



Year 1	Term: Spring 1	Driver: History	Topic: Transport (Past and Present)
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding similarities and differences so that children in KS1 can compare differences over periods of time.</p> <p>Pupils will draw upon their current KS1 knowledge, using photographs to retrieve information about the past so that they can draw conclusions about their current topic.</p> <p>Pupils will build upon their prior knowledge in KS1 and EYFS to compare different time periods as well as using language associated with the past.</p> <p>Pupils will build upon their knowledge from EYFS of the world around them to recognise what types of transport we have now and what was used in the past and how although some transport was used in the past it is still used now.</p>			

Local Knowledge		
The United Kingdom, how cars, boats, trains and flight have changed over time but how we still use transport from the past, today.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	What do the children know about History? What does History mean? What have they learned previously in history lessons that will help them understand this? (e.g. things in the past looked different - buildings, clothes, technology. Discussion / sorting task into old and new.	<p>Q's linked to cause, change or interpretations</p> <ul style="list-style-type: none"> Was any transport first created in England? How did that change England? Can you drive to the moon?  <p>Using historical exploration such as photos and historical information - How has transport had a positive and negative affect?</p>
Week 1	How has transport changed? Brief exploration of how transport looked in the past to more recently. Activity - Sort different transport images into past and present.	
Week 2	How do cars today compare to cars from the past? Explore how cars have changed through time. (windows, doors, multiple seats, engine, go faster, design) Activity - Cut and stick labels for old and new cars	
Week 3	How do trains today compare to trains from the past? Explore how trains have changed through time. (more carriages, faster, electric powered, steam powered, design) Activity - complete a timeline for trains	
Week 4	How do boats today compare to boats from the past? Explore how ships have changed over time. (wood - metal, oars, sails, design, steam powered and engines) Activity - design and label their own boat	
Week 5	How does flight today compare to flight in the past? Explore hot air balloons, planes and rockets and how they have changed through time. (Jet engines, design, more passengers) Activity - Timeline activity of flight - Create paper airplanes	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> 1886 First Car invented 1804 First steam locomotive invented 1825 First passengers aboard the steam locomotive 1903 First plane invented 1783 First 'aerostatic' flight (Hot air balloon) 	<ul style="list-style-type: none"> Transport A long time ago/over 250 years ago first, then, next, at least finally and before. Automobile Steam powered Locomotive Railway 	<ul style="list-style-type: none"> January 29th 1886, Karl Benz designed and built the first practical automobile. September 27th 1825, the first steam train carried passengers in North East England. December 17th 1903, the Wright Flyer is the first successful powered airplane to be created. 	<ul style="list-style-type: none"> Karl Benz Richard Trevithick George Stephenson Wilbur and Orville Wright Montgolfier brothers

Year 2/3/4	Term: Spring 2024	Driver: History	Topic: The Romans
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding similarities and differences so that in Years 2/3/4, the pupils will explore similarities and differences over periods of time.</p> <p>Pupils will draw upon their KS1 knowledge, using photographs to retrieve information about the past so that in years 2/3/4, pupils will use photographs, maps and written texts.</p> <p>Pupils will build upon their knowledge in KS1 and EYFS, placing events in chronological order so that in Years 2/3/4, pupils will place significant events on a timeline.</p>			

Local Knowledge		
The Romans settled in The Tadcaster area and named it Calcaria. York was a major Roman settlement. Constantine the Great was proclaimed Emperor in York in 306.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	What do the children know already about the Romans? What do they understand about the Romans and their importance? What have they learned previously that will help them understand the Romans?	<ul style="list-style-type: none"> • Make deductions from primary and secondary sources using photographs. • Explain how historical artefacts have helped us understand more about British lives in the present and past. • Which of the Roman achievements in Britain had the most significant impact on people at the time (significance). 
Week 1	Who were the Romans? Research the key facts about the Romans and create a timeline of key events.	
Week 2	What did the Romans ever do for us? Watch an edited clip of the Monty Python scene that lists the key improvements the Romans brought to people in the Empire and ask children to replicate the scene and record.	
Week 3	Who were the Roman Emperors? Create a booklet of the main Roman Emperors.	
Week 4	Who were the Roman gods and goddesses? Create Top Trumps of the main gods and goddesses.	
Week 5	What history is there of the Romans in Tadcaster and York? Go on a walk around Tadcaster to identify evidence of the Romans and use Streetview to do the same for York.	


Sticky Knowledge - The Five Keys...		
Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> • 55 BCE Julius Caesar attempts to invade Britain but is forced to return home • OBC Birth of Jesus • 60AD Boudicca leads her tribe in battles against the Romans • 71AD York founded by the Romans. • 306AD Constantine the Great becomes Roman Emperor in York. • 410AD - Roman rule ends in Britain 	<ul style="list-style-type: none"> • Roman • Empire • Invade • Legion • Gladiator 	<ul style="list-style-type: none"> • Julius Caesar • Jesus • Boudicca • Hadrian • Constantine the Great

Year 4/5/6	Term: Spring 1	Driver: History	Topic: The Vikings: Why did they come to the British Isles?
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS/KS1 by finding similarities and differences allowing children in UKS2 the opportunity to compare aspects of different time periods focusing on religion, monuments and trade.</p> <p>Pupils will draw upon their current KS1/LKS2 knowledge, using primary/secondary resources to retrieve information about the past so that they can draw conclusions about their current topic.</p> <p>Pupils will build upon their knowledge from LKS2 about the Roman Empire so that they can understand the chronology of the Vikings.</p>			

Local Knowledge		
<p>Vikings captured Eboracum, which had a long history as a Roman and Anglo-Saxon city, in AD866, renamed it York and made it the capital of the Norse kingdom. Many places in northern and eastern England have Viking names because the Vikings settled there in large numbers. e.g. names ending in Thorpe, Beck, Dale, Fell, Garth, By.</p>		
Weekly Focus	What will the children learn? 5 Key questions. How will they do this?	Disciplinary Knowledge
AFL focus/ what should we know	<i>Mind map: What do we already know about the Vikings? Who were they? Where did they come from? What are the Vikings known for? What special skills did they have? When was the Viking period in English history?</i>	<ul style="list-style-type: none"> The Vikings attacked using longboats crewed by 30 warriors Priorities like those in Lindisfarne were centres of manuscript production and filled with valuable religious objects. The Vikings murdered monks and stole objects for trade. The Norse were seafarers who travelled and settled widely across Europe, as far away as Byzantium. Chronological order means to show information in date order 
Week 1	Can I describe the early Viking raids on the island of Lindisfarne? Write a newspaper report about the Viking raid.	
Week 2	How were the Viking raids on the British Isles part of a bigger story of seafaring and expansion? Match the events of Viking expansion to the dates. Compare 2 ideas about Viking expansion and say which you agree with.	
Week 3	How did the Vikings take over more and more of Britain in the 800s CE? Describe where the Great Heathen army arrived, where they travelled to and why. Write a paragraph describing what they captured in chronological order.	
Week 4	How did the kingdom of Wessex try to resist the Viking invaders? Describe what happened in the battles for Wessex between Aethelred, Alfred and the Vikings.	
Week 5	Can I describe how the kingdom of Wessex fought back against the Vikings? Write a memorial plaque describing how the Anglo-Saxons fought back against the Vikings at the Battle of Edington.	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> AD793 Raid on Lindisfarne AD871 Aethelred killed AD 875 Alfred made peace with the Vikings January AD878 Guthrum began to attack Wessex May AD878 Alfred defeats Guthrum at the Battle of Edington AD878 Danelaw established, Guthrum agreed to convert to Christianity, with Alfred as his godfather. 	<ul style="list-style-type: none"> CE, BCE, AD, BC Raid, longboat, priory, monastery Fortified, expansion, saga Heathen, East Anglia, Wessex defend, stall, bribe Danelaw, converted 	<ul style="list-style-type: none"> AD870, Wessex was ruled by the young king Aethelred, aided by his younger brother Alfred, defeated Vikings. AD871 Aethelred killed, Alfred made peace. The new King Alfred fought against the Vikings, now reinforced by the Danish chief Guthrum. Alfred made peace with the Vikings, probably bribing them, they went on to conquer Mercia and then Northumbria. AD 875 Guthrum began to attack Wessex once again, almost capturing Alfred at Chippenham in January 878. Alfred raised as many soldiers as possible from across Wessex and defeated Guthrum at Edington in May 878. 	<ul style="list-style-type: none"> Aethelred Alfred the Great Guthrum

Year 1	Term: Autumn	Driver: Geography	Topic: Where do we live and what's it like?
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding and locating places on a map/globe, so that children in KS1 will learn where Tadcaster is on a map/globe (aerial photographs)</p> <p>Pupils will draw upon their EYFS and current KS1 knowledge of what a map is, so that children in KS1 can confidently draw a simple map of our school.</p> <p>Pupils will build upon their current knowledge of Tadcaster and its community, so that in KS1, pupils will begin to understand the key features of a town.</p>			

Local Knowledge		
Tadcaster is a town that is located in England, one of the four countries which makes up the United Kingdom.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	What do the children know about Geography? What do the children know about the world already? <i>Mind map prior learning villages, towns, cities, rivers, countries, continents and oceans. Weather. Atlases, Google Earth.</i>	<ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in the local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. 
Week 1	Where in the world are we? <i>To locate the school on an aerial photograph spotting other areas of interest.</i>	
Week 2	What can we find in our classroom? <i>Create a messy map of our teaching room using resources from the classroom.</i>	
Week 3	Where are the different places in our school? <i>Draw a simple map of our school grounds including the key features.</i>	
Week 4	How do we feel about our playground? <i>Complete a survey on the playground equipment we currently have. Children use post it notes (happy/sad/okay) to show how they feel.</i>	
Week 5	Can we make our playground even better? <i>Create and design a new and improved playground by drawing a map of its key features and additions.</i>	


Sticky Knowledge		
Key Concepts/Questions	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> What is a map? How to draw a map What is an aerial photograph? Symbols are used to help with map reading Which country do we live in? 	<ul style="list-style-type: none"> Map Aerial Features Symbol Directional language 	<ul style="list-style-type: none"> Tadcaster Our school Our classroom Our playground The community

Year 2/3/4	Term: Spring	Driver: Geography	Topic: Local Geography
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS and KS1 by finding and locating land and oceans on a map, so that children in LKS2 will use maps and globes to locate rivers and mountains.</p> <p>Pupils will draw upon their KS1 knowledge of rivers, so that children in LKS2 will confidently identify the features of a river system.</p> <p>Pupils will build upon their KS1 work, recalling names of local rivers, so that in LKS2, pupils will study rivers from around the world and compare their differences.</p>			

Local Knowledge		
Tadcaster is a town that is located in England, one of the four countries which makes up the United Kingdom.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	What do the children know already about their local area? Do the children know different physical features? Do children know different human features? <i>Mind map</i>	<ul style="list-style-type: none"> Ask and answer geographical questions about human and physical geography. Measure, record and present geographical information in tables, graphs and charts. Use and understand some numerical/comparative data. Identify key features of a location. 
Week 1	How do you read a map? Orienteering around the school grounds.	
Week 2	Where is Tadcaster and which other places are near it? Map activity and use of Google Maps to explore the surrounding area.	
Week 3	What are the physical features of Tadcaster? Field trip around Tadcaster and identify physical features.	
Week 4	What are the human features of Tadcaster? Field trip around Tadcaster and identify human features. Create a guide to Tadcaster with the information from both field trips.	
Week 5	Where is the best place to build homes in Tadcaster? Identify what makes a good/bad place to build homes and construct a model showing new homes and other human features that would benefit Tadcaster.	


Sticky Knowledge		
Key Concepts and Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> Physical features Human features Green Belt Maps Compass Contours Symbols Key Rivers Continents 	<ul style="list-style-type: none"> 1240 - First stone bridge constructed 1848 - Viaduct built 1964 - Railway line closure 1974 - Tadcaster East Primary School opened 1978 - A64 built 1994 - Swimming pool opened 	<ul style="list-style-type: none"> Tadcaster Yorkshire England UK Europe Antarctica Oceania N America S America Asia Africa

Year 4/5/6	Term: Spring Term 2	Driver: Geography	Topic: What is life like in the Alps?
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in KS1/LKS2 by finding & locating land on a map, so that children in UKS2 will identify where the Alps are and know the countries they spread through..</p> <p>Pupils will build upon their current knowledge of the UK so that in UKS2, pupils can identify key physical features and human features of an Alpine location and compare the similarities and differences.</p>			

Local Knowledge		
Tadcaster: is a town in the Selby district of North Yorkshire, England – Population 2021 Census 6335 - -0.23% Annual Population Change [2011 → 2021] - Area 2.252 km ² - Near waters River Wharfe		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	<i>Create a mind map showing what we already know about the Alps and what aspects we need to find out to answer the topic question: What are the Alps? Where are they located? What are the physical features and human features?</i>	<ul style="list-style-type: none"> Know features of your own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people Understand the consequence of ignoring climate change. 
Week 1	Where are the Alps? Locate the Alps on a world map and identify and label the eight countries they spread through.	
Week 2	What is it like in the Alps? Locate three physical and three human characteristics in the Alps.	
Week 3	Why do people visit the Alps? Describe the physical and human features of an Alpine region.	
Week 4	How are the Alps different from our local area? Compare the human and physical geography of the local area and Innsbruck.	
Week 5	What is life like in the Alps? Use key facts from learning & images to write a tourist brochure all about the Alps.	


Sticky Knowledge			
Key Concepts	Key Vocabulary		Key Locations
<ul style="list-style-type: none"> To know some similarities and differences between the UK and a European mountain region. To know the difference between the features of human and physical geography. To know the location of key physical features in countries studied. To know why tourists visit mountain regions. 	<ul style="list-style-type: none"> tourism tourist physical feature sea level mountain range/fold 	<ul style="list-style-type: none"> climate glacier hemisphere human feature 	<ul style="list-style-type: none"> The Alps, Innsbruck North Yorkshire The Alps are a large mountain range in the middle of Europe. They are spread over eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia.

Year 1 Venus	Term: Spring	Driver: RE	Topic: How and why do we celebrate special and sacred times?
Prior Learning - What do the children already know?			
<p>Pupils in EYFS learn about special stories, special people, special places, special times, belonging and how special the world is, so that pupils in KS1 will begin to explore religious and non religious festivals.</p> <p>Pupils in EYFS learn about special times, so that pupils in KS1 can begin to identify what makes a celebration or festival and how they differ from one another.</p>			

Local Knowledge		
Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	What do the children know about Religious Education? What does religion mean? What have they learned previously in RE lessons that will help them understand this?	<p>Disciplinary Knowledge in RE involves the connections, theories, similarities and differences that the children can apply to their thinking when discussing religions and world views and the impact these have on people's lives.</p> <ul style="list-style-type: none"> Are there any other religions? What do you believe? 
Week 1	Which times are special and why? Discussion on special times to us as individuals, why we find those times special. Activity - to write a sentence about a special time to us and why it is special - draw a picture to match the sentence.	
Week 2	What special and sacred times do Christians celebrate? Learn about some special times to Christians. Activity - to write a sentence about a special time to Christians - draw a picture to match the sentence.	
Week 3	What happens at these festivals and why? Learn about what happens at Christians festivals and why they celebrate these times. Activity - to write a sentence about why that festival is special to Christians - draw a picture to match the sentence.	
Week 4	What other festivals have you learnt / know about? Ask the children what other festivals they may know about linked to non-religious and other religions. Activity - to write a sentence about another special festival they already knew about - draw a picture to match the sentence.	
Week 5	How do people from non-religious and religious communities celebrate key festivals? Discuss similarities and differences of the festivals non-religious and religious people celebrate and how they are celebrated. Activity - create a venn diagram to show what non-religious, religious and both communities do at special festivals.	


Sticky Knowledge		
Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> 25th December (Christmas) 14th February (St Valentine's day) Easter - Holy Week Shrove Tuesday Harvest Festival 	<p>Christian</p> <p>God</p> <p>Jesus</p> <p>Special times</p> <p>Celebrations/Festival</p>	<ul style="list-style-type: none"> God Jesus Jesus' followers Disciples

Year 2/3/4	Term: Spring	Driver: RE	Topic: Prayer
Prior Learning - What do the children already know?			
<p>Pupils in EYFS learn about special stories, special people, special places, special times, belonging and how special the world is, so that pupils in KS1 and LKS2 can start to create links between festivals and celebrations from other religions.</p> <p>Pupils in KS1 learn about beliefs, sacred books, sacred places, celebrations, community and caring, so that pupils in LKS2 can begin to explore different religions focusing on key aspects such as books, places and beliefs.</p> <p>All pupils use different ways to explore knowledge, such as through looking at statistics, or using historical sources, or reading sacred texts, or listening to voices from within traditions.</p>			

Local Knowledge		
Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	What do the children know already about prayer? What do they understand about prayer and its importance? What have they learned previously that will help them understand prayer?	<p>Disciplinary Knowledge in RE involves the connections, theories, similarities and differences that the children can apply to their thinking when discussing religions and world views and the impact these have on people's lives. Exploring stories or scriptures.</p> <ul style="list-style-type: none"> Looking at artefacts. Analysing texts. Debating and discussing. Looking at photographs and images. Dramatising. Using video/audio footage. 
Week 1	Why do people pray? <i>Watch videos of people from different religious groups explaining why they pray.</i>	
Week 2	Where do people pray? <i>Create virtual 3d church buildings using Church Builder. Create your own shrine/meditation space in Saturn Classroom 2.</i>	
Week 3	How do people pray/meditate? <i>Learn and act out key prayer rituals and meditation routines.</i>	
Week 4	What prayers do Christians use? <i>Create prayer books with key Christian prayers.</i>	
Week 5	What prayers do Muslims use? <i>Create prayer books with key Islamic prayers.</i>	

Sticky Knowledge		
Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> Hinduism was founded between the years 2300 BCE and 1500 BCE along the Indus River Valley which runs through northwest India into Pakistan. Judaism founded in the 5th century BC in the Middle East (Israel/Palestine) Christianity was founded in the 1st century AD in the Middle East (Jerusalem). Islam was founded in Mecca, modern day Saudi Arabia, in the 7th century AD. Buddhism was founded in India somewhere between the fifth and fourth century BC. 	<ul style="list-style-type: none"> Prayer Worship Church Mosque Temple 	<ul style="list-style-type: none"> God/Allah/Brahman Jesus Moses Mohammad Brahma/Vishnu/Shiva

Year 4/5/6	Term: Spring	Driver: RE	Topic: If God is everywhere, why go to a place of worship?
Prior Learning - What do the children already know?			
<p>Pupils in FS learn about special stories, special people, special places, special times, belonging and how special the world is, so that pupils in LKS2 can begin to create links between different religions.</p> <p>Pupils in KS1 learn about beliefs, sacred books, sacred places, celebrations, community and caring, so that pupils in LKS2 can begin to explore different religions focusing on key aspects such as books, places and beliefs.</p> <p>Pupils in LKS2 learn about and understand a range of religious and non-religious worldviews, so that pupils in UKS2 can begin to draw their own conclusions.</p>			

Local Knowledge		
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Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
AFL focus/ what should we know	Introduction: Discuss and write down everything you know about any places of worship. E.g. What are they for? Do you know any names of the places of worship for different religions? Create a mind map.	<ul style="list-style-type: none"> • A church is a place of worship for Christians. • A synagogue is a place of worship for Jews. • The Hindu word for worship is Puja. • Hindus worship at home in their personal shrines and in Mandirs. • A denomination is a particular religious group which has slightly different beliefs from other groups within the same faith. • Different Christian denominations have different features in their place of worship eg a cafe style and traditional church. • Orthodox and Reform Judaism are different denominations with some differences in their synagogues. 
Week 1	What is a Christian place of worship for? <i>Find out about, then annotate a plan showing the similarities and differences between Anglican and Baptist churches.</i>	
Week 2	What is a Hindu place of worship for? <i>Compare and contrast the differences between worship at home and in the Mandir</i>	
Week 3	What is a Jewish place of worship? Complete a table of similarities and differences between Orthodox and Reform Jews and say why the synagogue is important for both.	
Week 4	Are people more important than the place? <i>Find out the meaning of Paul's statement: "Now you are the body of Christ, and each one of you is a part of it." and comment on it. Present ideas about the importance of people in a place of worship, rather than the place itself.</i>	
Week 5	What does a place of worship mean to believers? <i>Find out what believers say about their places of worship. Give examples of how places of worship support believers in difficult times? E.g. Why do they matter to believers?</i>	

Sticky Knowledge			
Key Dates and Events	Key Vocabulary		Key Individuals
<ul style="list-style-type: none"> • Hinduism was founded between the years 2300 BCE and 1500 BCE along the Indus River Valley which runs through northwest India into Pakistan. • Judaism founded in the 5th century BC in the Middle East (Israel/Palestine) • Christianity was founded in the 1st century AD in the Middle East (Jerusalem). • Islam was founded in Mecca, modern day Saudi Arabia, in the 7th century AD. • Buddhism was founded in India somewhere between the fifth and fourth century. 	<ul style="list-style-type: none"> • Anglican • Baptist • Denomination • Mandhir 	<ul style="list-style-type: none"> • Shrine • Orthodox • Synagogue • Murti 	<ul style="list-style-type: none"> • God/Allah/Brahman • Jesus • Moses • Mohammad • Paul the apostle