



## SUBSTANTIVE CONCEPTS

Society

Legacy

Life of the child

Role of women

Invasion

Monarchy

Government

## DISCIPLINARY CONCEPTS

Chronology

Compare and Contrast

Historical Sources

Cause and Consequence

Year 1			Year 2		
<b>Toys past and present</b>	<b>Transport past and present: Amelia Earhart</b>	<b>Castles</b>	<b>Local Heroes: William Hammond Bartholomew (Canals)</b>	<b>Significant Historical Figure: Grace Darling</b>	<b>Significant Historical Event: The Plague, Great fire of London</b>
Society (rich and poor) Life of the child	Society Legacy Role of Women	Society (rich and poor) Legacy Life of a child Invasion Monarchy	Society Legacy	Legacy Role of women	Society Legacy Monarchy
Chronology Compare and Contrast Historical Sources	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence



Year 3			Year 4		
<b>Local Heroes: Nelly Spindler, (WWI)</b>	<b>Ancient Greece</b>	<b>Victorians</b>	<b>Historical Figures: The Tudor Monarchs</b>	<b>The impact of the Romans on Britain</b>	<b>The struggle for England Viking and Anglo Saxon Invasion</b>
Society Legacy Monarchy	Society Legacy Life of the child Role of women Government	Society Legacy Life of the child Role of women Monarchy Government	Society Legacy Monarchy Government	Society Legacy Invasion Government	Society Legacy Invasion Monarchy
Chronology Compare and Contrast Historical Sources, Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources, Cause and Consequence
Year 5			Year 6		
<b>WWII</b>	<b>American Civil Rights and Rosa Parkes</b>	<b>Contrasting British Society with the Mayan Civilisation</b>	<b>Local Heroes: Florence Beaumont</b>	<b>Ancient Egypt</b>	<b>Stone Age /Bronze Age/ Iron Age</b>
Society Legacy Life of the child Role of Women Invasion Government	Society Legacy Role of Women Government	Society Legacy Life of the child Role of women Invasion Government	Legacy Role of Women Government	Society Legacy Role of women Monarchy Government	Society Legacy
Chronology Compare and Contrast Historical Sources, Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources Cause and Consequence	Chronology Compare and Contrast Historical Sources, Cause and Consequence



## Year 1

Theme	Toys past and present	Transport past and present (Amelia Earhart)	Castles
<b>Society</b>	Know that the types of toys that children would have in rich houses would be different to those in poor households.	<p>Know that travel is more accessible now for more people and that people can travel further afield in a range of ways.</p> <p>Know that transport was developed primarily to support industry.</p> <p>Know that in the past rich people were able to use transport for leisure.</p> <p>Know that over time travel became more accessible for poor people to access leisure time (e.g. the coast).</p>	<p>Know that people in castles had different jobs.</p> <p>Know that rich people lived in castles and poor people often worked there.</p>
<b>Legacy</b>		<p>Know how transport has evolved and changed overtime from horse powered road transport, canals, rail travel, motorised road travel and air travel.</p> <p>Know that this has changed the way different people live and work.</p> <p>Know that this has changed the way we spend our leisure time. (holidays)</p> <p>I know that Amelia Earhart was a pilot who as the first woman to fly solo across the Atlantic Ocean making air travel more popular.</p>	<p>Know that castles were built a long time ago and are still standing today.</p> <p>Know that castles shape the way that towns and cities were built.</p>



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<b>Life of the child</b>	Know that toys in the past were different to the toys we have now.  Know that how children played and playtime in the past was different to now.		Know that children that lived on castles had different lives depending on if they were rich or poor.
<b>Role of Women</b>		I can understand how Amelia Earhart's achievements helped inspire other women to pursue careers in fields traditionally done by men.	
<b>Invasion</b>			Know that castles were built to keep people safe from attacks.  Know that invaders tried to get inside castles during battles
<b>Monarchy</b>			Know that Kings and Queens used to live in castles.  Know that monarchs ruled over people who lived in or near the castles.  Know that we still have monarchs in the UK today.



## Year 1

Theme	Toys past and present	Transport past and present (Amelia Earhart)	Castles
<b>Chronology</b>	<p>Understand that toys have changed over time.</p> <p>Place different toys from different historical periods and from our parents and grandparents on to a timeline.</p> <p>Use the terms past, present, then, now when talking about toys.</p>	<p>Create a timeline of the development of vehicles overtime.</p>	<p>Know that castles were built a long time ago.</p>
<b>Compare and Contrast</b>	<p>Compare and contrast the toys in rich houses to the toys in poor houses.</p> <p>Compare and contrast the toys from the past with the toys we have now.</p> <p>Compare our parents and grandparents toys to the toys we have now.</p>	<p>Compare and contrast road transport and how this has changed over time from Horse drawn to electric cars.</p> <p>Compare and contrast the development of rail travel from horse drawn to electric high speed.</p> <p>Compare and contrast the use of leisure time and how this is linked to travel and transport.</p>	<p>Know that the life of a child is different from my life today.</p>
<b>Historical Sources</b>	<p>Explore and handle toys from both the past and present. Explore how these are different.</p> <p>Create a toy museum in the classroom.</p>	<p>Use film, images, accounts, photographs to explore and understand the developments of transport.</p>	<p>Know that you can look at old paintings, objects and photos of castles to find out what they were like.</p>
<b>Cause and Consequence</b>		<p>Know the impact that developments in travel has had on the speed that we can get to different places and how this has changed our experience of the world.</p>	<p>Know why castles were built (protect from attacks)</p> <p>Know why a castle had to be strong to protect from invaders.</p>



## Year 1

Theme	Toys past and present	Transport past and present (Amelia Earhart)	Castles
Key Vocabulary	<b>Family Tree</b> <b>Generation</b> <b>Rich</b> <b>Poor</b> <b>Now</b> <b>Then</b>	<b>Canal</b> <b>Railway</b> <b>Transport</b> <b>Motorised</b> <b>Vehicle</b> <b>Aeroplane</b>	<b>Castle</b> <b>Monarch</b> <b>Drawbridge</b> <b>Moat</b> <b>Turret</b> <b>Attack</b> <b>Servant</b>



## Year 2

Theme	Local Heroes: <b>William Hammond Bartholomew(WHB)</b> (Canals and Mining)	Significant Historical Figure: <b>Grace Darling</b>	Significant Historical Event: <b>The Plague, Great Fire of London</b>
<b>Society</b>	<p>Know that Navvies (manual laborers) built the canals.</p> <p>Know that canals made transporting goods faster.</p> <p>To know that the lives of the rich and poor, at this time, were very different.</p> <p>To know that the lives of working people and their families building the canals was very hard and dangerous.</p>		<p>To know that rich people were able to leave London, and escape the Plague, whereas poor people could not.</p> <p>To know that the poor people often had the most unpleasant and dangerous jobs.</p> <p>To know that the poor were most affected by the Plague and The Great Fire of London.</p>
<b>Legacy</b>	<p>To know that, as a result of inventions including the lengthening of locks, the Aire and Calder is still used to transport goods today.</p> <p>To know that, as a result of WHB inventing new methods of transporting goods – including Tom Puddings, increased amount of goods could be transported on the canal</p> <p>To know that, as a result of WHB inventions and engineering, he enabled the coal industries to thrive and be more efficient and profitable.</p>	<p>To know that, as a result of the attention given to the rescue by Grace Darling, changes were made in how we are able to rescue people who are in trouble at sea.</p> <p>To know that, as a result of the rescue, the RNLI was formed.</p> <p>To know that, as a result of the rescue, better knowledge and technologies were made available at sea.</p>	<p>To know that, as a result of the spread of disease, improvements were made to slow the impact of any future disease by not having open sewers and employed workers to remove 'night-soil.'</p> <p>To know that, as a result of the disaster, the way buildings were constructed changed.</p> <p>To know that gaps between buildings were increased to prevent fires from spreading.</p> <p>To know, as a result of the disaster, that materials used to build changed.</p> <p>To know that, as a result of the fire, changes were made to improve fire services. For examples, improvements to technologies and having emergency plans in place.</p>



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Role of Women		<p>To know that it was unusual for a female to be involved in such a dangerous act.</p> <p>To know that the rescue gained attention due to Grace Darling's involvement.</p> <p>To observe how Grace Darling was perceived in media and newspaper articles at the time. <i>Children to question validity and bias of sources. Use different sources to compare reliability (sketches and artwork).</i></p>	
Monarchy			<p>To know that the United Kingdom has a monarchy and to know that, at the time of the Great Fire and the Plague, the King was Charles II.</p> <p>To know that, at that time, the King had a lot more power than today and was a key figure in making decisions to stop the fire.</p>





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<b>Chronology</b>	To create a timeline showing improvements in transporting goods including the development of canals.	To create a timeline of the RNLI.	To create a timeline of the events of The Great Fire of London.
<b>Compare and Contrast</b>	To compare and contrast the lives of rich and the poor, during this time period.	To compare and contrast lifeboat rescue from its origins to modern day.	To compare and contrast the lives of rich and poor people during the plague and The Great Fire of London.
<b>Historical Sources</b>	Use film, images, accounts, photographs to explore and understand the developments of canals in the local area.	Use newspaper reports and first-hand accounts.	Use diary entries, firsthand accounts, images and art.
<b>Cause and Consequence</b>	As a result of William Hammond Bartholomew, coal industries, and local business thrived.	As a result of the rescue, better knowledge and technologies were made available at sea.	As a result of the Great Fire of London, developments were made on the construction of houses and improvements to fire services.
<b>Key Vocabulary</b>	<b>Coal</b> <b>Canal</b> <b>Tom Pudding</b> <b>Transport</b> <b>Invention</b> <b>Chronological</b> <b>Engineer</b> <b>Navvies</b>	<b>Lifeboat</b> <b>Life Jacket</b> <b>Radar</b> <b>Search Lights</b> <b>Heroine</b> <b>Rescue</b> <b>Shipwreck</b> <b>Lighthouse</b>	<b>Emergency</b> <b>Fire brigade</b> <b>Fire hooks</b> <b>Night-soil</b> <b>Disaster</b> <b>Disease</b> <b>Flammable</b> <b>Plague</b>



## Year 3

Theme	Local Heroes: <b>Nelly Spindler and WWI</b>	Ancient Greece	Victorians ( <b>Mary Seacole</b> )
<b>Society</b>	<p>To know that, as a result of the war major advances were made in manufacturing.</p> <p>To know that many were negatively affected by the war, with many losing loved ones and being affected mentally.</p>	<p>To know that the Ancient Greeks were the first society to have a democracy.</p>	<p>To know that the difference between rich and poor was significant in the Victorian times.</p>
<b>Legacy</b>	<p>To know that, as a result of reparations after the First World War (Treaty of Versailles), Germany suffered economic collapse which contributed to the start of the Second World War.</p> <p>To know that, as a result of the war, alliances were made between Britain, The USA, France and Italy.</p>	<p>To know that the Ancient Greeks invented mathematics, science and medicine.</p> <p>To know that Aristotle was a Greek mathematician and scientist.</p> <p>To know that the ancient Greeks created impressive architecture: Parthenon temple, situated on the Athenian Acropolis.</p>	<p>To know that the Victorians invented toilets that flushed and improved the sewage system.</p> <p>To know that 'The Great Skink' refers to a period of extreme pollution and stench in London. As a result of the invention of the flushing toilet and sewage system, Cholera deaths fell. Inventor of sewage system - Joseph Bazalgette.</p> <p>To know that laws were enforced during Victorian time so that children over 5 went to school.</p>



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<b>Life of the child</b>		To know that boys went to school, but girls never went to school.	To know what the daily life was like for children in Victorian times.  To know that poor children began to go school, as a result of laws being passed.
<b>Role of Women</b>	To know that, before the beginning of the First World War, women were mostly tied to a life in the home.  To know that, as a result of men fighting in the war, women worked in factories, shops and offices all around the country.  To find out about the life of Nellie Spindler and how she was one of the only women nursing on the front lines. To understand that the war was a turning point in how women were viewed in society and they were able to do the jobs which men had previously done and this changed their standing in society.	To know that the role of women was mostly within the household	To know who Mary Seacole was and her impact on nursing.  To know that Queen Victoria is the second longest reigning monarch
<b>Monarchy</b>	To know that King George V ruled during WW1.		To know that Queen Victoria ruled during the Victorian era, and this is why it called the Victorians.  To know that Queen Victoria is the second longest reigning monarch.
<b>Government</b>		To know that the Ancient Greeks had a government where the assembly and council ruled a form of democracy	To know that parliament passed a law to ensure children over 5 and poor children attended school.



## Year 3

Theme	Local Heroes: <b>Nelly Spindler and WWI</b>	Ancient Greece	Victorians ( <b>Mary Seacole</b> )
<b>Chronology</b>	To know that the First World War took place between 1914-1918	To create a timeline of existence of Ancient Greece.	To create a timeline of existence of the Victorians.
<b>Compare and Contrast</b>	To compare and contrast role of women during the First World War to before and after the war	To compare and contrast the life of children in Ancient Greece to modern day.	To compare what the daily life was like for children in Victorian times to a child of today. Look at some of the jobs which poor Victorian children would do.  To compare and contrast rich and poor in the Victorian times to today.
<b>Historical Sources</b>	Explore and handle artefacts from the First World War.  Use film, images, accounts, newspaper articles, photographs to explore what life was like during the First World War.  To know that propaganda posters were used to encourage men to enlist.	To handle, observe and investigate Ancient Greek Artefacts for their purposes.	To observe and investigate Victorian artefacts for their purposes. Use paintings, photos/images, articles, artefacts including toys and household items.
<b>Cause and Consequence</b>	To know that many were negatively affected by the war, with many losing loved ones and being affected mentally.  As a result of the war, millions of people lost their lives and landscapes were decimated.	To know that, as a result of Ancient Greeks inventing Maths, Science and Medicine, this positively impacts our life today.	To know that their laws improved the lives of women and children.  To know that Victorian inventions improved (flushing toilet/sewage system) but also caused a decline in the health of the population. (Industrial Revolution)  To know that the Victorian age was a turning point in British history (children work vs education)



## Year 3

Theme	Local Heroes: <b>Nelly Spindler and WWI</b>	Ancient Greece	Victorians ( <b>Mary Seacole</b> )
Key Vocabulary	<b>Land Army</b> <b>Staff Nurse</b> <b>No-Man's Land</b> <b>Trenches</b> <b>Canary Girls Recruitment</b> <b>Enlist</b> <b>Conscription</b> <b>Battalion</b>	<b>Aristotle</b> <b>Civilisation</b> <b>Acropolis</b> <b>Parthenon</b> <b>Athenian</b> <b>Temple</b> <b>Gods/goddesses</b> <b>Slave</b>	<b>Victorians</b> <b>Queen Victoria</b> <b>Childhood</b> <b>Industrial Revolution</b> <b>Parliament</b> <b>Education reform,</b> <b>Workhouses</b> <b>Cholera</b> <b>Sanitation</b>



## Year 4

Theme	Historical Figures: The Tudor Monarchs	The impact of the Romans on Britain	The struggle for England Viking and Anglo Saxon Invasion
<b>Society</b>	To know about the daily life of Tudor people including food, clothing and education.	To know that Early Christians founded the first hospitals, orphanages and care for the poor.  To know that there was a hierarchical structure within Roman society.	To know that the Anglo-Saxons and the Vikings both had societies who had some similarities and differences.  To know about laws and justice in Anglo-Saxon times.
<b>Legacy</b>	To know that Henry VIII made himself the head of the Church of England and this is still the case today. He started the Church of England because the Pope of the Catholic Church would not let him get a divorce.	To know that, as a result of The Romans, Britain began to follow a new religion (Early Christianity) and new ways of reading and counting.  To know that the Romans created impressive architecture, such as the colosseum.	To know that Anglo-Saxon and Viking language still has an influence of our town names today
<b>Invasion</b>		To know that, as a result of Roman settlement in Britain, road networks, buildings and architecture and were positively influenced.  To know that Britain was invaded by other settlements once the Romans left.	To know that The Anglo-Saxons and Vikings invaded Britain after the Romans left (Roman withdrawal from Britain in AD 410).  To know that The Vikings and the Anglo-Saxons were both in England at the same time.  To know that the Vikings and Anglo-Saxon rule ended in 1066 following the Battle of Stanford Bridge.



## Year 4

Theme	Historical Figures: The Tudor Monarchs	The impact of the Romans on Britain	The struggle for England Viking and Anglo Saxon Invasion
<b>Monarchy</b>	<p>To know that the key Tudor monarchs were Henry VII, Henry VIII and Elizabeth I.</p> <p>(changing of power of monarchs)</p> <p>To know that Henry VIII had six wives and why.</p>		<p>To know that the Viking King Cnut was a strong leader.</p> <p>To know that the Battle of Hastings in 1066 marked the end of the Anglo-Saxon period, following the death Edward the Confessor.</p>
<b>Government</b>	<p>To know that all people had to pay a compulsory tax to support the poor.</p> <p>To know that the government had a structure involving Monarch, Privy Council and Parliament.</p>	<p>To know that Roman government developed into democracy (however, the Roman Senate dictated the rules).</p> <p>To know that Julius Caesar was a significant leader in the Roman Empire.</p>	



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Theme	Historical Figures: The Tudor Monarchs	The impact of the Romans on Britain	The struggle for England Viking and Anglo Saxon Invasion
<b>Chronology</b>	Create a timeline of the Tudor monarchs. To order Henry VIII wives.	To create a timeline of Roman rule	To create a timeline that includes the existence of the Anglo-Saxons and Vikings.  To know that Alfred the Great and Athelstan was the first king of England.
<b>Compare and Contrast</b>	Compare and contrast life in Tudor times for the rich and poor people.	To compare and contrast how life in the Roman times was different to modern day.	To compare societies within Anglo-Saxon and Viking times.
<b>Historical Sources</b>	To investigate through books, portraits/ artwork and photos of Tudor houses.	To observe and investigate Roman artefacts for their purposes.	To observe and investigate Anglo-Saxon and Viking Artefacts for their purposes.  To observe maps that Anglo-Saxon and Viking place names have influenced.
<b>Cause and Consequence</b>	To know that Henry VIII divorced Catherine of Aragon and how it changed religion in England.	As a result of Romans developing architecture, many impressive buildings such as the Colosseum inspire modern architecture that is built today.	To know that, due to Romans living in Britain, Britain was invaded by other civilisations (Anglo-Saxons and Vikings)  To know that, due to Anglo-Saxon failure in the Battle of Hastings (1066), Britain was invaded.  To know that, as a result of Anglo-Saxon and Viking rule, our language, including town names, is influenced from theirs today.





## Year 4

Theme	Historical Figures: The Tudor Monarchs	The impact of the Romans on Britain	The struggle for England Viking and Anglo Saxon Invasion
Key Vocabulary	Henry VII Henry VIII Elizabeth I Divorce Church of England Catholic Monarch Parliament Beheaded Survived Compulsory Tax Tudors	Settlement Invasion Democracy Christianity Empire Society Julius Caesar Hierarchy Government Settlement	The Angles The Saxons Anglo-Saxon Lindisfarne Priory Canterbury Church The Battle of Hastings Battle of Stanford Bridge William the Conqueror Justice



## Year 5

Theme	WWII	American Civil Rights, including Rosa Parks and Martin Luther King Jr.	Contrasting British Society with the Mayan Civilisation
<b>Society</b>	<p>To know that all (and in many countries) were affected by the Second World War.</p> <p>To know that in Germany, Jewish people were persecuted and were left out of their communities and had to go into hiding to avoid capture, concentration camps and death.</p>	<p>To know that the American Civil Rights movement supported the view that we are 'All Different, All Equal.'</p>	<p>To know that the Ancient Maya had a societal structure with the nobles and top and slaves at the bottom.</p> <p>To know that the Maya lived in independent city-states.</p> <p>To know that, within Maya communities, there were different job roles: farmers, warriors, hunters, builders, teachers.</p>
<b>Legacy</b>	<p>To know that, following the Second World War, two rival superpowers remained: United States and Soviet Union.</p> <p>To know that soldiers fought and died so that others can benefit from freedom and democracy.</p> <p>To know that, as a result of the Second World War, advances were made in technology and weaponry e.g. tanks.</p>	<p>To know that, as a result of non-violent resistance through the American Civil Rights movement, changes were made in government to segregation: banned discrimination and segregation based on race, religion, national origin, and gender.</p> <p>To know that the American Civil Rights movement paved the way for future fights for equality.</p>	<p>To know that the Ancient Maya were an intellectual civilisation, who developed a number system, mathematical concept of zero and written hieroglyphics.</p>
<b>Life of the Child</b>	<p>To know that, as a result of cities being heavily bombed, children were evacuated to rural locations during the Second World War.</p>		<p>To know that rich and poor Maya children led different lives.</p>
<b>Role of Women</b>	<p>To know about the women's land army in Britain and how Queen Elizabeth was part of this when she was a princess.</p>	<p>To know that, as a result of Rosa Parks standing up for herself when she was discriminated against, thousands of people supported her.</p>	<p>To know some of Maya women's responsibilities: raising children, cooking, weaving textiles, and participating in local markets.</p>



## Year 5

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<b>Invasion</b>	To know that, as a result of the invasion of Poland, Great Britain declared War on Germany.		To know that the Ancient Maya were invaded over two centuries between early 1500's to 1697.
<b>Government</b>	<p>To know that Neville Chamberlain's policy of appeasement did not work, and that Winston Churchill (known for his military leadership) replaced him.</p> <p>To know that Britain followed a rule of democracy and Nazi Germany followed a rule of dictatorship.</p>	To observe the lives of key political activists (Rosa Parks and Martin Luther King Jr) and politicians who have developed democracy.	To know that the Mayans developed a hierarchical government ruled by kings and priests.



## Year 5

Theme	WWII	American Civil Rights, including <b>Rosa Parks</b> and <b>Martin Luther King Jr.</b>	Contrasting British Society with the Mayan Civilisation
<b>Chronology</b>	To create a timeline showing that the Second World War took place between 1939-1945.	To create a timeline showing that the American Civil Rights Movement was most prevalent between 1950s – 1960s.	To create a timeline of the existence of The Ancient Maya.
<b>Compare and Contrast</b>	To compare and contrast rationed food to food in a modern balanced diet.  To compare and contrast women's roles during the Second World War and before/after the war.	To compare and contrast Democracy, Rule of Law, Respect and Tolerance, Individual Liberty during American Civil Rights movement and today.	To compare and contrast life in Ancient Maya times to modern time.
<b>Historical Sources</b>	Explore and handle artefacts from the Second World War.  Use speeches, film, images, accounts, newspaper articles, photographs to explore what life was like during the Second World War.  To know that propaganda posters were used to encourage men to enlist.	Use speeches, film, images, accounts, newspaper articles, photographs to explore American Civil Rights Movement	To observe and investigate Ancient Maya Artefacts for their purposes
<b>Cause and Consequence</b>	To know that, as a result of the Second World War, many cities in affected countries were flattened and needed to be rebuilt.  To know that many were negatively affected by the war, with many losing loved ones and being affected mentally.	To know that, as a result of the American Civil Rights Movement, people, laws were made to prevent against discrimination which are in affect today.	



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Theme	WWII	American Civil Rights, including <b>Rosa Parks</b> and <b>Martin Luther King Jr.</b>	Contrasting British Society with the Mayan Civilisation
Key Vocabulary	<b>Dictatorship</b> <b>Democracy</b> <b>Axis Powers</b> <b>Allied Powers</b> <b>Nazi Party</b> <b>Battle of Britain</b> <b>Air Raids/Blitz</b> <b>Propaganda</b> <b>Evacuation</b> <b>Rationing</b>	<b>Civil Rights</b> <b>Democracy</b> <b>Rule of Law</b> <b>Respect</b> <b>Tolerance</b> <b>Individual Liberty</b> <b>Discrimination</b> <b>Chronology</b> <b>Era/Period</b> <b>Equality</b> <b>Racism</b> <b>Homophobic</b>	<b>Maya</b> <b>Merchant</b> <b>Porter</b> <b>Mesoamerica</b> <b>Architecture</b> <b>Excavate</b> <b>Textiles</b> <b>Maize</b>



## Year 6

Theme	Florence Beaumont	Ancient Egypt	Stone Age, Bronze Age and Iron Age
<b>Society</b>		<p>To know that, generally, people remained within their social class. However, through education some peasants learning trades could move up the social class.</p> <p>To know that Ancient Egyptians believed in an afterlife and that mummification would preserve a persons' spirit.</p>	<p>To know that there are three periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic.</p> <p>To know about how our remote ancestors lived, due to a well-persevered Neolithic Hunter-Gatherer site: Skara Brae.</p>
<b>Legacy</b>	<p>To know that, as a result of Florence Beaumont's work, as part of the Suffrage Movement, women received the right to vote.</p> <p>To know that, as a result of Florence Beaumont's contribution to women's suffrage, she has received significant recognition with a Blue Plaque in Wakefield.</p>	<p>To know that, as a result of skilled workers, the Ancient Egyptian astonishing architecture such as pyramids, tombs and temples still exist today,</p> <p>To know that, as a result of skilled workers, the Ancient Egyptians created fine tools and objects evidenced in remaining artefacts.</p> <p>To know that the Ancient Egyptians had intellectual citizens, who formed a style of scribing that future generations can decipher (hieroglyphs).</p> <p>To know that, as a result of his early death – and final tomb being discovered, following Howard Carter's discovery of the pharaoh Tutankhamun, he widely known as the most famous pharaoh.</p>	<p>To know that the Stone Age civilisation is the earliest known period of human culture.</p> <p>To know, as a result of Stone Age civilisation using stone to develop weapons and tools, humans began to develop tools for specific purposes.</p> <p>To know that Stone Age Civilisations are the first known civilisation to invent artwork and writing, which have been developed ever since.</p>
<b>Role of Women</b>	To know that there were two groups of political activists who protested for women's suffrage: Suffragists/Suffragettes.	<p>To know that, in Ancient Egypt, women had some rights that women in other civilisations did not have, such as the ability to own property.</p> <p>To know that pharaohs were men and women.</p>	



## Year 6

Theme	Florence Beaumont	Ancient Egypt	Stone Age, Bronze Age and Iron Age
Monarchy		To know that the 'Pharaoh' (seen as the King or Queen) had the power over passing all laws and the ruling of the land.	
Government	<p>To know that, as a result of protest and lobbying, changes can be made within government.</p> <p>To know that, as a result of women's suffrage, democracy has evolved positively.</p>	To know that, in Ancient Egyptian times, there was a societal structure: the pharaoh, or king, government officials, nobles/ priests, scribes and soldiers, artisans and merchants and peasants/slaves.	



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<b>Chronology</b>	To know that, following the First World War, during the start of the 20th Century, the many women fought for women's rights during the Suffrage Movement.	To create a timeline of the existence of The Ancient Egyptians.	<p>To know that the Stone Age is the oldest known civilisation.</p> <p>To know the three stages of the Stone Age: Palaeolithic, Mesolithic and Neolithic.</p> <p>To know that the Bronze Age followed the Stone Age and the Iron Age followed the Bronze Age.</p>
<b>Compare and Contrast</b>	Compare and contrast women's rights before the First World War to women's rights today, as a result of the suffrage movement.	To compare and contrast Ancient Egyptian life to modern time.	To compare and contrast similarities and differences between Stone, Bronze and Iron Ages.
<b>Historical Sources</b>	<p>Use images, accounts, photographs to explore and understand the developments of women's suffrage.</p> <p>To observe Florence Beaumont's Blue Plaque (in Wakefield).</p>	To handle, observe and investigate Ancient Egyptian Artefacts for their purposes.	To handle, observe and investigate Stone Age Artefacts for their purposes.
<b>Cause and Consequence</b>	To know that, as a consequence of women's suffrage, women's civil rights have positively improved today.	To know that, due to expertise in determining the annual flooding of the Nile, which supported growing crops, the Ancient Egyptian civilisation lasted for thousands of years.	<p>To know that, as a result of advances made to tools during Stone Age, this supported them to kill animals.</p> <p>To know that, as a result of weapons and tools being made of Bronze, they were much stronger and more durable.</p> <p>To know that, as a result of the Iron Age, tools could now be sharpened rather than recast.</p>





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Key Vocabulary	<b>Democracy</b> <b>Equality</b> <b>Respect</b> <b>Rights and Responsibilities</b> <b>Politics</b> <b>Suffragette / Suffragist</b> <b>Liberty</b> <b>Civil Rights</b>	<b>Tutankhamun</b> <b>Mummification</b> <b>Howard Carter</b> <b>Pharaoh Egyptologist</b> <b>Cartouches</b> <b>Hieroglyphs</b> <b>Pyramids</b> <b>Papyrus</b> <b>Tomb</b> <b>River Nile</b>	<b>Archaeologist</b> <b>Stonehenge</b> <b>Skara Brae</b> <b>Celts/Celtic</b> <b>Palaeolithic/Neolithic/Mesolithic</b> <b>Stone Age</b> <b>Bronze Age</b> <b>Iron Age</b> <b>Settlement</b> <b>Artefacts</b> <b>Hillfort</b>