Community/outdoor learning- create a Theseus and the minotaur maze outside- take the Greek myths into the outdoors

Topic Question:

Who were the most riotous royals?

National Curriculum Link:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Royals).

Prior Learning:

Church, conflict, monarchy and settlements

Taught through Changes within Living memory and Significant People and Historical Events (Guy Fawkes, Grace Darling and Mary Anning)

Key Essential Skills and knowledge:

- Use books and the internet to find out more information about the past and know that there are different types of evidence sources
- Compare versions of a past event and distinguish between fact and fiction
- Choose sources and select evidence to say how it can be used to find out about the past
- Use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern
- Sequence dates, pictures, artefacts and events
- Recount the life of someone famous from the past
- Explain what a famous person in the past did to make the world a better place
- Recognise some similarities and differences between the past and the present
- Use historical vocabulary to write about the past
- Communicate knowledge about the past in a variety of ways

Sticky Knowledge for topic:

- Who William the Conqueror was
- Who King John was
- Who Henry VIII was and his wives
- Who Queen Anne was
- Who Queen Victoria was
- Dates for all the Kings and Queens above
- Over time, monarchs have handed their power over to the government

Generic Vocabulary:

Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?

Topic Vocabulary:

King, Queen, Royal Family
Decisions, Heir to the Throne

Sequence:

- William the Conqueror's reign from 1066 onwards
- King John made himself very unpopular as monarch and why
- King Henry VIII married so many times
- Queen Anne
- Queen Victoria- what she achieved during her reign

British monarchy today.

Thinking Deeper:

Children to hold a debate within class about a current/topical issue e.g. Should Kings and Queens have as much power as they do? Are the rules strict, as to how they live their life?

Possible books/resources:

- Alice's Adventures in Wonderland and Through the Looking Glass by Lewis Carroll Victoria: My Royal Story <https://www.royal.uk/sites/default/files/media/victoria.pdf>
- Richard III (Shakespeare) You wouldn't want to be married to Henry VIII by Fiona McDonald
- Greensleeves by HVIII
- The Queen's Nose by Dick-King Smith
- The Mystery of the Egyptian Scroll by Scott Peters

Links:

Subject Specific links – Maths and data handling; Geography – Comparing and contrasting places of the UK and the world

Personal development/independence – to understand that everyone can make a difference and to think about acts of kindness they can perform and the impact they will have in the school or even wider community; appreciation of the governed system in this country

SMSC – Recognise the impact of specific individuals who have shaped the British culture; awareness and empathy to how people lived in the past

Cultural Capital – looking at literature and artwork of different eras

Careers – Careers – exploring the responsibilities and duties of some of the people that work with

British Values – Rules of Law regarding Kings and Queens

Community/outdoor learning- Queen's birthday, King's Coronation celebrations.

Equality- difference over time of responsibilities of The Royals, the rules and gender equality

Year 3 & 4 History – Monarchy		Summer Term A
Topic Question: Who were the most riotous royals?		
National Curriculum Link: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Royals).		
Prior Learning: Church, conflict, monarchy and settlements Taught through Changes within Living memory and Significant People and Historical Events and Year B History plan.		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> Investigate different accounts of historical events and explain why they might be different Research what it was like in a given period of history and present my findings to an audience Use research in order to find similarities and differences between two or more periods of history Plot events on a timeline using centuries Use a timeline, including when dates are further apart, related to the unit being studied and passing of time Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Identify key changes over a period of time and give reasons for those changes Explain how historic events and artefacts can be used to help build up a picture of life in the past Explain how an event from the past has shaped our life today Start to present ideas based on my own research about a period studied Present, communicate and organise ideas about the past using different genres of writing 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> Monarchy is the oldest form of government in the UK. Nowadays, the monarch is Head of State but they do not have political power Who William the Conqueror was and why he was important King John- Magna Carta Who Henry VIII was and his wives and his control over the church Who Queen Anne was Who Queen Victoria was and her impact on Britain Dates for all the Kings and Queens above Over time, monarchs have handed their power over to the government 		
Generic Vocabulary: Chronological order, Era, period, BCE, CE, BC, AD, Millennium, Thousands of years, Prehistory Legacy, Archaeology, Sources, Significance, Change, continuity, First hand evidence, Second hand evidence, Oral history, Myths and legends, museum		Topic Vocabulary: King, Queen, Royal Family Decisions, Heir to the Throne Reign, monarchy, government, political, Magna Carta, rights, subjects
Sequence: <ul style="list-style-type: none"> William the Conqueror's reign from 1066 onwards King John made himself very unpopular as monarch and why King Henry VIII married so many times Queen Anne 		

- Queen Victoria – what she achieved during her reign
- British monarchy today.

Thinking Deeper:

Children to hold a debate within class about a current/topical issue e.g. Should Kings and Queens have as much power as they do? Are the rules strict, as to how they live their life?

Possible books/resources:

- Alice's Adventures in Wonderland and Through the Looking Glass by Lewis Carroll
- Victoria: My Royal Story <https://www.royal.uk/sites/default/files/media/victoria.pdf>
- Richard III (Shakespeare) You wouldn't want to be married to Henry VIII by Fiona McDonald
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Links:

Subject Specific links – Maths and data handling; Geography – Comparing and contrasting places of the UK and the world

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Cultural Capital – looking at literature and artwork of different eras

Careers – Careers – exploring the responsibilities and duties of some of the people that work with

British Values – Rules of Law regarding Kings and Queens

Community/outdoor learning- Queen's birthday, King's Coronation celebrations.

Equality- difference over time of responsibilities of The Royals, the rules and gender equality