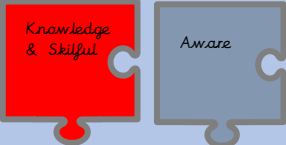
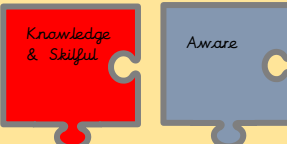
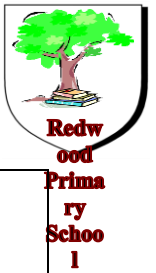


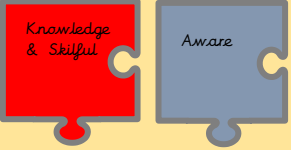
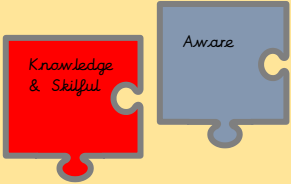
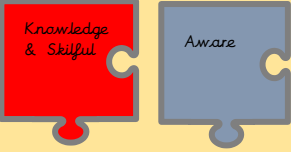
**History Curriculum Coverage: EYFS and KEY STAGE ONE**

**Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2**

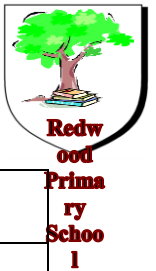
Nursery	Curriculum Objective/Knowledge/Activity	Vocab
<p>Autumn Term</p> 	<p><u>Understanding The World:</u></p> <ul style="list-style-type: none"> <li>• I will talk about all the things that make me unique, like how I look, the things I am great at, the things I find tricky, the people that look after me, my school family and my home family.</li> <li>• I will learn about the things that make me similar to my friends and celebrate those that are unique to me.</li> <li>• I will think about things that I might like to do or try one day.</li> </ul>	<p>Same, different, skin colour, hair colour, freckles, glasses, long, short</p>
<p>Spring Term</p>	<p>n/a – see Geography document / Understanding The World</p>	
<p>Summer Term</p>	<p>n/a – see Geography document / Understanding The World</p>	
Foundation Stage 2	Curriculum Objective/Knowledge/Activity	Vocab
<p>Autumn Term One</p> 	<p><u>Understanding The World:</u></p> <ul style="list-style-type: none"> <li>• I will have opportunities for staff to get to know me and my family.</li> <li>• I will learn about familiar adults in school and their role I will talk about my immediate family and community and people who are familiar to me</li> <li>• I will talk about lives of people around me and their roles</li> </ul>	<p>Family, community, jobs (names of jobs in school) playground, hall, garden, field, trim trail, entrance, route summer, autumn, season, change</p>
<p>Autumn Term Two</p>	<p>n/a – see Religious Education document / Understanding The World</p>	

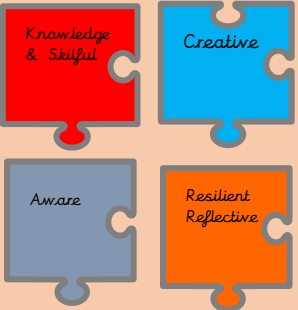
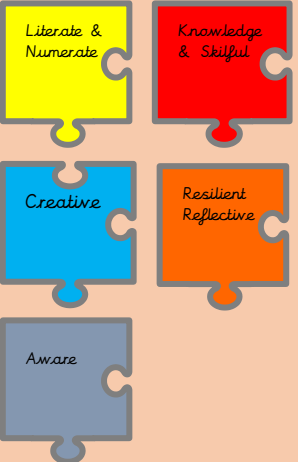
# Redwood Primary School

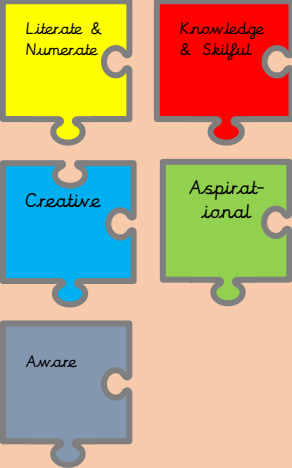


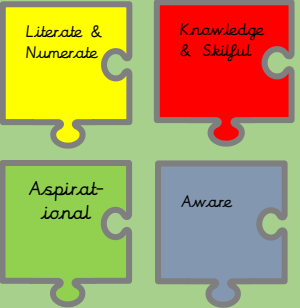
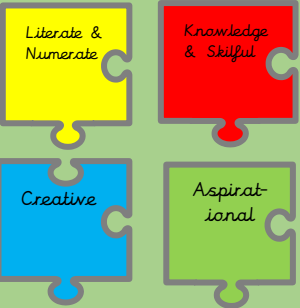
<p>Spring Term One</p>	<p>n/a – see Geography document / Understanding The World</p>	
<p>Spring Term Two</p> 	<ul style="list-style-type: none"> <li>I will talk about growth and change in me</li> </ul>	<p>Seed, grow, petal, stem, leaf, roots, soil, sunlight, weather, spring, growth, grow, change</p>
<p>Summer Term One</p> 	<ul style="list-style-type: none"> <li>Old and new ways of travelling and how they are the same and different</li> </ul> <p>Linked to activities below:</p> <ul style="list-style-type: none"> <li>Journeys and maps in real life and books</li> </ul> <p>Includes a trip to Tramway Museum / Midland Railway Centre</p>	<p>Vehicle, transport, travel, destination, journey, similar, different, old, new, past, present Direction, plan, map, route</p>
<p>Summer Term Two</p> 	<ul style="list-style-type: none"> <li>Lives of people around them – parents and grandparents lives</li> <li>Ask families to send in photos and objects linked to family in UK and wider world.</li> </ul> <p>Linked to activities below:</p> <ul style="list-style-type: none"> <li>Invite in parents and other family members to talk about it.</li> <li>Food festival with foods from different communities</li> <li>Lives of people around them – parents and grandparents' lives</li> </ul>	<p>Travel, transport, similar, difference, environment, community, festival, celebration</p>

# Redwood Primary School

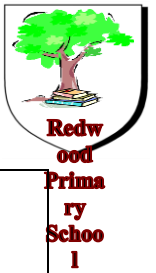


Year One	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic / Autumn One</p> 	<p><b>Marvellous Me</b></p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know where the people and events they study fit within a chronological framework</p>	<p><b>Y1 Marvellous Me Prior Learning</b>                      FS1 Children look at photos of themselves as babies and talk holidays the children may have taken. In Summer, they review their year in Nursery.                      In FS2, children create a time-line display and set goals for things they hope they can achieve in the future.</p> <ol style="list-style-type: none"> <li>1. To learn about our family members and draw a picture of them, ourselves and our favourite family moments.</li> <li>2. To draw a personal timeline from being a baby, toddler and now a child, including starting school.</li> </ol>	<p>Portrait, features, family, older, younger, elderly, teenager, child &amp; baby.</p>
<p>Topic / Autumn Two</p>	<p>Geography – Local Area</p>		
<p>Topic / Spring One</p>	<p>Geography/Science - Weather</p>		
<p>Topic / Spring Two</p> 	<p><b>Terrific Toys:</b></p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>Y1 Terrific Toys Prior Learning</b>                      In FS2, children look carefully at the clothes Little Miss Muffet wears and how they differ from the clothes the children wear today. They also explore different forms of transport from the past and present day by exploring a museum.</p> <ol style="list-style-type: none"> <li>1. To investigate new and old new toys and be introduced to the terms ‘past’, ‘present’ and ‘modern’.</li> <li>2. To group toys in various ways, including their age. Also to put toys in chronological order on a timeline.</li> <li>3. Use Magic Grandad’s Book of Historic Toys, produce questions about older toys and play with them.</li> <li>4. Compare old and new toys, then to decide what they are made of and how they work.</li> </ol>	<p>Past, present, toys, favourite, wood, plastic, metal, oldest, newest, timeline, labels, order, 1900s, 1950s, today</p>

	<p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>5. Through art, to sketch pictures of older toys, focussing on shapes within the toys.</p>	
<p>Topic / Summer One</p>	<p>Geography – Our Island</p>		
<p>Topic / Summer Two</p> 	<p><b>Our Island</b></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth II and Queen Victoria)</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To use a wide vocabulary of everyday historical terms.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<ol style="list-style-type: none"> <li>1. To learn about the Queen by sketching a picture of her.</li> <li>2. Finding out facts about the Queen by finding information from fact sheets – L2L</li> <li>3. Comparing Queen Elizabeth II to Queen Victoria through ipad research.</li> <li>4. Writing a fact file on Queen Elizabeth by using facts from previous lessons.</li> <li>5. Find out the life of the Queen through her birthday and hosting a Great British Tea to celebrate!</li> </ol>	<p>Queen, important, job, sketching, information, questions, reign, serving, monarch, trooping the colour, Great British Tea.</p>

Year Two			
Topic / Autumn One	NB – Autumn 1 Year 2 = <b>Geography - Map It Out!</b>		
<p>Topic / Autumn Two</p> 	<p><b>Man on the Moon</b></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Neil Armstrong</p>	<p><b>Y2 Man on the Moon Prior Learning</b> Y1 – Our Island– significant individuals</p> <ol style="list-style-type: none"> <li>1. To discuss what we already know about space and first see a picture of Neil Armstrong.</li> <li>2. To know what the Apollo 11 mission was and when it happened and watch events unfold on YouTube.</li> <li>3 &amp; 4. To learn about Neil Armstrong’s life and other significant astronauts and create a timeline.</li> <li>5. To learn about Tim Peake and why he is famous for space travel but for different reasons to Neil Armstrong</li> </ol>	<p>Moon, space, sun, earth, NASA, Neil Armstrong, Apollo, mission, Tim Peake, International Space Station (ISS).</p>
<p>Topic / Spring One</p> 	<p><b>London’s Burning</b></p> <p>events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where the people and events they study fit within a chronological framework</p> <p>To identify similarities and differences between ways of life in different periods.</p>	<ol style="list-style-type: none"> <li>1. To ask questions about the past. Why is the Great Fire of London so significant?</li> <li>2. To know how to find out about the past from a range of sources of information. Children will compare London of 1666 and 21st Century.</li> <li>3,4 &amp; 5. Children will create a timeline using facts from the plague &amp; Great Fire of London, including Samuel Pepys’s account.</li> <li>6 &amp; 7. Children will find differences between ways of life at different times by investigating 1) fire fighting equipment of 1666 and 21st Century 2) writing with a quill pen.</li> </ol>	<p>London, Fire, Great Fire, Pudding Lane, River Thames, Samuel Pepys, Chronological order, Timelines, past, present, sources, research, events.</p>

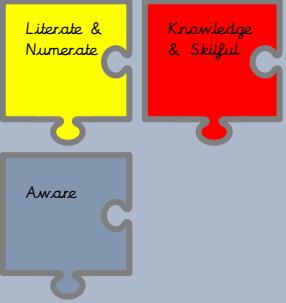
# Redwood Primary School

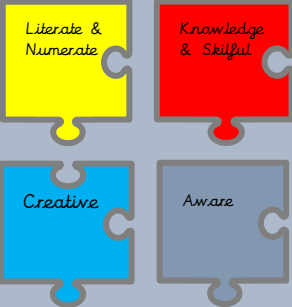
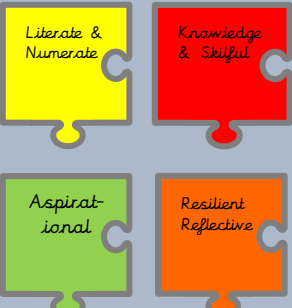


	<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>8 &amp; 9 children will investigate the reliability of eye-witness accounts and write their own newspaper report.</p>	
<p>Topic / Spring Two</p>	<p>Geography – Land Ahoy!</p>		
<p>Topic / Summer One</p>	<p><b>St. George's Day</b></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth II and Queen Victoria)</p> <p>To know where the people and events they study fit within a chronological framework</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>Y2 St. George's Day Prior Learning</b>  <b>Y1 – Is The Queen Rich? – significant individuals</b></p> <ol style="list-style-type: none"> <li>1. Asking questions about St. George and learning about the UK and British values. Also making shields.</li> <li>2. Learning about the celebrations on St. George's day and creating a picture of the dragon.</li> <li>3. Writing a story strip depicting the story of St. George and the dragon.</li> <li>4. Plan activities for St. George's Day celebrations. To also have a dressing up / celebration day throughout the year group in April.</li> </ol>	<p>United Kingdom, Great Britain, British values, St George, Patron Saint, dragon, national, nationality, celebration</p>
<p>Topic / Summer Two</p>			

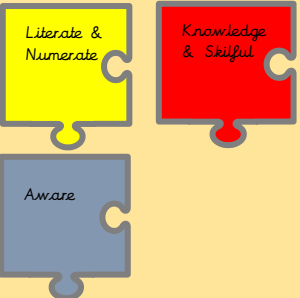
History Curriculum Coverage: Key Stage Two

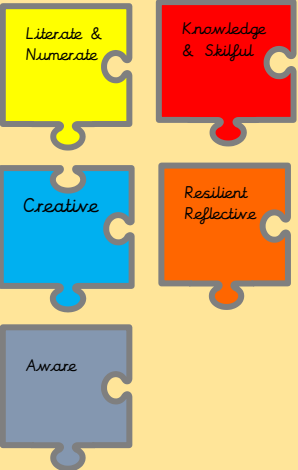
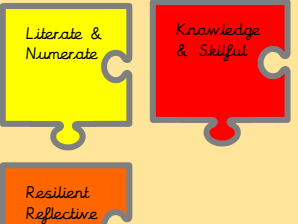
Expected Vocabulary. NC Objectives. Intended activities. **Additional knowledge for upper year groups**

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn One	Geography – The Stone Age		
Topic / Autumn Two  	<p><b>Stone Age – Iron Age (Aut Term – history or geography)</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Further objectives to include from NC for specific lessons:</u></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p><b>Y3 Stone Age Prior Learning</b> <b>Y2 – The Black Death &amp; Great Fire of London</b></p> <ol style="list-style-type: none"> <li>1. Recording similarities and differences between the Iron Age and Stone Age (previous half term) by completing a Venn diagram using information in class.</li> <li>2. Investigating Iron Age hillside forts and their importance.</li> <li>3. Learning about the jobs people did and how they differ from the present day, by writing explanations from learned information.</li> <li>4. Further identifying the features of hillside forts.</li> <li>5. Writing a first person diary after visiting an Iron Age settlement for the first time, through using geographical and historical information and language.</li> </ol>	<p>Britain, Europe, Britons, Celts, tribe, farmers, village, king, queen, war, battle, warrior, shield, sword, roundhouse, hill-fort, settlement, druid, gods, jewelry, torc, bracae, tunic, dress, brat, shoes,</p>
Topic / Spring One	Geography – Rainforests		

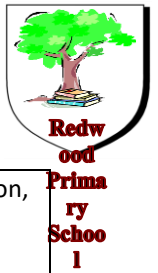
<p>Topic / Spring Two</p> 	<p><b>Queen Victoria</b></p> <p>Study an aspect of time in British history that expands pupils' knowledge beyond 1066: the changing power of monarchs using case study of Queen Victoria.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p><b>Y3 Queen Victoria Prior Learning</b>                  Y1 – Is the queen Rich? – significant individuals                  Y2 – Neil Armstrong - significant individuals                  Y2 – The Black Death &amp; Great Fire of London.</p> <ol style="list-style-type: none"> <li>1. Complete a timeline of Victoria's life.</li> <li>2. To learn about Victoria's early life through role play</li> <li>3. Create a family tree from Victoria to the present day</li> <li>4. Understand the British Empire and its standing throughout the world in Victorian times</li> <li>5. Learn about the influences from the Victorian age that are still prevalent in today's society.</li> </ol>	<p>Timeline, chronological order, family tree, reign, British Empire, colonies, William Morris.</p>
<p>Topic / Summer One</p> <p>Theme: History of the Railway in Derby</p> 	<p><b>Victorian Derby – All Aboard!</b></p> <p>A local history study. A study of an aspect of history (Victorian age) that is significant in the locality</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p><b>Y3 Victorian Derby Prior Learning</b>                  Y1 &amp; Y2 – To Sinfin &amp; Beyond and Map It Out!</p> <ol style="list-style-type: none"> <li>1. Learn about Isambard Kingdom Brunel and write his biography from video clips, books and the internet.</li> <li>2. Learn about George Stephenson's Rocket and create a fact file.</li> <li>3. To compare Victorian railways with modern railways</li> <li>4. Research the development of Victorian transport – bicycles, cars, trains and boats.</li> <li>5. Investigate the importance of the railways to Derby in the Victorian era.</li> <li>6. Learn about Florence Nightingale</li> </ol>	<p>Key Questions:</p> <p>a) What significant people had an impact on transport in the Victorian time?</p> <p>b) What transport was available at the beginning of the Victorian period?</p> <p>c) What significant inventions were there regarding transport in the Victorian times?</p> <p>d) What impact did Derby have on the changes in transport during the Victorian period?</p>
<p>Topic / Summer Two</p>	<p>Geography – Seaside / Coasts</p>		

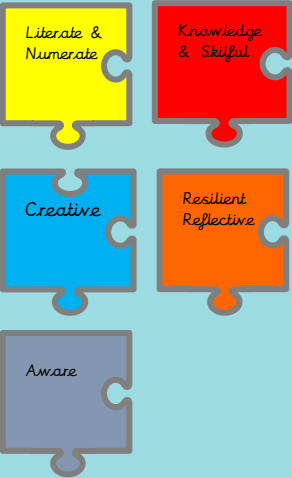


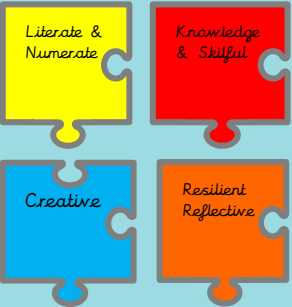
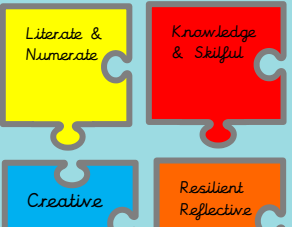
Year Four	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic / Autumn One</p> 	<p><b>Ancient Egypt</b></p> <p>(Achievements of the earliest civilisations)</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Y4 Ancient Egypt Prior Learning</b> In Y3, children studied the Stone Age</p> <ol style="list-style-type: none"> <li>Using iPads &amp; laptops, children will find where Egypt is located in the world.</li> <li>Through a L2L (Delegation) activity, children will learn how the pyramids were built.</li> <li>Investigate Canopic jars, in order to explain their importance during the mummification process.</li> <li>Investigate Ancient Egyptian death masks through internet research.</li> </ol> <p>NB Much of the children’s knowledge of Ancitn Egypt will be taught through Literacy units: The Story of Tutankhamun by Patricia Cleveland-Peck.</p> <ol style="list-style-type: none"> <li>Tutankhamun’s life &amp; death</li> <li>Lifestyle in Ancient Egypt</li> <li>Mummification</li> <li>Howard Carter and the discovery of the tomb</li> <li>Egyptians’ views/beliefs about the afterlife</li> </ol>	<p>Pyramid, Egypt, Africa, Bandages, Gods, Mask, Time Line, Country, Statue, Cat, History, Heiroglyphics, Pharoah, Ancient, BCE (Before Common Era), Continents, Noble, Tonne, Sphinx, Canopic Jars, Death Mask, Inscription, Vizier, Tutankhamun, Cleopatra</p>
<p>Topic / Autumn Two</p>	<p>Geography – Rivers</p>		

<p>Topic / Spring One</p> <p>Theme: Roman Battles</p> 	<p><b>The Roman Army</b></p> <p>Study the Roman Empire and its impact on Britain.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Y4 Romans Prior Learning</b> In Y3, children studied the Victorian era – turning point in British History</p> <ol style="list-style-type: none"> <li>1. Learn who the Romans were, where they came from and why they are important to Britain.</li> <li>2. Understand that the Romans were dedicated and diligent warriors by forming testudos and other formations on the school field.</li> <li>3. Comparing the weapons and armour of an auxiliary soldier and a legionnaire to gain a historical perspective about the idea of inequality</li> <li>4. Write a recount from the perspective of a Roman soldier by acting out a battle in order to be able to empathise.</li> <li>5. To describe how the Romans celebrated victory by looking at paintings of Roman banquets.</li> <li>6. To know that Roman settlers contributed to British society and how they influence the 21<sup>st</sup> Century.</li> </ol>	<p>CE. BCE, century, chronological, timeline, empire, conquer, founder, invasion, invade, bloodthirsty, battle, legion, army, soldier, legionary, armour, helmet, shield, centuries, legions, formation, spears, javelins, cavalry, conquer, victory, hostile, architecture, amphitheatre, bath house, temple, aqueduct, nutrition, banquet</p>
<p>Topic / Spring Two</p>	<p>Geography – Carnival! South America.</p>		
<p>Topic / Summer One</p> <p>Theme: Boudicca's life and her legacy.</p> 	<p><b>Boudicca</b></p> <p>To follow on from the Roman study, focussing on British resistance.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p>	<p><b>Y4 Boudicca Prior Learning</b> In Y3, children studied the Victorian era – turning point in British History</p> <ol style="list-style-type: none"> <li>1. Learn what life was like for Queen Boudicca by learning where and how she lived in 60AD.</li> <li>2. To understand why Boudicca led an uprising against the Romans; The Death of King Prasutagus – because the Romans tried to take over the running of their tribe.</li> <li>3. To learn about, understand and portray the great Battle of Colchester (Camulodunum) – through drama/dance.</li> </ol>	<p>settlement, environment, ceremonies, stronghold, mainland, defense, inventory, estates, legions, conquering, sub-human, suppression, enforcement, objected, flogged, dominance, systematic, insufficient, rendezvous, inhabitants, javelins, Britons, savages, wrath,</p>

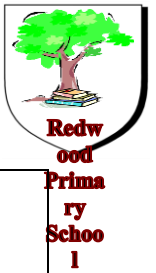
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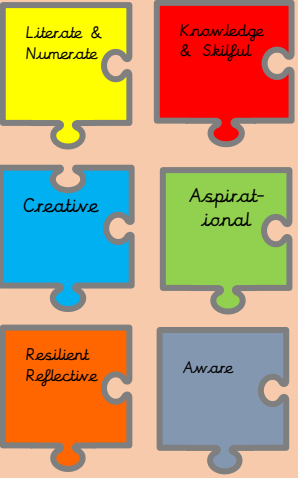


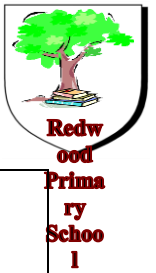
	<p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>4. I can write a rallying speech from Boudicca to the Celts about her successful rebellion, using evidence from previous battles with the Romans</p> <p>5. To learn how (and where) Boudicca continued her revolt against the Romans by destroying London (Londinium) and St Albans (Verulamium)</p> <p>6. To know how Boudica's rebellion ended.</p>	<p>unstoppable, confrontation, phalanx.</p>
<p>Topic / Summer Two</p>	<p>Geography – Blue Planet</p>		
<p>Year Five</p>			
<p>Topic / Autumn One</p> <p>Theme: Settlements</p> 	<p><b>Anglo-Saxons</b></p> <p>Britain's settlement by Anglo Saxons &amp; Scots.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Y5 Anglo-Saxons Prior Learning</b>  <b>Y4 – Romans &amp; Boudicca – Invaders &amp; Resistance - Turning points in British History</b></p> <p>1. Understand how the Saxons &amp; Angles came to invade Britain.</p> <p>2a. Learn how Gildas and Bede wrote for evidence and investigate how reliable that writing is.</p> <p>2b. Understand how the Britons tried to fight back and discuss the legend/truth of King Arthur.</p> <p>3. Learn how Anglo-Saxon Britain was split into kingdoms by comparing the strengths and weaknesses of Mercia &amp; Wessex.</p> <p>4. Use archaeological evidence to evaluate the usefulness of a variety of historical sources at Sutton Hoo burial mound.</p> <p>5. Know how the Anglo-Saxons organised their settlements, leading the building of replica Anglo-Saxon house – Lesson 6.</p>	<p>Invade, settle, Angles, Saxons, Jutes, settlement, journey, farmer warriors, Sutton Hoo, burial mound, Netherlands, Northern Germany, kingdom, Wessex, East Anglia, Mercia, Kent, Northumberland, Angle-Land.</p>

<p>Topic / Autumn Two</p>	<p>Geography: Volcanoes &amp; Earthquakes</p>		
<p>Topic / Spring One</p> <p>Theme: Battles</p> 	<p><b>Vikings</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b>Y5 Vikings Prior Learning</b></p> <p>Y4 – Romans &amp; Boudicca – Invaders &amp; Resistance - Turning points in British History</p> <p>Y5 – The Invasion of Anglo-Saxons</p> <p><b>Theme running through all lessons = battles.</b></p> <ol style="list-style-type: none"> <li>Who were Vikings, where did they come from and where did they settle? Atlas &amp; blank map work.</li> <li>Learn that Vikings travelled in Longships.</li> <li>Learning about the famous invasions by the Vikings: Lindisfarne &amp; York and to compare both invasions.</li> <li>To learn about Alfred the Great and his revolt against the Viking invaders.</li> <li>To understand Danelaw and the subsequent (relative) peace.</li> <li>To investigate Edward the Confessor, the Battle of Stamford &amp; 1066.</li> </ol>	<p>Denmark, Sweden, Norway, Scandinavia, warrior, figurehead, Alfred the Great, resistance, invasion, settlement, Wessex, Mercia, Danelaw, Battle of Stamford, Battle of Hastings, longship, homeland &amp; York.</p>
<p>Topic / Spring Two</p>	<p>Geography: Trade &amp; Agriculture</p>		
<p>Topic / Summer One</p> <p>Theme: Influence on 21<sup>st</sup> Century</p> 	<p><b>Ancient Greece</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To construct informed responses that involve thoughtful selection and</p>	<p><b>Y5 Ancient Greece Prior Learning</b></p> <p>Y4 – Ancient Egypt</p> <ol style="list-style-type: none"> <li>Where is Greece &amp; a timeline involving all Primary learning so far</li> <li>To know the Ancient Greeks invented Libraries, Lighthouses, Doctors &amp; Theatre.</li> <li>To explore similarities &amp; differences between Ancient &amp; Modern Olympics</li> <li>To understand how our English alphabet originated from Greece.</li> <li>Maths &amp; Science – learn about Great Thinkers from Ancient Greece</li> </ol>	<p>Comparison, Athens, Sparta, timeline, influence, scrolls, oath, Olympic event names, marathon, Marathon, Persia, amphitheatre, Alpha, Beta etc, democracy, monarchy, aristocracy, oligarchy, pillar, Doric, Ionic, Corinthian.</p>

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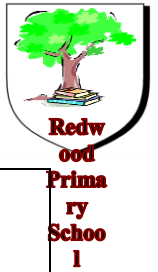


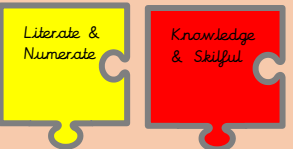
	<p>organisation of relevant historical information.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>6. Democracy – practise the alternatives in a classroom situation</p> <p>7. Architecture – use pillars to create stronger structures.</p>	<p>Plus, of course, the many names of famous Ancient Greeks</p>
<p>Topic / Summer Two</p>	<p>Geography: Where We Live: Europe</p>		
<p>Year 6</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Topic / Autumn One</p> 	<p><b>World War II – The Blitz</b></p> <p>A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066: A significant turning point in British history eg Battle of Britain.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b>Y6 World War II Prior Learning</b></p> <p>Y4 – Romans &amp; Boudicca – turning point in British History</p> <p>Y5 – Anglo-Saxons &amp; Vikings - turning point in British History</p> <ol style="list-style-type: none"> <li>1. To recognise the events that led to the start of WWII, using Neville Chamberlain’s speech as a hook.</li> <li>2. To discuss the role of men and women and that women took on new roles.</li> <li>3. To recognise the difficulties faced by families and the how different areas of the country were more vulnerable</li> <li>4. To understand the life of an evacuee through labelling their own suitcase and writing a diary.</li> <li>5. To recognise the conditions and experiences of evacuees.</li> <li>6. To develop a deeper understanding of cultural and life during WW2 through a carousel with activities including making rations, mending/sewing, learn and sing wartime songs, use morse code to send messages</li> </ol>	<p>World War, timeline, motive, Allied, Axis, agreement, propaganda, air raid, siren, bomb shelter, Anderson, gas mask, Blitz, evacuation, conditions,</p>



<p>Topic / Autumn Two</p>	<p><b>World War II – The Holocaust</b></p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p><b>Y6 World War II Prior Learning</b> <b>The Blitz – see above</b></p> <ol style="list-style-type: none"> <li>1. To understand Jewish life before the Holocaust using photographs.</li> <li>2. Understanding why and how Jews were persecuted byu completing a timeline of the Nazi’s rise to power.</li> <li>3. Developing empathy and understanding of ways in which raising awareness could help injustice - by investigating examples of propaganda aginst Jews.</li> <li>4. Learning what the Holocause actually is by watching old nBBC news reports.</li> <li>5. Knowing how Jewish children were saved from the Nazis by contrasting with the experiences of English evacuees from the previous topic.</li> <li>6. Learning about life inside Jewish ghettos through rotation around various sensory activites.</li> </ol> <p><b>Literacy links – Anne Frank &amp; Rose Blanche</b></p>	<p>Jews, Jewish, Judaism, religion, nationality, evidence, persecution, discrimination, prejudice, propaganda, Holocaust, Kindertransport, evacuation, evacuee, ghettos.</p>
<p>Topic / Spring One</p>	<p>Geography: Commotion in the Ocean</p>		
<p>Topic / Spring Two</p> <p>Theme: Beliefs</p>	<p><b>The Ancient Mayans</b></p> <p>A non-European society that provides contrast with British history: Mayan civilisation</p>	<p><b>Y6 Ancient Maya Prior Learning</b> <b>Y4 – Ancient Egypt</b> <b>Y5 – Ancient Greece</b></p> <ol style="list-style-type: none"> <li>1. Introduce the culture and civilisation and establish its place in history, particularly through carvings and buildings.</li> </ol>	<p>Mayan, Guatemala, civilisation, carving, Mesoamerica, temple, ceremony, Tikal, Yax Mutal, Acropolis, lowlands, deity, underworld, maize,</p>

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	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<ol style="list-style-type: none"> <li>2. Recognise how the Mayan's location and climate impacted their beliefs. Children will find Guatemala in atlases, maps &amp; internet and learn about their climate.</li> <li>3. Learn about Mayan gods</li> <li>4. Understand Mayan calendars and how they link to beliefs.</li> <li>5. Investigate sacred places &amp; how they were used in Mayan society</li> <li>6. Recognise the beliefs of modern Mayans.</li> </ol>	<p>calendar, archaeologist, pyramids, El Tigre,</p>
<p>Topic / Summer One</p>	<p>The Ancient Mayans continued...</p>		
<p>Topic / Summer Two</p>	<p>Geography – Summit Up</p>		