



Five Stones Learning Federation



History LTP Overview - Cycle A

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10v10)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me		My school		My family is special!	
Year 1/2	<u>Holidays</u> Person: Queen Elizabeth II (1950) Person: Queen Victoria (1890) Local study - seaside town such as Saltburn	Geography Voyages! Person: Neil Armstrong Event: The First Moon Landing (1969) Person: Christopher Columbus Event: Discovery of America (1492)	Geography Nursing Person: Mary Seacole (1850) Person: Edith Cavell (1914) Event: World War I (medicine)	Geography		
Year 3/4	<u>Ancient Greece</u> Person: Leonidas of Sparta Event: The Trojan Horse	Geography <u>Changes from Stone Age to Iron Age</u> Place / Event: Stonehenge	Geography <u>The Roman Empire's Impact on Britain</u> Person: Julius Caesar / Boudicca Event: Hadrian's Wall <u>Local History</u>	Geography		
Year 5/6	<u>World War II</u> Person: Adolf Hitler / Winston Churchill Event: D-Day Landings / Liberation of Auschwitz	Geography <u>The Tudors and the Stuarts</u> Person: Henry VIII and his wives Event: The creation of the church	Geography <u>Life in Victorian Britain</u> Person: Queen Victoria Event: Industrial Revolution	Geography		

History LTP Overview - Cycle B

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All About Me		My school		My family is special!	
Year 1/2	<u>Toys!</u> Person: Ole Kirk Christiansen (Lego) Event: World War I and II (children's toys)	Geography	<u>The Great Fire of London</u> Person: Samuel Pepys Person: Thomas Bludworth Event: The Great Fire of London Possible Questions: What caused the Great Fire of London?	Geography	<u>Firsts</u> Person: The Wright Brothers Event: The first aeroplane flight (1903) Person: George Stephenson Event: The first railway (1830)	Geography
Year 3/4	<u>The Anglo-Saxons</u> Person: Bede / King Arthur Event: The Battle of Camlann	Geography	<u>Anglo-Saxon struggle for the Kingdom of England</u> Person: Alfred the Great Event: The Battle of Hastings	Geography	<u>The Ancient Egyptians</u> Person: Tutankhamun / Cleopatra (End of period, closer to us than construction of pyramids) Event: Construction of the Pyramids	Geography
Year 5/6	<u>World War I</u> Person: Bradford Brothers Event: Killing of Franz Ferdinand	Geography	<u>The Vikings struggle for the Kingdom of England</u> Person: Ragnar Lothbrok Event: Raid on Lindisfarne	Geography	<u>Ancient Mayans</u> Person: Pakal the Great Event: Building of the Pyramids	Geography



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History Long Term Plan EYFS

EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early historical skills. The aims and content address a number of key historical concepts of chronological awareness. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy.

The aims of our EYFS curriculum is to develop children's early historical skills by providing rich experiences to promote the following:

- Beginning to use historical based language - language associated with the passage of time.
- Developing a sense of historical enquiry.
- Comparison and contrast, similarity and differences.
- Historical narrative and sequence and a sense of chronology and duration.
- An introduction to handling artefacts and the use of evidence.
- That times passes in sequential order.
- That time changes us all.
- Being able to sequence stories.
- Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others.

ELG Content

ELG: Past and Present

Pupils should be given the opportunity to:

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class
- Recall some important narratives, characters and figures from the past encountered in books they have read in class

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History Long Term Plan EYFS

Autumn	Spring	Summer
<p>All about me!</p> <p><u>Possible Questions:</u> How have I changed since I was a baby?</p> <p><u>Significant Events/People</u> Person: Guy Fawkes Event: Bonfire Night Person: Roald Dahl Event: Roald Dahl Day</p>	<p>My School!</p> <p><u>Possible Questions:</u> How was school different for our parents?</p> <p>* Visit from a grandparent</p> <p><u>Significant Events/People</u> Person: Julia Donaldson</p>	<p>My family is special!</p> <p><u>Possible Questions:</u> Who belongs on my family tree?</p> <p><u>Significant Events/People</u> Person: St. George Event: St. George's Day</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Then, now, change, grow, baby, toddler, child, Guy Fawkes, bonfire, fireworks</i>	<i>Long ago, similar, different, old, new, past, present.</i>	<i>Family, first, then, next, older, younger. George, castle, knight</i>
Suggested Texts	Suggested Texts	Suggested Texts

<ul style="list-style-type: none"> Once There Were Giants by Martin Waddell A Chair for Baby Bear by Kaye Umansky & Chris Fisher The Growing Story by Ruth Krauss and Helen Oxenbury Remember remember the fifth of November by Deborah Webb (NF) 	<ul style="list-style-type: none"> Never take a bear to school by Mark Sperring Starting School by Janet and Alan Alhberg 	<ul style="list-style-type: none"> George and the Dragon by Chris Wormell Me and My Family Tree by Joan Sweeney Who's In My Family? All About Our Families by Robie H. Harris
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Autumn	Spring	Summer
Geography	Geography	Geography

Focus Content
<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class Recall some important narratives, characters and figures from the past encountered in books they have read in class

History Long Term Plan Year KS1

KS1 - Aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1 - Content

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Autumn	Spring	Summer
Holidays Person: Queen Elizabeth II (1950) Person: Queen Victoria (1890) Local study - seaside town such as Saltburn Possible Questions: How have holidays changed from then to now? Celebrations - Bonfire night link this to historical event Gunpowder plot.	Voyages! Person: Neil Armstrong Event: The First Moon Landing (1969) Person: Christopher Columbus Event: Discovery of America (1492) Possible Questions: Which event had the most significance?	Nursing Person: Mary Seacole (1850) Person: Edith Cavell (1914) Event: World War I (medicine) Possible Questions: Who would have helped us in the past? *Make a comparison to nurses now
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Monarchy, Victorian, reign, coronation, royal, throne, royalty, Buckingham Palace, royalty, significance, industrial revolution</i>	<i>Astronaut, mission, space, discovery, voyage, Apollo 11, explorer, Nina, Pinta, Santa Maria</i>	<i>Medicine, nurse, wounds, soldiers, war, trenches, remedy, cure, infection, Red Cross, Somme, amnesties</i>
Suggested Texts	Suggested Texts	Suggested Texts
Books <ul style="list-style-type: none"> At the Beach by Roland Harvey Poems About Festivals by Brian Moses, Kristina Swarner & Various Poets <p> http://teachinghistory100.org/ https://www.nationalarchives.gov.uk/help-with-your-research/ </p>	Books <ul style="list-style-type: none"> Field Trip to the Moon by Jeanne Willis & John Hare Trailblazers: Neil Armstrong by Alex Woolf & Nina Jones (NF) Field Trip to the Moon Jeanne Willis & John Hare The Darkest Dark Chris Hadfield, Kate Fillion & The Fan Brothers; Journey by Aaron Becker <p>http://teachinghistory100.org/</p>	Books <ul style="list-style-type: none"> The Little Hen and the Great War by Jennifer Beck & Robyn Belton Where the Poppies Now Grow by Hilary Robinson and Martin Impey; The Little Hen and the Great War by Jennifer Beck & Robyn Belton <p> http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty https://www.bbc.co.uk/bitesize/topics/z4mxsbk </p>
Autumn	Spring	Summer
Geography	Geography	Geography
Focus Content		
<ul style="list-style-type: none"> Chronology Make comparisons between events and people Links to then and now. Significance and legacy 		

Autumn	Spring	Summer
Autumn Toys! Person: Ole Kirk Christiansen (Lego) Event: World War I and II (children's toys) Possible Questions How have toys changed over time? Celebrations - Bonfire night link this to historical event Gunpowder plot.	Spring The Great Fire of London Person: Samuel Pepys Person: Thomas Bludworth Event: The Great Fire of London Possible Questions: What caused the Great Fire of London?	Summer Firsts Person: The Wright Brothers Event: The first aeroplane flight (1903) Person: George Stephenson Event: The first railway (1830) Possible Questions: How have these inventions changed history today?
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Material, Wartime, Modern, inventions, evacuation, soldier, Anderson shelter, underground, rationing</i>	<i>Pudding Lane, disaster, emergency, thatched roof, diarist, parliament, gunpoweder, treason, hung, drawn, quartered</i>	<i>Aircraft, propeller, The Wright Flyer, railway, locomotive, Rocket (name of the first locomotive) aviation, pioneer</i>
Suggested Texts	Suggested Texts	Suggested Texts
Books <ul style="list-style-type: none"> Lost in the Toy Museum: An Adventure by David Lucas Toys Around the World by Joanna Brundle (NF) Tail-End Charlie by Mick Manning The Little Hen and the Great War by Jennifer Beck & Robyn Belton <u>Tail-End Charlie</u> by Mick Manning Other resources http://teachinghistory100.org/	Books <ul style="list-style-type: none"> Toby and The Great Fire Of London by Margaret Nash & Jane Cope Vlad and the Great Fire of London by Kate Cunningham & Sam Cunningham Poems http://www.history-for-kids.com/great-fire-of-london.html Other resources http://teachinghistory100.org/	Books <ul style="list-style-type: none"> Emma Jane's Aeroplane by Katie Haworth & Daniel Rieley George and Robert Stephenson by L. T. C Rolt On The Train (Shine a Light) by Carron Brown & Bee Johnson (NF) Bug Club Gold B/2B George Stephenson: The Train Man (NF) The Great Round the World Balloon Race by Sue Scullard Other resources http://teachinghistory100.org/
Autumn	Spring	Summer
Geography	Geography	Geography
Focus Content		
<ul style="list-style-type: none"> Chronology Make comparisons between events and people Links to then and now. Significance and legacy 		



KS2 - Aims

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources. **History 190**

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

KS2 - Content

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- History 192 a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Autumn	Spring	Summer
<u>Ancient Greece</u> Person: Leonidas of Sparta Event: The Trojan Horse Possible Questions: How have the Greeks shaped my world?	<u>Changes from Stone Age to Iron Age</u> Place / Event: Stonehenge Possible Questions: What did the first people in Britain build?	<u>The Roman Empire's Impact on Britain</u> Person: Julius Caesar / Boudicca Event: Hadrian's Wall Local History Possible Questions: Why did the Romans march through County Durham?
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Empire, invasion, mythology, city of Troy, Trojans, Spartans, warrior, democracy, BC, Acropolis, assembly</i>	<i>Remains, archaeologist, monument, stone circle, druids, Stonehenge, Neolithic, excavate, monument, flint</i>	<i>Rebellion, Julius Caesar, Queen Boudicca, Emperor, fortress, Hadrian's Wall, mile castle, barbarian, Briton, legion</i>
Suggested Texts	Suggested Texts	Suggested Texts
<u>Books</u> <ul style="list-style-type: none"> • <i>The Ancient Greek Mysteries by Saviour Pirotta & Freya Hartas (NF)</i> • <i>Beasts of Olympus: Beast Keeper by Lucy Coats</i> • <i>Who Let the Gods Out? By Maz Evans</i> • <i>Town Is by the Sea by Joanne Schwartz and Sydney Smith</i> <u>Other resources</u> http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/z87tn39	<u>Books</u> <ul style="list-style-type: none"> • <i>Stone Age Boy by Satoshi Kitamura</i> • <i>The Stone Age: Hunters, Gatherers and Woolly Mammoths by Marcia Williams (NF)</i> • <i>The Boy with the Bronze Axe by Kathleen Fidler</i> • <i>Stig of the Dump by Clive King</i> • <i>The Secrets of Stonehenge by Mick Manning & Brita Granström</i> <u>Other resources</u> http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/z82hsbk	<u>Books</u> <ul style="list-style-type: none"> • <i>Meet the Ancient Romans by James Davies (NF)</i> • <i>What the Romans Did for Us by Alison Hawes (NF)</i> • <i>Julius Caesar by Nick Saunders (NF)</i> • <i>Beyond the Wall by Tanya Landman (NF)</i> • <i>Empire's End - A Roman Story by Leila Rasheed</i> <u>Poems</u> http://www.history-for-kids.com/boudica.html <u>Other resources</u> http://teachinghistory100.org/ https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-roman-empire-and-its-effects-on-britain-zrvs382 https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx
Autumn	Spring	Summer
Geography	Geography	Geography
Focus Content		
<ul style="list-style-type: none"> • Chronology • British Local and World • Make comparisons between events and people • Terminology • Questions - Cause, significance, change and similarities and differences 		

Autumn	Spring	Summer
<p>The Anglo-Saxons</p> <p>Person: Bede / King Arthur</p> <p>Event: The Battle of Camlann</p> <p>Possible Questions: What happened when the Romans left Britain?</p>	<p>Anglo-Saxon struggle for the Kingdom of England</p> <p>Person: Alfred the Great</p> <p>Event: The Battle of Hastings</p> <p>Possible Questions: Who were the leaders of Anglo-Saxon England?</p>	<p>The Ancient Egyptians</p> <p>Person: Tutankhamun / Cleopatra (End of period, closer to us than construction of pyramids)</p> <p>Event: Construction of the Pyramids</p> <p>Possible Questions: Why did the Ancient Egyptians build pyramids?</p>
<p>Key Vocabulary</p> <p><i>Battle, medieval, kingdom, myth, legend, Camelot, Avalon, Excalibur, round table, Kingdoms, Pilgrim, Monastery, Sutton Hoo, Paganism, raiders</i></p>	<p>Key Vocabulary</p> <p><i>Alfred the Great, Cavalry, Warfare, Burhs, Bretwalda, Norman Rule, William of Normandy/William the Conqueror, Senlac Hill, Wessex, Kingdom, Norseman, Formation</i></p>	<p>Key Vocabulary</p> <p><i>Hieroglyphics, ancient, mummification, pyramids, infrastructure, tomb, Pharaoh, Entombed, BC, civilisation, Coptic, entombed, sarcophagus, cartouche, Nefertiti, Valley of the Kings, Canopic jars</i></p>
<p>Suggested Texts</p> <p><u>Books</u></p> <ul style="list-style-type: none"> • <i>King Arthur and the Knights of the Round Table</i> by Marcia Williams • <i>You Wouldn't Want to be an Anglo-Saxon Peasant!</i> By Jacqueline Morley & David Antram (NF) • <i>King Arthur and the Knights of the Round Table</i> by Marcia Williams • <i>Illustrated Tales of King Arthur</i> by Sarah Courtauld & Natasha Kuricheva • <i>Warriors of Camlann</i> by N. M. Browne <p><u>Poems</u> https://www.booktrust.org.uk/globalassets/resources/beyond-booked-up/2_exploring-stories_poem.pdf</p> <p><u>Other resources</u> http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/zxsbcdm</p>	<p>Suggested Texts</p> <p><u>Books</u></p> <ul style="list-style-type: none"> • <i>Alfred the Great and the Anglo Saxons</i> by David Gill • <i>Anglo-Saxon Boy</i> by Tony Bradman <p><u>Poems</u> https://www.wealldown.co.uk/wp-content/uploads/2017/10/Anglo-Saxons-The-Ruin-Poetry-response-questions.docx.pdf http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/zxsbcdm</p>	<p>Suggested Texts</p> <p><u>Books</u></p> <ul style="list-style-type: none"> • <i>The Scarab's Secret</i> by Nick Would and Christina Balit • <i>If I Were a Kid in Ancient Egypt</i> by Cobblestone Publishing (NF) • <i>The Egyptian Cinderella</i> by Shirley Climo • <i>The Time-travelling Cat and the Egyptian Goddess</i>- Julia Jarman • <i>Secrets of a Sun King</i> by Emma Carroll <p>http://teachinghistory100.org/ https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt https://www.bbc.co.uk/bitesize/topics/zg87xnb https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmn https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt</p>
Autumn	Spring	Summer
<p>Geography</p>	<p>Geography</p>	<p>Geography</p>
Focus Content		
<ul style="list-style-type: none"> • Chronology • British Local and World • Make comparisons between events and people • Terminology • Questions - Cause, significance, change and similarities and differences 		



Five Stones Learning Federation

History LTP Year 5/6 - Cycle A



Autumn	Spring	Summer
World War II Person: Adolf Hitler / Winston Churchill Event: D-Day Landings / Liberation of Auschwitz Possible Questions: How was World War II different from World War I?	The Tudors and the Stuarts Person: Henry VIII and his wives Event: The creation of the church Possible Questions: How have British Monarchs changed since 1066?	Life in Victorian Britain Person: Queen Victoria Event: Industrial Revolution Possible Questions: What was life like in Victorian Britain? How was Victorian Britain different to Britain now?
Key Vocabulary	Key Vocabulary	Key Vocabulary
<i>Auschwitz, propaganda, Allies, Axis, military, liberate, Nazi, Blitz, Liberation, Concentration Camp, Fuhrer, Evacuee,</i>	<i>Catholic, Protestant, Annul, Dissolution of monasteries, Pope Clement VII, Execution, Protestant reformation, beheadings, treason, Cardinal Wolsey, gallows, doublet</i>	<i>Industrialisation, Cotton industry, innovations, Luddites, economy, manufactories, workhouses, factory law, expansion, cholera, Chartism, welfare, refractors cell</i>
Suggested Texts	Suggested Texts	Suggested Texts
<u>Books</u> <ul style="list-style-type: none"> • <i>Our Castle by the Sea</i> by Lucy Strange • <i>Carrie's War</i> by Nina Bawden • <i>My Secret War Diary</i>, by Flossie Albright Marcia Williams • True Stories of the Second World War by Paul Dowswell (NF) • <i>Once</i> by Maurice Geitzman <u>Poems</u> https://www.poetryfoundation.org/articles/91359/the-poetry-of-wwii http://www.keystage2literacy.co.uk/world-war-poetry.html http://teachinghistory100.org/ http://www.bbc.co.uk/history/worldwars/wwtwo/ https://www.history.com/topics/world-war-ii	<u>Books</u> <ul style="list-style-type: none"> • <i>The Executioner's Daughter</i> by Jane Hardstaff • <i>Diver's Daughter</i> by Patrice Lawrence • <i>Treason</i> by Berlie Doherty • <i>The Executioner's Daughter</i> by Jane Hardstaff <u>Poems</u> https://www.poetryfoundation.org/poets/henry-viii#tab-poems <u>Other resources</u> http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/zsgkwmn https://www.tudorsandstuart.com/	<u>Books</u> <ul style="list-style-type: none"> • <i>Gaslight</i> by Eloise Williams • <i>Twelve Minutes to Midnight</i> by Christopher Edge • You wouldn't want to be a Victorian School child! By John Malam (NF) • <i>Street Child</i> by Berlie Doherty • <i>Oliver Twist</i> by Charles Dickens http://teachinghistory100.org/ https://www.nationalarchives.gov.uk/education/ https://www.bbc.co.uk/bitesize/topics/zcjsxhyc/resources/1
Autumn	Spring	Summer
Geography	Geography	Geography
Focus Content		
<ul style="list-style-type: none"> • Chronology • British Local and World • Make comparisons between events and people • Terminology • Questions - Cause, significance, change and similarities and differences 		

Autumn	Spring	Summer
World War I	The Vikings struggle for the Kingdom of England	Ancient Mayans
Person: Bradford Brothers Event: Killing of Franz Ferdinand Possible Questions: What was life like during World War I?	Person: Ragnar Lothbrok Event: Raid on Lindisfarne Possible Questions: How did the Vikings raid and take over Britain?	Person: Pakal the Great Event: Building of the Pyramids Possible Questions: Who was making history in faraway places in the year 1000?
Key Vocabulary	Key Vocabulary	Key Vocabulary
Treaty of Versailles, Assassination, Black hand, conspirator, Allied Powers, Trench Warfare, No-Man's Land, Imperialism, trench foot. Artillery, shell shock, cavalry, armistice, Victoria Cross, conscripts, Western front, empire	Danelaw, Monastery, longboats, longhouses, Scandinavia, Norseman, Freeman, Danegeld, Plunder, Pagans, Chieftain, longboat, figurehead, Plunder, Pagons, Lindisfarne	Mayas, Mesoamerica, Palenque, K'inich Janaab Pakal, Temple of Inscriptions, Tikal, sacrificed, Tempe of the Cross, sarcophagus, monumental, astronomers, civilisation
Suggested Texts	Suggested Texts	Suggested Texts
Books <ul style="list-style-type: none"> Poems from the First World War by Various poets, selected by Gabby Morgan The Silver Donkey by Sonya Hartnett Private Peaceful by Michael Morpurgo The Foreshadowing by Marcus Sedgwick Remembrance by Theresa Breslin The story of the First World War by John Malam (NF) Poems https://www.poetryfoundation.org/articles/70139 /the-poetry-of-world-war-i http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/zqhyb9g https://www.bbc.co.uk/news/uk-england-tees-39248346 https://www.history.com/news/the-assassination-of-archduke-franz-ferdinand	Books <ul style="list-style-type: none"> How to train your dragon by Cressida Cowell Who Were the Vikings? By Jane Chisholm, Struan Reid & David Cuzik (NF) The Saga of Erik the Viking by Terry Jones & Michael Foreman Viking Boy by Tony Bradman Odd and the Frost Giants by Neil Gaiman https://www.jorvikvikingcentre.co.uk/education/classroom-resources/ http://teachinghistory100.org/ file:///C:/Users/SurfacePro2/Downloads/PH_69.pdf https://www.historic-uk.com/HistoryUK/HistoryofEngland/Ragnar-Lothbrok/ https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/viking-raid/	Books <ul style="list-style-type: none"> The Chocolate Tree: A Mayan Folktale by Linda Lowery The History Detective Investigates: Mayan Civilization by Clare Hibbert (NF) Rain Player by David Wisniewski Middleworld (Jaguar Stones) by J&P Voelkel http://www.maya-3d.com/reconstructions/ http://teachinghistory100.org/ https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg https://www.history.com/topics/ancient-americas/maya
Autumn	Spring	Summer
Geography	Geography	Geography
Focus Content		
<ul style="list-style-type: none"> Chronology British Local and World Make comparisons between events and people Terminology Questions - Cause, significance, change and similarities and differences 		