

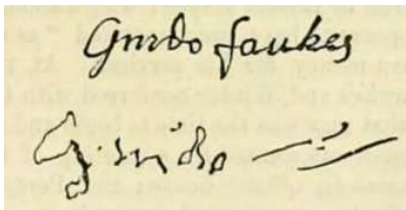




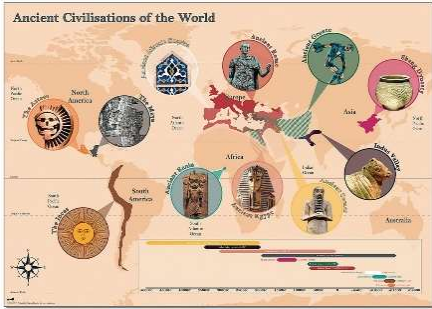



YEAR 1																																					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6																																
Dover Castle		Travel		First Flight																																	
↓																																					
Task		Key indicators assessed		Children not at EXS																																	
<b>Start of unit – review task:</b> <i>Which of these is a castle? How do you know?</i> <div></div>		<b>Pre-requisite knowledge:</b> To be able to recognise a castle based on read-aloud stories, TV and films ( <i>topic knowledge, conflict &amp; invasion</i> ).  That castles were often built to provide safety and protection from attack and to display the owner's rank and wealth.  That Dover Castle is near Folkestone and was built around 1000 years ago by a king.  The key features of many castles, including Dover Castle: built on a hill, large in size, thick high walls, tower (keep), bailey, drawbridge, moat, portcullis, windows and arrow slits.																																			
<b>When at Dover Castle;</b> complete short questionnaire (pictures may be recorded by group leads on iPads for key features). Children can draw, write or have their responses scribed.  <i>Roughly how old is Dover Castle?</i> _____ years  <i>Tick the correct boxes below based on the trip:</i> <table><tr><td></td><td><i>I saw it today</i></td><td><i>I would have seen it when Dover Castle was built</i></td><td><i>It would have helped to defend the castle.</i></td></tr><tr><td><i>A drawbridge</i></td><td></td><td></td><td></td></tr><tr><td><i>A widescreen TV</i></td><td></td><td></td><td></td></tr><tr><td><i>A moat</i></td><td></td><td></td><td></td></tr><tr><td><i>A throne</i></td><td></td><td></td><td></td></tr><tr><td><i>Arrow slits</i></td><td></td><td></td><td></td></tr><tr><td><i>A portcullis</i></td><td></td><td></td><td></td></tr><tr><td><i>Coffee machines</i></td><td></td><td></td><td></td></tr><tr><td><i>Thick walls</i></td><td></td><td></td><td></td></tr></table>							<i>I saw it today</i>	<i>I would have seen it when Dover Castle was built</i>	<i>It would have helped to defend the castle.</i>	<i>A drawbridge</i>				<i>A widescreen TV</i>				<i>A moat</i>				<i>A throne</i>				<i>Arrow slits</i>				<i>A portcullis</i>				<i>Coffee machines</i>			
	<i>I saw it today</i>	<i>I would have seen it when Dover Castle was built</i>	<i>It would have helped to defend the castle.</i>																																		
<i>A drawbridge</i>																																					
<i>A widescreen TV</i>																																					
<i>A moat</i>																																					
<i>A throne</i>																																					
<i>Arrow slits</i>																																					
<i>A portcullis</i>																																					
<i>Coffee machines</i>																																					
<i>Thick walls</i>																																					
<b>Review Task;</b> <i>Label the diagram with as many features as you can that would have been useful if Dover Castle had been attacked:</i> 																																					



YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>The Gunpowder Plot</b>		<b>Monarchy</b> (Henry VIII & Elizabeth II)		<b>Internet &amp; Communication</b> (William Caxton and Tim Berners-Lee)	
↓					
Task		Key indicators assessed		Children not at EXS	
<b>Start of unit: Review Task.</b> <i>Tick those that apply:</i> <i>'Monarch' means...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> A vicar</li> <li><input type="checkbox"/> A rich person</li> <li><input type="checkbox"/> A king, queen or emperor</li> <li><input type="checkbox"/> A religious family</li> </ul>		<b>Pre-requisite knowledge:</b> To understand what a monarch is (Y1 – Dover Castle; <i>Concepts: monarchy, governance &amp; leadership</i> )			
<b>Review Task;</b> gap fill task & explanation:  <i>Bonfire Night is a festival that's held in the United Kingdom every year on 5<sup>th</sup> November.</i> <i>It marks the anniversary of the _____ Plot.</i> <i>This was an attempt to blow up the Houses of Parliament around <u>40</u> / <u>400</u> / <u>4000</u> years ago.</i>  <i>Why did Guy Fawkes (and others) try to blow up parliament?</i> (written, scribed or recorded)		That Bonfire Night is a national festival held on 5th November to mark the anniversary of the Gunpowder Plot. That the Gunpowder Plot was a failed attempt to blow up the Houses of Parliament, around 400 years ago.  That <b>Guy Fawkes</b> and others tried to blow up the Houses of Parliament because the <b>monarch</b> and <b>government</b> were there. That Guy Fawkes and the other plotters were <b>catholic</b> , and the King was a <b>protestant</b> . Know that these are different forms of the <b>Christian religion</b> with some different beliefs.			
<b>Final review</b> – written, scribed or recorded task:  <i>The source of Guy Fawkes's autograph before and after he was captured and imprisoned is seen by historians as being very significant.</i>   <i>What do you notice?</i> <i>Why are many sources from this era written?</i> <i>Why are sources important to historians?</i> <i>Why might historians think <u>this</u> source was important? Consider what happened to Guy Fawkes in your answer.</i>		That historians use sources to find out about the past and make claims about the Gunpowder Plot.  That historical knowledge of the Gunpowder Plot is predominantly based on letters or written sources by the King, the government or the soldiers who arrested Guy Fawkes.  That Guy Fawkes was arrested before he could blow up the barrels of <b>gunpowder</b> and was later <b>executed</b> for <b>treason</b> , which is no longer a punishment in the UK.			

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Stone Age to Iron Age		Romans in Britain		Anglo-Saxons & Vikings	
↓					
Task		Key indicators assessed		Children not at EXS	
<b>Review task - sequencing:</b> complete the timeline for prehistoric Britain: <i>Sort these into the correct order and position them on the timeline:</i>  Bronze Age, Stone Age, Iron Age  		That in Britain, the Stone Age, Iron Age and Bronze Age was a period from around 15,000BC to 43AD (Roman invasion).			
<b>Review task – written or scribed:</b>  <i>How did technology change from the Stone Age through to the Bronze and Iron Ages?</i>  <i>How do historians know?</i>  <i>Use the below sources to help you:</i> 		That historical understanding of the Stone Age, Bronze Age and Iron Age is based on limited specific sources including: tools, pottery, weapons, & Skara Brae village.  How technology changed from simple stone tools to the forging of metals and how this lead to wider farming.  That although historians use sources to find out about the past and make claims about prehistoric Britain, depending on the time period, some of these sources may be limited.			
<b>Review task – labelling &amp; explanation:</b>  <i>Label the key differences between a Stone Age and Bronze Age or Iron Age home.</i>  <i>What do you think was built here during the Iron Age? Why?</i> 		How homes and buildings changed from the Stone Age to the Iron Age, specifically: tents made from branches and hides for hunter-gatherers; stone houses; thatched buildings with timber & clay walls; round houses & hillforts.  That Britain was made up of a number of Celtic tribal kingdoms during the Iron Age, based at a hillfort.			

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Overview of Ancient Civilisations</b>		<b>Early Islamic Civilisation</b>		<b>Ancient Greece</b>	
↓					
Task		Key indicators assessed		Children not at EXS	
<b>Start of unit: Vocabulary Review Task;</b> written, scribed or recorded.  <i>"The rise of the Roman Empire was a significant moment in history."</i>  <i>Why might a historian believe this? Think about what the Roman Empire was, and what it included.</i>		<b>Pre-requisite knowledge:</b> To recognise what a civilisation is (Y3 – Romans in Britain; <i>Concepts; Civilisations &amp; Empires</i> )			
<b>Review task –</b> written, scribed or recorded:   <i>The map above shows where many ancient civilisations developed. What are some characteristics of a <b>civilisation</b>?</i>		That civilisations are usually characterised by a large community of people with its own social organisation (written records, system of government, hierarchy of labour etc.), culture (beliefs and customs) and development of settlements in to large networks of towns and cities. That each civilisation had a social structure and hierarchy which ensured they were an organised community. To specifically know that those in power came from a long dynasty or monarchy (Pharaohs, Emperors, Kings and Queens). To understand that slavery was a common way to support the development of these civilisations. The important role that religion played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this.			
<b>Source analysis task;</b>  <i>What do these sources tell us about the importance that rivers had for developing civilisations?</i>		To understand that slavery was a common way to support the development of these civilisations. The important role that religion played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this.			
 "An ancient diary of an official involved in the construction of the Great Pyramid describes how workers transported massive blocks of limestone on wooden boats along the Nile..." (History.com)		To understand that each of these civilisations were located close to a river. To know that this is because rivers were essential for drinking water, fertile land and transport routes for trade and travel.			
<b>Review opportunity –</b> when reviewing children's independent fact files on an ancient civilisation that they have learnt about:  <i>Does the child demonstrate a clear understanding of many of the key characteristics of the earliest civilisations, as has been outlined?</i>		To understand that each of these civilisations were situated in a similar position on the globe, located next to a river. To know that this is because rivers were essential for drinking water, fertile land and transport routes for trade and travel. The important role that religion played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations were all polytheistic as they all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this. That many ancient civilisations are regarded as responsible for key inventions: Ancient Sumerian chariot for wheel; grid street pattern in Indus Valley for wells, baths, drains and sewage; paper, jade and silk from Shang Dynasty; irrigation systems, pyramids and mummies of Egypt. To understand that slavery was a common way to support the development of these civilisations.			

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Local Study: Canterbury – Thomas Becket & Monarchy		Egyptians Depth Study	Egyptians Depth Study		
↓					
Task		Key indicators assessed		Children not at EXS	
<b>Start of unit: Review Task;</b> written, scribed or presented. <i>Do you agree or disagree?</i> <b>"Individual monarchs/leaders have played a significant role in shaping history."</b> <i>Refer to specific individuals that you have learned about to help you in your answer. You may want to think about:</i> <i>- Ancient Greece</i> <i>- Early Islamic Civilisations</i> <i>- The Anglo Saxons &amp; Vikings</i> <i>- The Romans</i> <i>- Henry VIII</i> <i>- Elizabeth II.</i>		<b>Pre-requisite knowledge:</b> To understand what a King is in relation to the monarchy and to ruling <i>(Concepts: Monarchy, Governance &amp; Leadership; Historical significance)</i>			
<b>Source analysis;</b>  <i>This image from an early 14<sup>th</sup> century manuscript shows Henry II and Thomas Becket arguing.</i>		To know that Becket often took the side of the church (wanting to increase its power and influence) rather than the king, causing many disputes.  That historians use sources to find out about the past and make claims about the cause of Thomas Becket's death.			
<b>During and/or following the visit to Canterbury Cathedral:</b>  <i>Tick the correct boxes below based on the trip:</i>		That Christians were shocked by Becket's murder and the Pope made him a saint of the Roman Catholic Church.  That for centuries after Becket's death, many people made pilgrimage to Canterbury Cathedral.  That Becket was seen by many as a martyr – someone who was willing to die for his religious beliefs. He had a shrine that was in Canterbury but it was destroyed by order of Henry VIII during his reign.			
	<i>I saw it today:</i>	<i>What was the significance of this?</i>			
<i>The Altar of the Sword Point</i>					
<i>Pilgrim's Steps and Trinity Chapel</i>					
<i>The Corona</i>					
<i>Pilgrim's tunnel</i>					
<i>The Crypt</i>					
In Canterbury Cathedral today, there are many signs that many pilgrims made the journey to visit Thomas Becket's tomb. Why did so many make this journey? Explain in one or two sentences.					



YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Industrial Revolution</b>		<b>The Empire Windrush Migration</b>		<b>Local Study: Battle of Britain</b>	
↓					
Task		Key indicators assessed		Children not at EXS	
<b>Start of unit: Review Task;</b> written response.  <b>"The development of technology has played a significant role in our history"</b> Why might this historian think the above? Use an example of a technological development to help in your answer e.g. - The development of aircraft by the Wright brothers. - The invention of the Internet by Tim Berners-Lee - The development of iron during the iron age - Or another example.		<b>Pre-requisite knowledge:</b> - First Flight Y1 - The Internet Y2 - Bronze to Iron age Y3 - Ancient civilisations Y4 - Ancient Egyptians Y5 ( <i>Concepts: technology, travel and trade</i> )  That the 'Industrial Revolution' describes the transition in the 1840s from a society based on hand manufacturing and human/animal power, to a society based on machinery.  That before the revolution, most people lived in the country and worked on farms, and that during the revolution, people moved to the cities to work in factories. These cities grew and became over-crowded, unsanitary and polluted.			
<b>Review question;</b> written response.  The 'Industrial Revolution' describes a historically significant transition that occurred in Britain in the 1840s. What was this transition?  From.... to....					
<b>Review question and source analysis task;</b> written response.  <i>This is an image of a factory during the period of the Industrial Revolution.</i>   <i>Some historians believe that the emotional cost of labour (child labour, slave trade etc.) that led to an increase of British power was immoral. What are some reasons a historian might give?</i>		That one drawback of the Industrial Revolution was poor working conditions for people in factories. Know that working conditions were often dangerous, people had to work long hours and child labour was common practice.  That the steam engine was one of the most important inventions of the Industrial Revolution and meant that humans could use the energy from fossil fuels to create power.			
<b>Review task;</b> written response. Many historians consider the invention of the steam engine to be a significant driver of the industrial revolution.  What were some impacts of the invention of the steam engine. Consider each of the following: - travel & trade - the British Empire		That the steam train powered its own forward movement and that train lines spread rapidly across Britain, transforming British life and making easy travel possible for the first time. That steam engines and blast furnaces needed a huge amount of coal, so coal mining became a very important industry creating jobs and generating wealth. How historians decide what makes a place or era significant e.g. the power gathered by Britain to become an 'empire' during this time. That Britain became a powerful empire because it was the leading force in the Industrial Revolution.			