Kingsdown and Ringwould History Long Term Plan

	Autumn Term	Spring Term	Summer Term
Year R	Understanding the world	Understanding the world	Understanding the world
Year 1	Transport *How has transport changed?*	Then and now *What has changed over the last 100 years?*	Castles *Why are castles important buildings?*
Year 2	The Great Fire of London *What did we learn from the Great Fire of London?*	Intrepid Explorers *Who was the greatest explorer of all time?*	Mary Anning *Who was Mary Anning and what did she do?*
Year 3	Stone Age to Iron Age *When was it was better to live: The Stone Age, The Bronze Age or the Iron Age?*	Romans *What was it like to be a Roman soldier?*	Anglo Saxons *How did the Anglo Saxons influence Britain?*
Year 4	Crime and Punishment *How has crime and punishment changed through the ages?*	Vikings *What was life like for a Viking warrior?*	Ancient Egyptians *What is the legacy of the Ancient Egyptians?*
Year 5	Ancient Greeks *What did the Ancient Greeks ever do for us?*	Titanic *How can historical sources help us learn about the Titanic and life in 1912?*	World War 2 *How did WW2 change the lives of Britons?*
Year 6	Ancient Maya What were the achievements of the Maya civilisation?	Victorians *What was Victorian childhood like, and how did it differ for children who lived in our local area?*	Tudors Who were the Tudors, and what was their most important legacy?

Term 1 and 2: Understanding the World - Past and present – People, Culture and Communities, The Natural World

Hook session/cross curricular learning	**Key texts to support and extend, learning, vocabulary and understanding:**
Hooks - Secret tour of our new school and Harvest festival celebration. **Communication language and Literacy** – Talking about their family, new school and their favourite part of the school/classroom – link to technology taking photos for their LJ. Talking about how they have changed, using baby pictures sent in from parents. **Technology** – Taking picture of their favourite place in school and explaining why it is their favourite. Sharing photos of their special places outside of school – share on DB primary. **Expressive Arts and Design** – We are going on a Tiger hunt – exploring different places in outside area to find Tufty the Tiger – creating a map. Creating self-portraits and family pictures. **Outdoor learning –** exploring the outdoor areas around the school. Autumn walk - leaf art.	Percy and the Park Keeper series (links to British animals and weather) Oliver's Vegetables (links to healthy eating, harvest festivals where food comes from) Oliver's Fruit Salad (links to healthy eating, harvest festivals where food comes from) Same but Different too Colour Monster goes to School Me and My Family

Comment on images of the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	**Talk about members of their immediate family and community.** **Understand that some places are special to members of their community.** Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. **Explore the natural world around them.** **Describe what they see, hear, and feel whilst outside.** Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.
Me, my family and My school **Vocabulary:** Past, present, future, changes, compare, different, same, then, now, timeline. **I know** how I have changed since I was born. **I know** I will continue to grow and change. **I can** make a simple timeline. **Remembrance Day** – Learning about the past and why Poppies are a special flower at remembrance. **Christmas** – Past and present – comparing pictures of Christmas. **Challenge question: Can you name 3 ways that you have changed since you were a baby?**	**Me, my family and my new school** **Key vocabulary:** School office, corridor, classroom, hall, bark area, field, allotment pond area, rules, assembly, family, similar, different, parents, friends, community, church, other groups such as Rainbows/sports clubs. Address, house, flat, bungalow, post box, church, Deal, Kingsdown, journey, map. **I know** the names of different places in my school, and I can find some of them. **I know** that I am part of different communities. **I know** that families are all different. **I can** talk about my family and new school community. Festivals and Celebrations this term – Diwali, Bonfire night, Christmas **Challenge question: Can you locate different places in your school (hall/ office/quiet garden) and talk about what/who you will find there?**	**Theme - Seasons (ongoing throughout the year) – Autumn/Winter focus** **Key vocabulary:** Trees, leaves, conker, acorn, pinecone, pumpkin, apple, pear, nuts, crunchy, falling, colours (such as red, orange, yellow, brown), wind, rain, cold, jumper, coat, harvest, crops, hedgehog, squirrel. Hibernate, store, rustling, swirling, tumbling, describe the shade of different colours (dark, light, bright, deep), season, cool breeze, lower temperature, special events (such as Diwali, Halloween, Bonfire Night). 5 Senses – sight, hearing, taste, touch, smell. **I know** there are 4 seasons, Spring, Summer, Autumn and Winter **I know** how to spot the signs of Autumn and Winter **I know** why we celebrate harvest festival – links to where food comes from (food chosen by the children) **I can** understand and talk about seasonal changes that occur in Autumn and Winter. **Challenge question: Can you explain the differences between Autumn and Winter?**

Term 3 and 4: Understanding the World - Past and present – People, Culture and Communities, The Natural World

Hook session/cross curricular learning

Hook – We find a box in class – it has a story with puppets and some pictures from another country. We need to investigate! (China)
Communication and Language – We can talk about Chinese New Year and use some new vocabulary.
Technology – Explore google maps –find places in the local area that are special to the TT's – what other places have they travelled to?
PSED – Caring for our world – local area classroom – keeping our school clean – litter pickers? Weekend Beach clean?
Literacy – We can retell the story of Chinese New Year.
Expressive Arts and Design – Listening to Chinese music and recreating with our musical instruments. Making decorations, lanterns, and dragon dancing.
Understanding the World – Looking at pictures of Deal in the past – compare with pictures of Deal now. Inviting parents/grandparents who used to attend Kingsdown and Ringwould in to tell us about their experiences.
Trip to Kingsdown wood

Key texts to support and extend, learning, vocabulary and understanding:

What do people do all day?
The Great Race
Big and Busy: Where things come from.
George Saves the World by Lunchtime by Jo Readman
Wonderful Earth – Nick Butterworth and Mick Inkpen
The Trouble with Dragons by Debi Gliori
The Great Explorer by Chris Judge
Poles Apart by Jeanne Willis and Jarvis

Comment on images of the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.
How has my local area changed over time. **Vocabulary:** Past, present, future, changes, compare, different, same, then, now, timeline. **I know** that my school has changed over the years. **I know** that my town has changed **I can** compare pictures of my local area and talk about the similarities and differences. **Life cycles** – growth and change **1st Visit to the woods** – take pictures – to compare with later in the year. **Challenge question: Can you draw/describe the lifecycle of (a frog/butterfly/human)?**	**Chinese New Year** **Vocabulary** – Investigate, China, Chinese, country, Zodiac, Emperor, chop sticks, lucky, red, gold, celebration, festival, fireworks, tradition, good luck, spring rolls, lanterns, language. **I know** how people in China celebrate new year. **I know** China is a country and can find it on a globe/map with support. **I know** Chinese people speak in a different language. **I can** talk about some key similarities and differences between Uk and China. (Celebrations- stories – language – clothes) **Challenge question: Can you talk about the similarities and differences between the celebrations we have learnt about this term?**	**Wonderful Earth** **Caring for Our World** **Vocabulary:** Eco friendly, litter, recycle, reuse, wasting, energy, climate, melting, pollution, paper, plastic, glass, metal, compost, rivers, plants, animals. **I know** that we need to look after our world. **I know** some things that we can do to look after our world. **I know** how to recycle/reuse and save water/energy. **I can** talk about how I can care for my local area. **Season focus - Winter to Spring** **Challenge question: What can you do to help look after our world?**

Term 5 and 6 : Understanding the World - Past and present – People, Culture and Communities, The Natural World		
Hook session/cross curricular learning **Hook** – We find a bag full of explorer's things, map, binoculars, etc Book about Ernest Shackleton. Google maps to explore some of the places he travelled to. **Expressive Arts and Design** – Creating maps using a variety of media. **Literacy** – Book exploring different environments – fiction and non-fiction. **Outdoor learning** – visiting the woods and the beach to compare. **Expressive Arts and Design** – Technology - Listening to music from around the World – recreating with instruments. Creating our own music and recording it. **PSED** – exploring the feelings of the characters – growth mind-set – determination Ernest Shackleton.		**Key texts to support and extend, learning, vocabulary and understanding:** Little People Big Ideas – Ernest Shackleton Rhino's Great Big Itch Natalie Chivers The Ugly Five/ The Snail and the Whale – Julia Donaldson Martha Maps it Out by Leigh Hodgkinson 3 Go to London – M&S books Lost and Found – Oliver Jeffers Around the World with Mac and Lemon – Twinkl book
Comment on images of the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.
Key Vocabulary: Past, present, future, changes, compare, different, same, then, now, timeline. **I know** that there are different ways of travelling **I know** that the ways people travel have changed **I can** compare transport past and present (cars/planes/trains/buses etc) **Challenge question: How did people travel the world in the past?**	**Around the World – fiction and non-fiction books** **Key vocabulary:** Compare, similar, same, different, climate, hot, cold. **I know** that about life in different countries from stories and photographs. **I know** about my local environment. **I know** how to compare different environments. **I can** talk about the world around me and make simple comparisons between different environments. **Challenge question: Tell me about a country you have visited – how is it the same/different to the UK?**	**We are Explorers – Exploring maps** **Key vocabulary:** Explorer, journey, travel, expedition, country, continent, oceans, binoculars, Earth, countries, land, ocean, rivers, lakes, bridges, beach, mountains, field, forest, climate. **I know** about some geographical features of UK – lands, oceans, climate, wildlife **I know** the names of some countries/continents. **I know** that a map is a drawing that helps us to understand a place (the world, our town, zoos, museums etc). **I know** that Ernest Shackleton was a famous explorer. **I can** read a map and create my own. **Season Focus – Spring – Summer** **Challenge question: Can you draw a map of a place you have visited – what features do you need to add?**

Year 1 Term 2: Transport
How has transport changed?

Links to previous learning
Understanding the world: People and communities Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families. Understanding the world: The world Children know about similarities and differences in relation to objects. They talk about the features of their own immediate environment and how environments might vary from one another.

Hook session/cross curricular learning
Transport play station
Visit to Dover Transport Museum
DT- Vehicles made in DT
English– steam train card postcard
DT- investigate how vehicles move

Lesson 1 What was old transport like?

TRANSPORT TRIP

Key vocabulary: transport, fire engine, past, present, size, light, siren, hose, wheels

I know how 5 different forms of transport look different from the 'past' to the 'present'.
I can use artefacts to observe changes over time.

Challenge question: Which form of transport, in the Dover transport museum, do you think looks most different to the ones we currently have now and why?

Lesson 2 - How have bikes changed?

Key vocabulary: past, present, The Dandy Charger, The Velocipede, Penny-Farthing, James Starley Safety bicycle, Racing bike, Mountain bike

I know two similarities and differences between the Penny-Farthing and modern bicycles.
I know why bicycles have changed over time.
I can use pictures and videos to find out about the past.
I can write and draw about things from the past.

Challenge question: Can you state the similarities between bikes from the past and present?

Lesson 3 – How have cars changed?

Key vocabulary: transport, cars, over one hundred years ago, present, wheels, doors, steering, lights

I know two similarities and difference between cars from past and present day.
I know the date the first car was made.

I can use pictures and online sources to find out about the past.

Challenge question: What parts of the modern-day car make it safer than cars from the past?

Lesson 4 –When was the first aeroplane created?

Key vocabulary: transport, Wright brothers, aeroplane, 1903 Wright flyer

I know who the Wright brothers are.
I know what the first aeroplane looked like.
I know the date the first aeroplane was created.
I can use drama/role play to communicate my knowledge about the past.
I can recount episodes from stories about the past.

Challenge question: Can you tell me four facts about the Wright flyer?

Lesson 5 – How has flight transport changed?

Key vocabulary: transport, aeroplane, hot air balloon, helicopter, space

I know the names of flight transport.
I know the order of flight history events.
I can sequence events.
I can use pictures to find out about the past.

Challenge question: Can you say the names of the flight transport (in order from past to present) without the flight cards?

Lesson 6 – How would it feel to be on a steam train for the first time?

Key vocabulary: steam train, modern train, George Stephenson, Manchester, Liverpool

I know the difference between steam trains and modern trains
I know who George Stephenson is.
I know why people in the past acted the way they did.
I can ask questions and fine answers to questions about the past.

Challenge question: Why was George's invention important?

Year 1 Term 3: Then and Now
What has changed in the last 100 years?

Links to previous learning:
Understanding the world: People and communities
Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families. Understanding the world: The world - Children know about similarities and differences in relation to objects.
They talk about the features of their own immediate environment and how environments might vary from one another.

Hook session/cross curricular learning
History play station
A visit from members of our school community or the residents of Glendale Lodge to talk about their lives as children and what has changed since they were children
Letter writing – writing to someone at home why they prefer school 'now' rather than 'then'.
Play with and sort old toys, play in our old toy shop and look at a variety of old books.
View photos of our old school.

Lesson 1 – How has school changed in the last 100 years?
Key vocabulary: School, then, now, dip pens, ink wells, board, boys, girls, class
I know similarities and differences between schools then and now**.**
I can show an understanding of historical terms, such as government.
I can talk about things from the past.
I can use historical vocabulary to retell simple stories about the past.
I can use drama/role play to communicate their knowledge about the past.
I **can** and recount episodes from stories about the past.
I can identify differences between ways of life at different times within living memory (100 years).
Challenge question: What is the most important change that you think needed to be made, in schools, 100 years ago?

Lesson 2 – How have books changed?
Key vocabulary: books, old, new, date, look, feel, materials, colour, written
I know four features that help me recognise if books are from older or more recent eras.
I can use artefacts and pictures to find out about the past
I can ask questions such as how long ago? I can learn about changes in living memory.
Challenge question: Can you tell me how you know this book is old?

Lesson 3- What do old toys look like?
Key vocabulary: toys, spinning top, teddy bear, marbles, kaleidoscope, old, wood, metal I know the names of six old toys
I know the materials that six old toys that are made from
I can identify differences between ways of life at different times within living memory.
I can use artefacts to find out about the past.
I can ask questions such as How long ago?
I can learn about changes in living memory.
Challenge question: Can you tell me the name of these old toys?

Lesson 4 – How have toys changed?
Key vocabulary: toys old new date look feel materials colour variety
I know how to sort old and new toys.
I know the range of toys that can be bought now has increased.
I can identify differences between ways of life at different times within living memory.
I can use artefacts and pictures to find out about the past.
I can ask questions such as How long ago?
I can learn about changes in living memory.
I can sequence 3 of 4 artefacts from distinctly different periods of time.
Challenge question: Can you tell me the differences between the materials that are used in the past and present?

Lesson 5 – How do adults talk about the past?
Key vocabulary: What, how, compare, reliable, food, toys, books, school
I know how to ask questions to adults to find out answers to questions about the past.
I know how to compare answers given when talking about the past.
I can recount changed that have occurred in my live.
I can identify differences between ways of life at different times within living memory.
I can investigate and interpret the past by: comparing adults talking about the past- how reliable are their memories?
I can observe and handle evidence to ask questions and find answers to questions about the past.
I can use stories to find out about the past.
I can ask questions what was it like for people? What happened? How long ago?
Challenge question: Did the adults you spoke to give you different answers to each other? What did they say?

Lesson 6 - What has changed in the last 100 years?
Key vocabulary: School, then, now, dip pens, ink wells, board, class, books, old, new, date, look, feel, materials, colour, written, toys, compare, reliable
I know a range of similarities and differences between schools, books, toys and our environment over the last 100 years.
I can and recount episodes from stories about the past.
I can identify differences between ways of life at different times within living memory (100 years).
Challenge question: Based on what we have learnt this term, is there any other changes that you think should be made now? Why is this change important?

Year 1 Term 4: Castles
Why are castles important buildings?

Links to previous learning:
Understanding the world: People and communities
Children talk about past and present events in their own lives. Children explain why some things occur and talk about changes.
Understanding the world: The world
Children know about similarities and differences in relation to objects and places.
They talk about the features of their own immediate environment and how environments might vary from one another.

Hook session/cross curricular learning
Educational visit to Walmer castle
DT – make a castle
DT – investigate how castle walls are made
Art – draw castles

Lesson 1 – What are the features of a castle?

Key vocabulary: castle, moat, walls, portcullis, keep

I know four parts of the castle.
I know the benefits of having the four parts of the castle.
I can show an understanding of historical terms.
I can talk, write and draw about things from the past.

Challenge question: Do moats have to be filled with water?

Lesson 2 – What are the features of a castle?

Key vocabulary: castle, tower, turrets, drawbridge, battlements, arrow slits

I know four parts of the castle.
I know the benefits of having the four parts of the castle.
I can show an understanding of historical terms.
I can talk, write and draw about things from the past.

Challenge question: Can you explain how drawbridges work?

Lesson 3 – Who lives and works in a castle?

Key vocabulary: medieval, monarch, king, queen, lord, knight, soldier, priest, cook, servant, jester

I know who lives and works in a castle.
I know the jobs of the people have who live in a castle.
I can show an understanding of historical terms.
I can talk and write and draw about things from the past.
I can use historical vocabulary to retell simple stories about the past.
I can use drama/role play to communicate their knowledge about the past.
Challenge question: Why did lords have a lot of responsibility?

Lesson 4 – Do all castles look the same?

Key vocabulary: King Henry VIII, monarch, drawbridge, moat, walls, portcullis, keep, tower, Dover, Walmer

I know six features a castle may have.
I know that castles can look different to each other.
I can show an understanding of historical terms.
I can talk, write and draw about things from the past.
I can use historical vocabulary to retell simple stories about the past.

Challenge: Can you explain why Walmer castle a concentric stone castle?

Lesson 5 – Why is Walmer Castle an important building and who built it?

Key vocabulary: King Henry the VIII, King, monarch, towers, drawbridge, moat, walls, portcullis, keep, medieval times, artefacts

I know who built Walmer Castle.
I know why Walmer Castle is an important building in history.
I know where the parts of a castle are located in Walmer Castle.
I can talk about things from the past.
I can show an understanding of historic terms.
I can use historical vocabulary to retell simple stores about the past.
I can use artefacts and pictures to find out about the past.

Challenge: Can you locate all the parts of the castle? How do you know where to find them?

Lesson 6 – Why are Castles important buildings?

Key vocabulary: castles, building, protect, Deal, Walmer, moat, walls, battlement, drawbridge, building, King Henry VIII

I know why castles is an important building in history.
This includes: features of castles, the purposes of castles and who could work in a castle.
I know why Walmer Castle is an important building in history.
I can talk about things from the past.
I can show an understanding of historic terms.
I can use historical vocabulary to retell simple stores about the past.

Challenge: What do you think is the most important part of the castle? Why do you think this?

Year 2 Term 1: The Great Fire of London What have we learnt from The Great Fire of London?		
Links to previous learning: Year 1: concept of past and present (then and now), use of artefacts	**Hook session/cross curricular learning** Pictures to link together. Alternative – make Tudor houses and either burn or simulate with fake flames the burning of the houses.	
Lesson 1 – How did the great Fire of London start? **Key vocabulary:** sequence, chronological order, Pudding Lane, St Paul's Cathedral, fire, water, spread, wind, close together **I know** that the fire started in a bakery in Pudding Lane. **I know** that the fire spread quickly. **I know** that the fire lasted from Sunday to Thursday. **I can** place events in order on a time line. **Challenge question: How do you think people living now know the information we have learnt about?**	**Lesson 2 – What artefacts help us to learn about the Great Fire of London?** **Key vocabulary:** sequence, events, artefacts, pump, fire brigade, sources, picture, buckets **I know** what the 'fire pumps' looked like in 1666. **I know** what fire hooks were used for. **I know** that artefacts tell us information about the past and can see how they are similar. **I can** use and compare artefacts, pictures, stories, online sources and databases to find out about the past. **Challenge question: Who do you think would have used a water pump and a fire hook? Why?**	**Lesson 3 – Why did the great fire spread so quickly?** **Key vocabulary:** monument, causes, effect brick, wood, distance, water, River Thames **I know** that the fire spread because of the wind. **I know** that houses were made of wood which caught fire easily. **I know** that they were unable to spray the house with enough water to stop the fire, so they pulled houses down. **I can** describe historical events. **Challenge question: What do you consider was the most important cause of the fire spreading?**
Lesson 4 – What was the impact of the Great Fire of London? **Key vocabulary:** monument, causes, consequences, brick, wood, distance, water, River Thames **I know** that the houses being wood and close together helped the fire spread. **I know** that after the 'Great Fire' houses were built further apart and out of brick. **I know** that a monument was built to remember the 'Great Fire'. **I can** recognise why people did things, why events happened and what happened as a result. **Challenge question: Which picture is the odd one out? Why?**	**Lesson 5 – What sources can we use to tell us about the past?** **Key vocabulary:** sources, documents, paintings, artefacts, diaries, journals, newspaper reports, useful, compare, eyewitness **I know** that historical sources can tell us about the past. **I know** that different sources have different levels of 'usefulness.' **I know** that sometimes sources may have a difference of opinion. **I can** discuss reliability of photos/ accounts/stories. **Challenge question: Explain why your 'top' source was selected as the most important.**	**Lesson 6 – What changes occurred after the Great Fire of London?** **Key vocabulary:** summary, learning, consequences, knowledge **I know** that more houses were built near the River Thames after the fire. **I know** that fire marks and insurance came about after the fire. **I know** the materials use to build houses were changed. **I can** identify differences between ways of life at different times. **Challenge question: What is London like now? Do you think it would burn as easily? Why?**

Year 2 Term 3: Explorers
Who was the greatest explorer?

Links to previous learning:	**Hook session/cross curricular learning**
Year 1: concept of past and present (then and now), use of artefacts	Class debate – Who was the best explorer? Lead children to be dressed as Armstrong or Columbus.

Lesson 1 – Who was Christopher Columbus? **Key vocabulary:** explorer, voyage, knowledge, resources **I know** that Christopher Columbus was an explorer**.** **I know** that Columbus didn't have the access or knowledge to what explorers do today. **I know** that Christopher Columbus was exploring the world before the Gun Great Fire of London. **I know** travel, maps, clothes and toys were different in the past. **I can** use artefacts, pictures, stories, online sources and databases to find out about the past. **DURING COLUMBUS SESSIONS THE FACT HE CAN NOW BE VIEWED NEGATIVELY DUE TO HIS INVOLVEMENT WITH THE SLAVE TRADE SHOULD BE DISCUSSED.** **Challenge question: List the transport available in 1450 and today. What do you notice?**	**Lesson 2 – Where did he explore? What was life at sea like?** **Key vocabulary:** Indians, Asia, west, east, Europe, boat, food, weather, sail, conditions, landed, continent, San Salvador (Bahamas) **I know** Columbus wanted to find India by travelling west from Europe instead of East. **I know** that Columbus 'landed' in what we now know as America. **I know** why life at sea was hard. **I can** ask questions such as: What was it like for people? What happened? How long ago? **Challenge question: Would you have liked to have been on Columbus' ship? Why?**	**Lesson 3 – What did Christopher Columbus discover?** **Key vocabulary:** explorers, discovery, turkey, pineapple, tobacco, potatoes, existence, map work, knowledge, answer, trade **I know** that Columbus brought back turkey, pineapple, tobacco, potatoes to Europe**.** **I know** that Columbus discovered 'America' and brought his knowledge back to Europe. **I know** Columbus went back three more times to explore and was followed by other explorers. **I can** describe historical events and describe significant people from the past. **Challenge question: What discoveries in the world do you think have made the most difference?**
Lesson 4 – Who was Neil Armstrong and why is he significant? **Key vocabulary:** explorers, moon, space, race, America, Russia, competition, lifestyles **I know** that Neil Armstrong was a more modern explorer who explored space and landed on the moon. **I know** that America and Russia were part of a space race. **I know** what life was like when Neil Armstrong was exploring. **I can** use artefacts, pictures, stories, online sources and databases to find out about the past. **Challenge question: National Geographic Comic source – What else can you find out about Armstrong?**	**Lesson 5 or 6– Who was Neil Armstrong and why is he significant?** **Key vocabulary:** Armstrong, Collins, Aldrin, team, Apollo 11, moon, landing **I know** Armstrong was the first man on the moon with Michael Collins and Buzz Aldrin. **I know** this was on/in the Apollo 11. **I know** that lots of the items we have today was because of the technology produced for space. **I can** describe historical events and describe significant people from the past. **Challenge question: Would you want to travel to space? Explain your reasoning.**	**Lesson 5 or 6 – Who was the greatest explorer?** **Key vocabulary:** Columbus, Armstrong, explorers, famous, soil samples, discovered, remembered **I know** that both Columbus and Armstrong were great explorers of their times**.** **I know** that Columbus found new land (although natives were there). **I know** Armstrong landed on the moon and made discoveries. **I can** describe significant people from the past. **Challenge question: Debate with a partner. Who achieved the most at the time they were living?**

Year 2 Term 5: Mary Anning
Key question – Why should Mary Anning be celebrated?

Links to previous learning:	**Hook session/cross curricular learning**
Year 1: concept of past and present (then and now), use of artefacts, ideas of social class (rich and poor)	Round robin of activities (match fossils, create fossils, palaeontology dig)

Lesson 1 – What is a palaeontologist?	**Lesson 2 – Who was Mary Anning?**	**Lesson 3 – What challenges did Mary Anning have to overcome?**
Key vocabulary: fossils, discovery, palaeontologist, hammer, chisel, tools, pioneer, scientist, artefacts **I know** the meaning of palaeontologist. **I know** that fossils are important discoveries. **I know** that Mary Anning discovered significant fossils. **I can** use and compare artefacts, pictures, stories, online sources and databases to find out about the past. **Challenge question: How long do you think something should be buried before it becomes/is considered a fossil?**	**Key vocabulary:** fossils, discovery, palaeontologist, chronology, location, scientist **I know** Mary Anning found the fossils around 200 years ago. **I know** that during Mary Anning's lifetime poor people did not go to school. **I know** she discovered the fossils at Lyme Regis. **I can** describe significant people from the past. (I can place events in order on a timeline). **Challenge question: What source was the most useful and why?**	**Key vocabulary:** fossils, discovery, palaeontologist, credit, poor, equal **I know** that Mary Anning did not receive credit for her discoveries. **I know** that being poor meant that life was difficult for Mary Anning. **I know** that women were not treated equally. **I can** identify some of the different ways the past has been represented. (Discuss reliability of accounts). **Challenge question: Who was more successful at the time; Mary Anning or William Buckland. Why?**
Lesson 4 - What were the main events of Mary Anning's life? **Key vocabulary:** fossils, discovery, palaeontologist, poor, museum **I know** that Mary Anning's family had very little money. **I know** that Mary Anning taught herself to read and to study fossils. **I know** that Mary Anning's discoveries were displayed in museums. **I can** use drama/role play to communicate my knowledge about the past. (I can use dates where appropriate). **Challenge question: Debate - What do you think was the biggest difficulty in Mary's life?**	**Lesson 5 – What is the legacy of Mary Anning?** **Key vocabulary:** fossils, discovery, palaeontologist, famous, credit, influence, legacy, pioneer **I know** that Mary Anning's skill was not acknowledged during her lifetime. **I know** that Mary Anning is one of the most influential women scientists in British history. **I know** about the recent 'Mary Anning Rocks' campaign. **I can** explain why people did things, why events happened and what happened as a result. **Challenge question: What other legacies have been left in the world?**	**Lesson 6 – Why should we remember Mary Anning?** **Key vocabulary:** fossils, discovery, palaeontologist, legacy, famous, pioneer **I know** that Mary Anning's discoveries were important. **I know** that Mary Anning's finds are still celebrated today. **I know** that being poor and a woman meant that Mary Anning did not receive official recognition. **I can** talk, write and draw about things from the past. **Challenge question: National Geographic call Mary Anning an 'unsung' hero. Do you agree? Why?**

Year 3 Term 1: Stone Age to Iron Age
When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

Links to previous learning:
EYFS – Then and now
Y1 – Past and present, use of artefacts
Y2 – Past and present (time order of events), use of artefacts, ideas of settlers and settlements

Hook session/cross curricular learning
Soap knapping to create spearheads, cave painting and searching for resources.

Lesson 1 – What was life like in Britain during the Stone Age?

Key vocabulary: Prehistory, prehistoric, Stone Age, archaeologists, hunter-gatherers

I know when the Stone Age began.
I know they were hunter-gatherers.
I can place the time studied on a timeline. Find out about everyday lives of people in time studied.

Challenge question: There is no written historical evidence of the Stone Age. How do archaeologists know how people in the Stone Age lived? What do you think might be the problem with having no written evidence?

Lesson 2 – What does Skara Brae teach us about the Stone Age?

Key vocabulary: flint, settlement, nomad, Timeline, prehistory, early (Palaeolithic), middle (Mesolithic), late (Neolithic), Skara Brae

I know they would have only had access to natural resources.
I know flint was carved to make tools.
I know they lived in settlements.
I know they were nomads.
I can use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Find out about everyday lives of people in time studied.

Challenge question: Look at this source from Skara Brae. Complete the challenge questions to see what you can find out from it using your knowledge from this lesson too.

Lesson 3 – How did life change in the Bronze Age?

Key vocabulary: bronze, tin, copper, farming, smelting

I know when the bronze age started.
I know bronze was made with tin and copper.
I know bronze could be re-used.
I know people began farming.
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Find out about everyday lives of people in time studied. Describe and compare the social, ethnic, cultural or religious diversity of past society.

Challenge question: Read the information about a Bronze Age village discovered by archaeologists. What does it tell historians about technology in the Bronze Age? How had life changed?

Lesson 4 – What was life like in Britain during the Iron Age?
Key vocabulary: iron, smelting, community, hillfort, druids, tribes

I know when the iron age began
I know how the iron age ended
I know that iron was more easily found and re-used.
I know communities lived in hillforts**.**
I know druids were the holy men of the time.
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Find out about everyday lives of people in time studied. Describe and compare the social, ethnic, cultural or religious diversity of past society.

Challenge question: Which of these sources is the odd one out? Explain why using your knowledge of all three periods.

Lesson 5 – How did houses change through the ages?

Key vocabulary: bronze age, stone age, iron age, roundhouse, shelter, dwellings, wattle and daub, thatched, hearth

I know that stone age houses were built into hillsides using stone.
I know bronze age houses were built in valleys.
I know people in the bronze and iron ages had multiple dwellings.
I know shelters had a hearth for heating and cooking.
I know that iron age communities live in hillforts.
I can find out about everyday lives of people in time studied.

Challenge question: Imagine you are spending a night in an Iron Age home. What do you think it would be like? What would you see inside? What is your daily routine?

Lesson 6 – Do you think it was better to live in the Stone Age, Bronze Age or Iron Age?
Key vocabulary: Prehistory, prehistoric, Stone Age, archaeologists, hunter-gatherers, flint, settlement, nomad, Timeline, prehistory, early (Palaeolithic), middle (Mesolithic), late (Neolithic), bronze age, stone age, iron age, roundhouse, shelter, dwellings, wattle and daub, thatched, hearth, bronze, tin, copper, farming, smelting, iron, smelting, community, hillfort, druids, tribes

I know - recap knowledge from lessons 1-5
I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.

Challenge question: What is similar about all three periods? What is different about each one?

Year 3 Term 3: Romans
What did the Romans do for us?

Links to previous learning:
EYFS – Then and now
Y1 – Past and present, use of artefacts
Y2 – Past and present (time order of events), use of artefacts, ideas of settlers and settlements
Year 3 term 1 – Chronology – following on from the Iron age and how it ended.

Hook session/cross curricular learning
Study of mosaics in art.
Roman newspaper report writing in English.

Lesson 1 – When and why did the Romans invade Britain?

Key vocabulary: Stone Age, Bronze Age, Iron Age, Roman empire, emperor, Caesar, AD43, Emperor Claudius

I know the Romans invaded Britain in 43AD.
I know the Romans invaded to use the natural resources.
I know that the Romans landed in Kent.
I can identify reasons for and results of people's actions.
I can understand why people may have wanted to do something.

Challenge question: Imagine you are living in Britain in 43AD when the Romans invade. Are you pleased they have arrived? Why? How do you think life might change?

Lesson 2 – Why did the Roman build roads?

Key vocabulary: straight, links, trading, Fosse Way, rubbles, stones, sand, gravel, paving stones

I know why the Romans built new roads.
I know the names of some of the roads that were built.
I know how they were built.
I can identify reasons for and results of people's actions.
I can understand why people may have wanted to do something.

Challenge question: Some historians argue that Roman roads transformed Britain. Do you think this is true? Why?

Lesson 3 – Where and how did the Roman's live?

Key vocabulary: villa, central heating, mosaic, wooden huts, insulae, domus, marble

I know there was a rich/poor divide.
I know the types of house poor Romans would have lived in.
I know the types of houses rich Romans would have lived in
I know what the houses were made from.
I can find out about everyday lives of people in time studied.

Challenge question: Read the information on a Roman villa discovered in a garden. What artefacts were found inside? Which one do you think is the most important? Why?

Lesson 4 – Why were Roman baths so important and why did the Roman's visit them?

Key vocabulary: furnaces, hypocaust system, aqueduct, tepidarium, caldarium, frigidarium, baths

I know where some Roman baths are.
I know how the water was heated.
I know that there were different rooms for different purposes.
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Find out about everyday lives of people in time studied.

Challenge question: Look carefully at this source discovered from a Roman bath (Minverva's head). Analyse this source using the diagram and your knowledge to help you.

Lesson 5 – Why were Aqueducts important?

Key vocabulary: aqueduct, sanitation, sewers

I know how the Romans supplies their cities and towns with water.
I know how they kept their towns clean.
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Find out about everyday lives of people in time studied.

Challenge question: Roman aqueducts brought water to cities. How do you think this change transformed lives in Britain?

Lesson 6 – What did the Roman's do for us?

Key vocabulary: Roman empire, emperor, Caesar, AD43, Claudius, straight, links, trading, Fosse Way, rubbles, stones, sand, gravel, paving stones, villa, central heating, mosaic, wooden huts, insulae, domus, marble, furnaces, hypocaust system, aqueduct, tepidarium, caldarium, frigidarium, aqueduct

I know - revise knowledge from week 1-5
I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. Present, communicate and organise ideas about the past using models, drama roleplay and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Challenge question: Rank the Roman inventions we have explored this term using the diamond 9 diagram.

Year 3 Term 5: Anglo-Saxons
How did the Anglo-Saxons influence Britain?

Links to previous learning:
EYFS – Then and now
Y1 – Past and present, use of artefacts
Y2 – Past and present (time order of events), use of artefacts, ideas of settlers (Explorers), kings and rulers
Year 3 term 1 & 2 – Chronology – following on from the Romans in Britain

Hook session/cross curricular learning
Anglo-Saxon fact file writing in English

Lesson 1 – Who were the Anglo-Saxons and Scots?

Key vocabulary: Angles, Saxons, Jutes, Denmark, Germany, Netherlands

I know that the Anglo-Saxons were made up of three tribes.
I know when they invaded Britain.
I know some reasons why they may have come to Britain.
I can place the time studied on a timeline.
I can identify reasons for and results of people's actions.

Challenge question: Read the comic showing the Anglo-Saxons arrival in Britain. Can you spot three changes the Anglo-Saxons made to Britain when they arrived?

Lesson 2 – How did the Anglo- Saxons and Scots influence Britain?

Key vocabulary: Northumbria, East Anglia, Essex, Sussex, Wessex, Kent, Mercia

I know that many place names in Britain come from Anglo-Saxon words and have lasted for a long time.
I know what some place names mean.
I know Britain was divided into different kingdoms.
I can look at the evidence available and be aware that different sources may present different versions of a story.
I can understand how the past shapes the present.

Challenge question: Imagine you are an Anglo-Saxon invader who has just settled in Britain. Can you make up a name for your own village or town? What is the definition of your name?

Lesson 3 – How did the Anglo Saxons live?

Key vocabulary: village, family houses, chief, blacksmith, woodworker, jeweller

I know the differences between how the Romans lived and how the Anglo-Saxons lived.
I know the Anglo-Saxons typically created new homes and settlements.
I know some of the jobs that would have been done.
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Challenge question: Can you design your own Anglo-Saxon village including the features we have learnt about today?

Lesson 4 – What can we learn about the Anglo-Saxons from artefacts?

Key vocabulary: artefact, brooch, helmet, stained glass, The York Helmet, coin

I know that artefacts can help us learn about what life was like in Anglo-Saxon Britain.
I know what some artefacts were used for.
I know the history behind some artefacts.
I can observe small details of artefacts and pictures and ask questions.

Challenge question: Look at these two sources. One is Anglo-Saxon, one is Roman. Which is which? How do you know? What does this tell you about trade during Anglo-Saxon times?

Lesson 5 – What did the Anglo- Saxons believe?

Key vocabulary: paganism, shrine, beliefs, superstitions, sacrifice, Modraniht, Eostremonath

I know the religious beliefs and practises of early Anglo-Saxons in Britain.
I know they worshipped many gods.
I know that Anglo-Saxon beliefs in different gods affected how people lived their everyday lives.
I can understand why people may have wanted to do something.

Challenge question: How might believing in these gods have changed the way Anglo-Saxons lived their everyday lives?

Lesson 6 – How and when did the invaders become Christian?

Key vocabulary: Christianity, Saint Augustine, King Ethelbert, traditions, king, pope, mission

I know many Anglo-Saxons later converted to Christianity.
I know Christianity often helped bring people together under the same beliefs and rules
I know that this change impacted the everyday lives of people living in Britain.
I can recognise elements of continuity and change during this period and compare the religious diversity of past society.

Challenge question: Imagine you are in living in Britain when the Anglo-Saxons introduce Christian beliefs. How do you feel? How might this change your daily life?

Year 4 Term 1: Crime and Punishment
How has crime and punishment changed over time?

TT – Then and now
Y1 – Past and present, use of artefacts
Y2 – Past and present (time order of events), use of artefacts, ideas of settlers (Explorers), kings and rulers
Year 3 – Chronology, BC/AD, use of artefacts, trade, monarchs/monarchy, different religious beliefs

Hook session/cross curricular learning
Police visit

Lesson 1 – What was crime and punishment like in Roman times?

Key vocabulary: judge, jury, court, twelve tables, law, slave, noble, gladiator, exile, legacy

I know legacy the Romans have left on our current justice system.
I know how Romans dealt with crimes, and the punishments issued as a result.
I can place events from period studied on time line.

Challenge question: What is the legacy of Roman crime and punishment? (something we still use today)

Lesson 2 – What was crime and punishment like in Anglo-Saxon times?

Key vocabulary: hue and cry, tithing, trial, trial of ordeal, wergild, victim, witness

I know about the wergild fine system used to punish criminals
I know the definitions of new historical vocabulary
I know what a trial of ordeal is and why they were used
I can research and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children with attitudes today.

Challenge question: Compare the Anglo-Saxon punishment with the modern British one. Which one do you think fits the crime best? Why?

Lesson 3 – What was crime and punishment like in Tudor times?

Key vocabulary: execution, hanging, the brank, the rack, the scolds bridle, the pillory, the drunkards cloak, treason

I know the different forms of punishments and can describe how they were used, and who they were used on.
I know why torture was such a big part of the Tudor justice system.
I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
I can ask a variety of questions.

Challenge question: Examine the source in front of you which is an image of a Tudor punishment device. Complete the source analysis to decipher what it is and what it tells you about Tudor punishment.

Lesson 4 - Who was The Highwayman? How were Highwaymen depicted in History?

Key vocabulary: villain, hero, highwayman, thief, Dick Turpin, John Palmer, hanged

I know that the idea of Highwaymen has been romanticised over the years, and I am able to use sources to explain a different truth.
I know the story of the most famous Highwayman, including birth, crimes, how he was caught and his punishment.
I can distinguish between different sources – compare different versions of the same story.
I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
.
Challenge question: Explain why it is important to use a range of sources to make a judgement.

Lesson 5 – What was crime and punishment like in Victorian times?

Key vocabulary: prison, bobbies, peelers, picking oakum, shot drill, hard labour, the treadwheel, segregation, isolation, the crank

I know when prisons and police were introduced and I can describe what they were like
I know what life was like in a Victorian prison, including hard labour tasks
I can describe, compare and analyse the social, ethnic, cultural or religious diversity of past society.

Challenge question: Imagine you are a Victorian prisoner. Write a short diary entry of your day in prison including what you had to do and your thoughts and feelings.

Lesson 6 – How has crime and punishment changed through the ages? Big write

Key vocabulary: all previously learnt vocabulary.
I know how crime and punishment has changed over time.
I can decide which punishments are fair, and which are not, and I can articulate my opinions.
I can describe, compare and analyse the social, ethnic, cultural or religious diversity of past society.
I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Challenge question: Which time period do you think had/has the best punishment system? Justify your thoughts using facts.

Year 4 Term 3: The Vikings
What was life like for a Viking warrior?

Links to previous learning:
TT – Then and now
Y1 – Past and present, use of artefacts
Y2 – Past and present (time order of events), use of artefacts, ideas of settlers (Explorers), kings and rulers
Year 3 – Chronology, BC/AD, use of artefacts, invasion – invade and conquer, empire (Romans), settlers and settlements, trade, monarchs/monarchy, different religious beliefs

Hook session/cross curricular learning
Viking dress up day with activities

Lesson 1 – Who were the Vikings and where are they from? Why did they invade and settle in England?

Key vocabulary: long ship, voyage, Scandinavia, homelands, settlements, invade, raid, farmland, crops

I know who the Vikings were, and when they were around.
I know where the Vikings came from and how they travelled.
I know why the Vikings chose to invade and settle in England.
I can place events from period studied on time line.
I can understand more complex terms e.g. BC/AD.

Challenge question: What do you think was the biggest draw for the Vikings to settle in Britain? Why?

Lesson 2 – What can we learn about the life of Vikings from artefacts?

Key vocabulary: artefacts (and the names/definitions of these)

I know about some aspects of the day to day life of a Viking using artefact clues.
I know how to evaluate an artefact, looking for clues and inferring what they mean.
I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Challenge question: Examine the source in front of you which is an image of a Viking artefact. Complete the source analysis to decipher what it is and what it tells you about the way that the Vikings lived.

Lesson 3 – Viking lifestyles – communication, alphabet, money, food and weapons (hook day)

Key vocabulary: runes, diet, fish, mead, dates, oatmeal, oatcakes, numerals, trading, long ship, chieftan, sail, crew, steersman, warriors, lookout, navigator, weapons

I know how to communicate as if I were a Viking.
I know parts of the diet of a Viking.
I know the parts and crew aboard a Viking long ship
I know some weapons and battle tactics that the Vikings employed
I can describe, compare and analyse the social, ethnic, cultural or religious diversity of past society.

Challenge question: What part of the Viking warrior lifestyle that you have experienced today do you think you would have found most challenging? Why?

Lesson 4 – The raid of Lindisfarne. What happened and why?

Key vocabulary: Lindisfarne, monks, church, monarchy, wealth, gold

I know what happened during the raid of Lindisfarne and why it is such a famous part of history.
I know why Lindisfarne was targeted as a location.
I can use text books, libraries, and internet to retrieve historical knowledge.
I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.

Challenge question: Many people considered the Vikings to be barbaric after this raid. Do you agree? Why/why not?

Lesson 5 – Who was Alfred the Great and why was he so pivotal to the lives of the Vikings?

Key vocabulary: Alfred the Great, King, Wessex, Danelaw, danegeld, Guthrum, peasant, Edington, battle, Anglo-Saxon, territory, peace, strengthened, fortified

I know why King Alfred was so great.
I know what he did to stop the Vikings raiding English Kingdoms.
I know how the Anglo-Saxons made peace with the Vikings.
I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.

Challenge question: Why was King Alfred the Great so great? Explain his impact on Britain.

Lesson 6 – What was life like for a Viking Warrior?

Key vocabulary: All previously learnt vocabulary

I know what life was like for a Viking warrior.
I can research and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children with attitudes today.

Challenge question: Reflect on the diary entry you have written about being a Viking warrior during the raid of Lindisfarne. Would you have preferred to be a Viking or an Anglo-Saxon during this time? Why?

Year 4 Term 5: Ancient Egyptians
What is the legacy of the Ancient Egyptians?

TT – Then and now
Y1 – Past and present, use of artefacts
Y2 – Past and present (time order of events), use of artefacts, ideas of settlers (Explorers), kings and rulers
Year 3 – Chronology, BC/AD, use of artefacts, invasion – invade and conquer, empire (Romans), settlers and settlements, trade, monarchs/monarchy, different religious beliefs

Hook session/cross curricular learning
Hook day involving building shadufs, mummifying tomatoes and each other, hieroglyphic investigations etc

Lesson 1 – When was Ancient Egypt? Order key events on a timeline.
Key vocabulary: Ancient Egypt, pharaoh, Cleopatra, sphinx,

I know the key events that happened during the Ancient Egyptian times.
I know when these events happened, and the order that they happened in.
I can identify key features and events of time studied.

Challenge question: Choose one part of the timeline that you would like to find out more about using the resources in the classroom. Annotate your findings onto your timeline of Ancient Egypt.

Lesson 2 – Where is Egypt? Why was the Nile so important to Ancient Egyptians? Plus the building of the pyramids.
Key vocabulary: Nile, Africa, transport, lifestyle
I know the importance of the river Nile to Ancient Egyptians.
I know where Egypt is on the globe/map
I know why the pyramids were built and why they are so famous today.
I can use text books, libraries, and internet to retrieve historical knowledge.

Challenge question: Use your knowledge to explain why the river Nile was so important to the Ancient Egyptian civilisation giving evidence for your thoughts.

Lesson 3 – Mummification. How and why did the ancient Egyptians mummify people?
Key vocabulary: sarcophagus, linen, organs, preserve, decay, beautiful house

I know how mummification worked to preserve the bodies
I know why ancient Egyptians mummified the most important people.
I can use evidence to reconstruct life in time studied.

Challenge question: Explain why the Ancient Egyptians mummified their pharaohs. What does this tell you about their religion?

Lesson 4 – Canopic jars! What were the beliefs of the ancient Egyptians? Why did they store organs in this way?
Key vocabulary: soul, afterlife, natron, hapi, imsety, duamutee, qebehsenuef, religion

I know about the religious practises of Ancient Egyptians and their beliefs about the afterlife.
I know the different uses for the different canopic jars and what each jar stored.
I can describe, compare and analyse the social, ethnic, cultural or religious diversity of past society.

Challenge question: Why did the Ancient Egyptians not put the heart in a canopic jar? Do you agree or disagree with this decision? Why?

Lesson 5 – Gods and Goddesses – Who are the most important Gods and Goddesses in Ancient Egyptian beliefs? What does this tell us about their religion?
Key vocabulary: god, goddess, Ra, Anubis, Osiris, Isis, Horus, Thoth, Set/Seth, Hathor, Sekhmet, Nut and Geb, Ma'at

I know some of the most important gods and goddesses in Ancient Egypt
I know What each of these gods protected/represented
I know what this can tell us about the religion and beliefs of Ancient Egyptians
I can describe, compare and analyse the social, ethnic, cultural or religious diversity of past society.

Challenge question: Who do you think is the most important Ancient Egyptian god/goddess? Justify your answer.

Lesson 6 – What is the legacy of the ancient Egyptians?
Key vocabulary: Ancient Egypt, pharaoh, Cleopatra, sphinx, Nile, Africa, transport, lifestyle, sarcophagus, linen, organs, preserve, decay, beautiful house, soul, afterlife, natron, hapi, imsety, duamutee, qebehsenuef, religion, god, goddess, Ra, Anubis, Osiris, Isis, Horus, Thoth, Set/Seth, Hathor, Sekhmet, Nut and Geb, Ma'at

I know some of the legacies of the Ancient Egyptians
I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Challenge question: What do you think is the most important legacy left behind by the Ancient Egyptians? Why?

Historical knowledge and vocab taught throughout weeks 3 and 4 in English
Pharaohs – King Tut. What can we learn from the discovery of his tomb?
Key vocabulary: tomb, chamber, antechamber, Howard Carter, shrine, annexe, treasury, statues, valley of the kings
I know who discovered the tomb of King Tut and why this discovery was so important.
I know what was discovered in his tomb, and what this might tell us about the life of King Tut.

Year 5 Term 1: Ancient Greeks
What did the Ancient Greeks ever do for us?

Links to previous learning:	**Hook session/cross curricular learning**
EYFS – Then and now Year 1 – Past and present, use of artefacts Year 2 – Past and present (time order of events), use of artefacts, kings and rulers, class (rich and poor), reliability and bias of sources (eyewitness testimonies) Year 3 – Chronology, BC/AD, use of artefacts, monarchs/monarchy, invasion – invade and conquer, different religious beliefs Year 4 - Chronology, BC/AD, use of artefacts, monarchs/monarchy, government systems (crime and punishment), class system, Ancient Egyptian civilisation, eyewitness testimonies, different religious beliefs, democracy (PSHE), legacy of the Ancient Egyptians	Ancient Greek afternoon – carousel activities Kent life – Ancient Greece activities DT- Ancient Greek vases

Lesson 1 – When were the ancient Greeks?

Key vocabulary: civilisation, Hellenistic period, Minoan age, Dark age, Mycenaean age, Classical period, Archaic period, BC, AD, chronological

I know when the ancient Greek civilisation began and ended.
I know the names of the different ancient Greek periods
I can sequence key events on a time line.
I can use relevant terms and period labels.
I can use dates and terms accurately in describing events.

Challenge question: Which age do you think would've been the best to visit? Which the worst? Why?

Lesson 2 – How was Ancient Greece governed?

Key vocabulary: government, monarchy, oligarchy, democracy, city-state, citizens, assembly

I know that city-states were ruled in different ways, including monarchies, oligarchies and democracies.
I know the advantages and disadvantages of each type of government.
I know how governments in the present day have been influenced by those of Ancient Greece.
I can organise ideas about from the past using detailed discussions and debates.
Challenge question: What government does the UK use today? Why do you think this is?

Lesson 3 – How was life different in Athens and Sparta?

Key vocabulary: council, slaves, Peloponnesian War

I know that Athens was ruled by a democracy and Sparta was ruled by an oligarchy.
I know how lifestyle in Athens and Sparta was influenced by their physical geography.
I know how education was different in the two states.
I know how both societies had different roles for girls and boys.
I can study different aspects of different people - differences between men and women.
Challenge question: Would you rather live in Athens or Sparta? Why?

Lesson 4 – How can we find out about daily life in Ancient Greece?

Key vocabulary: primary source, secondary source, artefact, infer, interpret, unbiased

I know that ancient Greek pottery can tell us about daily life in Ancient Greece.
I know a primary source is an original artefact or document from the time.
I know that a secondary source is something that is created later by someone that did not experience the time or event first-hand.
I know at least five primary sources and five secondary sources that tell us about daily life in Ancient Greece.
I can select suitable sources of evidence to deduce information about the past giving reasons for choices.

Challenge question: Pick a primary source that you think tells you the most about Ancient Greece? What does this source tell us? Why did you choose it?

Lesson 5 – How important were the Ancient Games to the Modern Games?

Key vocabulary: Olympia, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration

I know how the modern-day Olympics have been influenced by the Ancient Games.
I know how the modern-day Olympics are different to the Ancient Games.
I know how pottery can provide us with information about sport in Ancient Greece.
I can make comparisons between different times and the past.

Challenge question: How does pottery help us learn about life in Ancient Greece?

Lesson 6 – How did the ancient Greeks change the way we think?

Key vocabulary: scholar, philosopher, Pythagoras, Socrates, Hippocrates, Plato, Aristotle, Archimedes

I know the names of six Greek philosophers.
I know the main ideas and beliefs of the philosophers studied.
I know where each philosopher would be placed on a timeline.
I can describe the characteristic features of the past including ideas, beliefs and attitudes of people and experiences.

Challenge question: What do you think is the most important thing Ancient Greek philosophers taught us that we use today?

Year 5 Term 3: Titanic

How can historical sources help us learn about the Titanic and life in 1912?

Links to previous learning:

EYFS – Then and now
Year 1 – Past and present, use of artefacts
Year 2 – Past and present (time order of events), use of artefacts, class (rich and poor), reliability and bias of sources (eyewitness testimonies)
Year 3 – Chronology, use of artefacts,
Year 4 - Chronology, use of artefacts, class system, eyewitness testimonies, government

Hook session/cross curricular learning

Taking on different roles of a person, who was on the Titanic – ticket:
Lit -research, role play, diary entry
DT- making a mini luggage crane

Lesson 1 – Why was the Titanic significant?

Key vocabulary: Titanic, maiden voyage, White Star Line, Captain Edward Smith, HMS Carpathia
I know where and when the Titanic was built and by whom.
I know why the ship was described as 'practically unsinkable'.
I know the intended journey of the Titanic.
I know how the Titanic sank.
I know why the Titanic was significant for its time.
I can create a timeline of events that led to the Titanic sinking.
I can use dates and terms accurately in describing events.

Challenge question: Why did Harland and Wolff build The Titanic?

Lesson 2 – How can we determine the reliability of historical sources?

Key vocabulary: artefacts, primary/secondary source, reliability, eyewitness, interpretation
I know a variety of different primary/secondary sources.
I know how to check if a source is reliable.
I know that images can be edited.
I can identify a primary/secondary historical source.
I can determine, in my own opinion, how reliable a source is.
I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Challenge question: How reliable are these sources? Which one do you think told us the most about the disaster?

Lesson 3 – What was life like on board for the different classes?

Key vocabulary: social classes, upper, middle, working, steerage
I know the reasons why passengers were on the Titanic.
I know the differences between the three classes aboard the Titanic.
I can identify sources of information that would be suitable to answer an inquiry question.
I can make comparisons between different times and the past.

Challenge question: Why were there different classes on board The Titanic?
If you could explore any class further, which would you like to? Why?

Lesson 4 – Who was on board the Titanic?

Key vocabulary: emigrating, reliable source, architect, biographical information
I know why people were on board the ship.
I know which information about passengers was included on the records.
I know why J. Bruce Ismay, Thomas Andrews, Margaret Brown and Edward Smith were notable passengers.
I can select suitable sources of evidence to deduce information about the past giving reasons for choices.

Challenge question: Were all passengers on board The Titanic for the same reasons? Name reasons as to why people boarded the ship.

Lesson 5 – How can evidence be used to back up opinions?

Key vocabulary: official inquiries, withhold, theories, evacuation
I know why so many lives were lost on the Titanic.
I know what information was sought in the inquiry.
I know why people had different opinions about what had happened.
I can examine causes and results of great events and the impact on people.
I can offer some reasons for different versions of events.

Challenge question: What do you think was the greatest cause for loss of life on the Titanic? Why? What about the least important reason?

Lesson 6 – How did the sinking of the Titanic change following events?

Key vocabulary: government, Morse code, crew, distress flares and signals, wireless, SOS, CQD, bulkheads
I know that the 20th century was a time of great change.
I know that the International Convention for the Safety of Life at Sea (SOLAS) was created.
I know different ways that sea and ship safety were improved, including design changes, SOS distress codes, drills and inspections and distress flares.
I can examine causes and results of great events and the impact on people.

Challenge question: Why was it important that lessons were learnt after the sinking of the Titanic? Expand your answer as much as possible.

Year 5 Term 5: World War II
What impact did World War II have on people's lives?

Links to previous learning:	**Hook session/cross curricular learning**
EYFS – Then and now Year 1 – Past and present, use of artefacts Year 2 – Past and present (time order of events), use of artefacts, kings and rulers, class (rich and poor), reliability and bias of sources (eyewitness testimonies) Year 3 – Chronology, use of artefacts, monarchs/monarchy, invasion – invade and conquer, Year 4 - Chronology, use of artefacts, monarchs/monarchy, government, class system, eyewitness testimonies, Year 5 – Reliability and bias of sources (Titanic)	WW2 day Dover castle trip DT- Make do and mend – sewing a cushion

Lesson 1 – The Outbreak of the War **Key vocabulary:** World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers **I know** that Neville Chamberlain and Adolf Hitler were the leaders of the UK and Germany at the start of WW2. **I know** which countries made up the Allies and Axis Powers. **I know** the significant events that occurred in the outbreak of the war. **I can** sequence key events on a time line. **I can** use dates and terms accurately in describing events. **Challenge question: Do you think Germany were within their rights to start WW2? Why?**	**Lesson 2 – What was rationing and why was it necessary?** **Key vocabulary:** rationing, ration book, Dig for Victory, Lord Woolton, imported, food shortages **I know** which foods were rationed and for how long. **I know** that Lord Woolton was responsible for organising the rationing system. **I know** why rationing was necessary. **I can** measure my own WW2 rations **I can** select suitable sources of evidence to deduce information about the past giving reasons for my choices. **Challenge question: Do you think all food groups were eaten during WW2? Why is that?**	**Lesson 3 – What was the purpose and impact of evacuation?** **Key vocabulary:** evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book **I know** which items would have been packed for evacuation. **I know** that children, mothers with very young children, pregnant women, disabled people, teachers and helpers had to look after the children who were evacuated. **I know** how and where people were evacuated to. **I can** examine causes and results of great events and the impact on people. **Challenge question: Did children from Kent need to evacuate? Why do you think that was?**
Lesson 4 – How did the role of women change during WW2? **Key vocabulary:** women, factory, munitions, Women's Land Army, Women's Voluntary Service, Women's Royal Navy Service, **I know** what type of jobs women did during World War II. **I know** how the role of women differed before, during and after the war. **I know** the purpose of propaganda posters. **I can** show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. **I can** study different aspects of different people - differences between men and women. **Challenge question: After the war, women's roles were reduced in the workplace again. Was this fair? Why? Women fought to retain their workplace roles. What do you think would be the best way for them to get their opinions across?**	**Lesson 5 – Why was the Battle of Britain a significant turning point in the war?** **Key vocabulary:** Battle of Britain, RAF, Luftwaffe, pilot, aerial warfare, fighter ace, Spitfire, Hurricane, Messerschmitt **I know** why the Battle of Britain was a key turning point in the war. **I know** about the most popular planes that flew in the Battle of Britain. **I can** state the advantages and disadvantages between British and German forces in the Battle of Britain. **I can** select suitable sources of evidence to deduce information about the past giving reasons for choices. **Challenge question: WW2 comic strip – what else can you find out from this source?**	**Lesson 6 – What was the Holocaust?** **Key vocabulary:** Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values **I know** how and why Jews were subject to Nazi prejudice and discrimination during the war. **I know** key facts about the events of the Holocaust. **I know** that Hitler had an anti-Semitic propaganda campaign. **I can** show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. **I can** examine causes and results of great events and the impact on people. **Challenge question: Using the National Geographic link on Anne Frank, create a fact file about her life.**

Year 6 Term 1: Maya
What were the achievements of the Maya civilisation?

Links to previous learning:
EYFS – Then and now
Year 1 – Past and present, use of artefacts
Year 2 – Past and present (time order of events), use of artefacts, kings and rulers, class (rich and poor), reliability and bias of sources (eyewitness testimonies)
Year 3 – Chronology, BC/AD, use of artefacts, monarchs/monarchy, invasion – invade and conquer, different religious beliefs
Year 4 - Chronology, BC/AD, use of artefacts, monarchs/monarchy, government systems (crime and punishment), class system, Ancient Egyptian civilisation, eyewitness testimonies, different religious beliefs, democracy (PSHE), legacy of the Ancient Egyptians

Hook session/cross curricular learning
- Maya glyph carving
- The Curse of the Maya
- Playing Pok-A-Tok

Lesson 1 – Who were the Maya and when did they live?
Key vocabulary: civilisation, classic, Maya, Mayan, Mesoamerica, period, postclassic, preclassic, Spanish Conquest, Yucatan Peninsula
I know where the Maya civilisation came from.
I know about the four main periods of Maya history.
I know when the Maya civilisation began and ended.
I can compare the Maya timeline with other key events from British and World history.
I can understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
Challenge question: **If the classic period didn't end, how long do you think the Maya civilisation would have lasted?**

Lesson 2 – How did the landscape of the Maya area affect trade?
Key vocabulary: Central Lowlands, natural resources, Northern Lowlands, Southern Highlands, sources, trade
I know the different geographical regions of the Maya area (Northern Lowlands, Central Lowlands, Southern Highlands) and their features.
I know how geography influenced what goods were available in each region and shaped trade.
I know why trade was essential to the Maya civilisation, with regions depending on each other for resources.
I can compare the different geographical regions of the Maya area.
I can appreciate the importance of trade in Maya culture.
I can match landscapes to regions and describe physical features.
Challenge question: If one Maya region stopped trading, how would this affect the other regions and the overall success of the Maya civilisation?

Lesson 3 – How did the Maya settlers survive and thrive in the rainforest?
Key vocabulary: rainforest, settlement, adaptation, natural resources, agriculture, trade, slash-and-burn, hunter-gatherer, civilisation, terrain, deforestation
I know the characteristics of a rainforest environment and the dangers it presents (e.g. wildlife, terrain).
I know how the Maya civilisation adapted to rainforest life through farming, building, and trading.
I know the key factors that allowed Maya settlements to thrive, including farming techniques, use of natural resources, and trade (e.g. cacao).
I can evaluate and rank factors by importance.
I can understand images, timelines, and written sources to infer how people lived.
I can justify opinions verbally and in writing.
Challenge question: **Could the Maya have thrived in the rainforest without one of these factors? Explain your reasoning.**

Lesson 4 – What do Maya ruins tell us about city-states?
Key vocabulary: city-state, ruins, temple, plaza, ball court, observatory, sacbeob, stelae, cenote
I know that the Maya civilisation was made up of independent city-states rather than one unified country.
I know that Maya ruins (e.g. temples, ball courts, roads) reveal about how people lived, worked, and organised their cities.
I know the key features of Maya city-states and what their functions were (e.g. religious, social, residential, astronomical).
I can draw conclusions about past societies from photographs and ruins.
I can design and sketching a city layout based on historical features.
I can explain ideas through labels, guided tours, or presentations about their model city.
Challenge: How reliable are ruins as evidence for understanding the Maya civilisation - what might they not tell us?

Lesson 5 – How useful are the pictures of Frederick Catherwood as a source of information about the Maya?
Key vocabulary: primary source, secondary source
Evidence, reliability, interpretation
I know that historians use different types of sources (primary and secondary) to learn about the past.
I know that Frederick Catherwood was an explorer and artist who visited Maya ruins in 1839 and recorded them through detailed drawings.
I know that pictures (like Catherwood's) can provide information about the Maya civilisation, but their usefulness can vary.
I can judge how useful a source is for answering a historical question.
I can identify and distinguish between primary and secondary sources.
I can consider factors like reliability vs usefulness and interpreting visual sources (pictures/drawings).
Challenge: To what extent can Frederick Catherwood's drawings be trusted to accurately represent the Maya civilisation?

Lesson 6 – What caused the decline of the Maya civilisation?
Key vocabulary: mass abandonment, theory, evidence, cause, decline
I know the Maya civilisation experienced a mass abandonment of cities around 900 AD, particularly in the lowland regions.
I know that historians have developed multiple theories to explain this, including environmental causes (e.g. drought) and human causes (e.g. war).
I know that the abandonment of cities did not necessarily mean the complete end of the Maya civilisation, but marked a major change.
I can compare and judge different explanations.
I can select reasons and justify choices.
I can listen to others, rank ideas, and defend viewpoints
Challenge: Compare the influence of the Maya to another historical society. Which one is more highly felt and why?

Year 6 Term 3: Victorians

What was Victorian childhood like and how did it differ for children who lived in our local area?

Links to previous learning:

EYFS – Then and now

Year 1 – Past and present, use of artefacts

Year 2 – Past and present (time order of events), use of artefacts, kings and rulers, class (rich and poor), reliability and bias of sources (eyewitness testimonies)

Year 3 – Chronology, BC/AD, use of artefacts, monarchs/monarchy, invasion – invade and conquer, different religious beliefs

Year 4 - Chronology, BC/AD, use of artefacts, monarchs/monarchy, government systems (crime and punishment), class system, Ancient Egyptian civilisation, eyewitness testimonies, different religious beliefs, democracy (PSHE), legacy of the Ancient Egyptians

Hook session/cross curricular learning

- Victorian day
- Automata toys

Lesson 1 – What was the Victorian era and what was life really like for poor children in Victorian Britain?

Key vocabulary: Victorian, Queen Victoria, timeline, past, present, evidence, source, inference, portrait, historical enquiry, social class, Industrial Revolution, workhouse, orphan, chimney sweep, labour, poverty

I know when the Victorians lived.

I know that life for children was often different depending on wealth and social class.

I know that poor children often had to work from a very young age to help their families survive.

I know that children carried out dangerous and difficult jobs such as chimney sweeping, factory work and mining.

I can use a range of historical sources to find out about the past.

I can compare the lives of Victorian children with children today.

I can explain and justify opinions using evidence from sources.

Challenge question: **Which Victorian child's job do you think was the worst and why?**

Lesson 2 – How did people help to improve the lives of poor Victorian children?

Key vocabulary: Industrial Revolution, child labour, parliament, MP (Member of Parliament), reform, commission, campaign, legislation, working conditions, philanthropist

I know that poor children were often treated badly because there were few laws to protect them.

I know that people such as Thomas Barnardo and Lord Shaftesbury worked to improve children's lives.

I know that new laws were introduced during the Victorian era to protect children from dangerous working conditions.

I can explain different viewpoints about changes in Victorian society.

I can debate using historical evidence and appropriate vocabulary.

Challenge question: **Which individual do you think had the biggest impact on improving children's lives in Victorian Britain, and why?**

Lesson 3 – What was everyday life like for children in Victorian Britain?

Key vocabulary: source, historical accuracy

I know that Victorian children's daily lives were different depending on whether they were rich or poor.

I know that daily life in Victorian Britain included differences in clothing, food, homes, religion and family life.

I know that historians use a variety of sources to learn about life in the past.

I can ask and answer historical questions using research.

I can use a range of sources to gather information about the Victorian era.

I can organise information into categories and present findings clearly.

Challenge question: Which aspect of Victorian daily life do you think would have been the hardest for children to experience, and why?

Lesson 4 - How was school life in Victorian times different from school life today?

Key vocabulary: education, ragged school, charcoal, slate, 'three Rs', dunce cap, mandatory, education act, corporal punishment, sanction, drills

I know that ragged schools existed before schooling was mandatory.

I know that education became mandatory due to the education act.

I know that school for Victorian children was much harder than today.

I can compare and contrast modern and Victorian schooling.

I can use information sources, question cards, and discussion to explain what Victorian school life was like.

Challenge question: What sort of progress have schools made since then? Is there anything negative that has continued?

Lesson 5 – What was school life like for children living in Victorian Kingsdown?

Key vocabulary: primary source, evidence, research, discipline, William Curling, village hall, infants, juniors, Diocese, ordnance survey, Elizabeth Curling

I know that William Curling built the first school in Kingsdown, as well as the church.

I know that the Victorian school was located in what is now the village hall.

I know some of the ways Victorian school life was different from school today, including lessons, rules, behaviour, and equipment.

I know that historians use primary sources to learn about the past.

I can use primary sources to research information about Victorian schools.

I can compare Victorian schooling with modern schooling.

I can ask and answer questions about life for children in the past.

I can discuss how local history helps us understand our community today.

Challenge question: Why was the first school important to Kingsdown?

Lesson 6 – How has Kingsdown School changed from Victorian times to the present day?

Key vocabulary: timeline, chronology, present day, past, decade, century, historical event

I know that our school was first built in 1843.

I know that schools change over time to meet the needs of children and the community.

I know some of the important events and changes in the history of our school.

I know that timelines help historians organise events in chronological order.

I can place historical events in chronological order.

I can create and present a timeline using dates and historical information.

I can identify changes and continuities between past and present schooling.

I can explain why some events were important.

Challenge question: **What are the most important events in the history of Kingsdown School?**

Year 6 Term 5: Tudors
Who were the Tudors, and what was their most important legacy?

Links to previous learning:
EYFS – Then and now
Year 1 – Past and present, use of artefacts
Year 2 – Past and present (time order of events), use of artefacts, kings and rulers, class (rich and poor), reliability and bias of sources (eyewitness testimonies)
Year 3 – Chronology, BC/AD, use of artefacts, monarchs/monarchy, invasion – invade and conquer, different religious beliefs
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Year 6 – Victorians

Hook session/cross curricular learning
- Cookery Pottage
- Fashion show
- Henry VIII biographies

Lesson 1 – Who were the Tudors and why are they important in British history?
Key vocabulary: Tudor, monarch, throne, chronology, timeline, Battle of Bosworth, Lancaster, York, Tudor Rose reign, dynasty, kingdom

I know that the Tudors ruled Britain from 1485 to 1603.
I know that the Tudor dynasty began when Henry VII defeated Richard III at the Battle of Bosworth.
I know that the Tudor Rose symbol combined the red rose of Lancaster and the white rose of York.
I know that there were six Tudor monarchs, including Henry VIII and Elizabeth I.
Challenge question: **How effective do you think the school was in the area?**

Lesson 2 - How can we use family trees to learn about the Tudors?
Key vocabulary: Tudor, monarch, throne, chronology, timeline, Battle of Bosworth, Lancaster, York, Tudor Rose reign, dynasty, kingdom
I know that The Tudors were a royal family who ruled England a long time ago.
I know the relationships between the Tudor family.
I know that family trees and timelines help us organise and understand historical information and relationships.
I can place historical people and events in chronological order.
I can interpret and use a family tree to identify relationships.
I can use historical clues from pictures and sources to make observations about the past.
Challenge question: Can you create your own family tree?

Lesson 3 - What was life like for rich and poor people during the Tudor period?
Key vocabulary: hierarchy, social class, noble / nobility, monarch, peasant, labourer, wealthy, poverty, servant, duke, society, Great Chain of Being
I know society was organised into a strict social hierarchy.
I know that rich and poor people lived very different lives.
I know that during the Tudor period, many people believed in the 'Great Chain of Being', which taught that everyone had a place decided by God.
I can compare the lives of different groups within society.
I can use historical information and sources to answer questions.
I can organise information into categories and diagrams to show understanding of social structure.
Challenge question: Do you think Tudor society was fair?

Lesson 4 - Why did Henry VIII change the Church in England, and why was this important in British history?
Key vocabulary: Reformation, Catholic, Protestant, Pope, Church of England, monastery, monarch, religion, Henry VIII, legacy
I know that before Henry VIII, England was a Catholic country and the Pope was the head of the Church.
I know that Henry VIII broke away from the Catholic Church and created the Church of England.
I know that monasteries were closed during the Tudor period and this changed communities across England.
I know that Tudor religious changes caused conflict between Catholics and Protestants for many years.
I know that the Tudor changes to the Church still affect Britain today because the monarch is linked to the Church of England.
I can explain cause and consequence by describing why Henry VIII changed the Church and what happened afterwards.
I can use historical sources and pictures to identify changes in Tudor churches and religion.
Challenge question: Do you think Henry VIII changed the Church because of religion or because he wanted more power?

Lesson 5 - How did Tudor exploration change England?
Key vocabulary: exploration, voyage, navigator, trade, colony, empire, merchant, New World, Sir Francis Drake, Walter Raleigh
I know that Tudor explorers travelled to new parts of the world during the reigns of Henry VII and Elizabeth I.
I know that explorers such as Sir Francis Drake and Walter Raleigh helped England become more powerful at sea.
I know that Tudor voyages helped England increase trade and gain wealth from other countries.
I know that Tudor exploration helped lay the foundations for the future British Empire.
I know that exploration was dangerous because sailors faced storms, disease, hunger and attacks from enemies.
I can name important Tudor voyages and explorations.
I can explain cause and consequence by describing why Tudor monarchs supported exploration and what happened as a result.
I can use maps and historical sources to identify where Tudor explorers travelled and why their journeys were important.
Challenge question: Do you think Tudor exploration helped England more than it harmed other countries and people?

Lesson 6 - How did the Tudors shape English culture and national identity?
Key vocabulary: culture, national identity, Renaissance, theatre, playwright, Shakespeare, Elizabethan, Armada, patriotism, symbol
I know that the Tudor period saw important developments in art, music, theatre and education.
I know that William Shakespeare became one of England's most famous playwrights during the reign of Elizabeth I.
I know that the defeat of the Spanish Armada in 1588 increased pride in England and strengthened national identity.
I know that Tudor monarchs used portraits, symbols and celebrations to promote their power and image.
I know that the Tudors helped develop a stronger sense of what it meant to be English.
I can explain how Tudor culture and national events helped shape people's sense of identity.
I can use historical sources such as portraits, plays and symbols to interpret Tudor beliefs and values.
Challenge question: Which had the greatest impact on English national identity during the Tudor period: culture, religion or victory over the Spanish Armada?