




Year 1/2	Term: Autumn 1	Driver: History	Topic: The Gunpowder Plot
<b>Prior Learning - What do the children already know?</b>			
<p><b>Pupils will build upon their work in EYFS</b> by finding similarities and differences so that in <b>children in years 1/2</b> can compare differences over periods of time.</p> <p><b>Pupils will draw upon their current KS1 knowledge</b>, using photographs to retrieve information about the past <b>so that they can draw conclusions about their current topic.</b></p> <p><b>Pupils will build upon their prior knowledge in KS1 and EYFS</b> to compare different time periods as well as using language associated with the past.</p> <p><b>Pupils will build upon their knowledge from EYFS</b> of celebrations around the world by looking at why Bonfire night is celebrated around the UK.</p>			

Local Knowledge		
York, birthplace of Guy Fawkes. Homes in York have changed over time, some look the same e.g. The Shambles.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about Bonfire Night? (see KQ1) What do they understand about why we celebrate Bonfire Night? Is it called anything else? (Guy Fawkes Night)? 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 (Great fire buckets!)). <i>Mind map</i>	<p>Q's linked to cause, change or interpretations</p> <ul style="list-style-type: none"> <li>Make deductions from primary and secondary sources using photographs -</li> <li>How did the Gunpowder Plot change England? (Significance)</li> <li>Using historical exploration such as photos and historical accounts - What was significant about the plot? <ul style="list-style-type: none"> <li>What houses looked like then</li> <li>How people travelled</li> <li>The clothes they wore</li> <li>How messages were sent.</li> </ul> </li> </ul> <p>What outcomes would you look for?</p> <ul style="list-style-type: none"> <li>Still images</li> <li>Direct teaching recall and repetition of knowledge gained</li> <li>Digital photos of still image and children annotating</li> <li>Speech bubbles explaining simple motives (support for SEN with verbalisation of visual clues)</li> <li>Jamboard Assessment of learning and pupil voice  <a href="https://jamboard.google.com/d/1JsqcepqlQ62hEXnR6vIHcsyK06R1K8Lc0ZDAS4qlvE8/edit?usp=sharing">https://jamboard.google.com/d/1JsqcepqlQ62hEXnR6vIHcsyK06R1K8Lc0ZDAS4qlvE8/edit?usp=sharing</a></li> </ul>  
<b>Week 1</b>	What do we know about Bonfire Night? <i>Picture stimulus: odd one-out/slow reveal. Repeating the rhyme 'Remember, remember etc.'</i>	
<b>Week 2</b>	What did Guy Fawkes do that makes us burn a guy on bonfire Night? <i>Sequencing. Moving stories. Pupils move to different parts of the room representing different places in the story.</i>	
<b>Week 3</b>	What went wrong with the Plot and how do we know? <i>Use of evidence. Children analyse the 'tip off letter'. Which source tells us? Activity using images of lantern, map, letter etc.</i>	
<b>Week 4</b>	How well do TV programmes explain the Gunpowder Plot? <i>Interpretations - Evaluation. Pupils write a Dear Producer letter to the BBC about the TV programme, or website of their choice, saying what they liked and what might be improved.</i>	
<b>Week 5</b>	Is it right to burn guys on Bonfire Night? <i>PSHE. Discussion of tolerance. Pupils present different arguments. Discussion of health and safety issues of fireworks and effect on pets.</i>	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>1570 Guy Fawkes born in York</li> <li>1603 King James crowned king of England</li> <li>1605 Room rented under Houses of Parliament to store 36 barrels of gunpowder</li> <li>1606 Guy Fawkes is executed for treason and is hung, drawn and quartered.</li> </ul>	<ul style="list-style-type: none"> <li>Chronology</li> <li>A long time ago/over 400 years ago</li> <li>first, then, next, at least finally and before.</li> <li>Gunpowder + Plot</li> <li>Houses of Parliament</li> <li>Executed</li> </ul>	<ul style="list-style-type: none"> <li>Robert Catesby meet in a pub (The Duck and Drake) and start plotting</li> <li>Gunpowder is moved at night under the houses of parliament.</li> <li>King James I is shown the letter received by Lord Montague.</li> <li>Robert Cecil orders a search.</li> <li>Guy Fawkes is arrested.</li> </ul>	<ul style="list-style-type: none"> <li>Robert Catesby</li> <li>Guy Fawkes</li> <li>King James I</li> <li>Lord Montague</li> <li>Robert Cecil</li> </ul>

Year 3/4	Term: Autumn 1	Driver: History	Topic: Swinging Sixties
<b>Prior Learning - What do the children already know?</b>			
<p><b>Pupils will build upon their work in EYFS</b> by finding similarities and differences so that in <b>Years 3/4, the pupils will explore</b> similarities and differences over periods of time.</p> <p><b>Pupils will draw upon their KS1 knowledge, using</b> photographs to retrieve information about the past <b>so that in years 3/4, pupils will</b> use photographs, maps and written texts.</p> <p><b>Pupils will build upon their knowledge in KS1 and EYFS, placing events in chronological order</b> so that in Years 3/4, pupils will place significant events on a timeline.</p> <p><b>Pupils will build upon their KS1 work, recalling the life of a significant person</b> so that in Years 3/4, pupils will study a significant person/group and how they have impacted that era of history.</p>			

Local Knowledge		
In the 1960s Tadcaster was a thriving town with a commercial high street. The breweries were becoming more and more popular with John Smith's having its own fleet of trucks.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the Swinging Sixties? What do they understand about music, fashion and popular culture? What have they learned previously that will help them understand life in the Swinging Sixties? <i>Mind map</i>	<ul style="list-style-type: none"> <li>• Make deductions from primary and secondary sources using photographs</li> <li>• Explain how historical artefacts have helped us understand more about British lives in the present and past</li> <li>• Which of the achievements in 1960s Britain had the most significant impact on people at the time (Significance)</li> </ul> 
<b>Week 1</b>	What were the significant events of the 1960s? Research + <i>Timeline of events/sequencing</i>	
<b>Week 2</b>	How did leisure and entertainment change in the 1960s? <i>Create a Zig-Zak book comparing the 1950s and 1960s</i>	
<b>Week 3</b>	Who were The Beatles and what part did they play in changing 1960s Britain? <i>Story about a trip on the Yellow Submarine</i>	
<b>Week 4</b>	How was 'A Day in the Life' of people in the 1960s compared to people today? <i>Whole school photography project showing life in Tadcaster over a 24 hour period.</i>	
<b>Week 5</b>	How were the 1960s a significant turning point in British history? <i>Create a booklet of the key events of each year in the 1960s</i>	

Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>• 1961</li> <li>• 1963</li> <li>• 1964</li> <li>• 1966</li> <li>• 1969</li> </ul>	<ul style="list-style-type: none"> <li>• Cosmanaut</li> <li>• Equal Rights</li> <li>• Pop Music</li> <li>• Jules Rimet</li> <li>• Space Race</li> </ul>	<ul style="list-style-type: none"> <li>• First man in space.</li> <li>• Civil Rights march on Washington.</li> <li>• The Beatles invasion of the USA</li> <li>• England won the World Cup.</li> <li>• First man on the moon.</li> </ul>	<ul style="list-style-type: none"> <li>• Yuri Gagarin</li> <li>• Martin Luther King</li> <li>• John Lennon</li> <li>• Bobby Moore</li> <li>• Neil Armstrong</li> </ul>

Year 5/6	Term: Autumn 1	Driver: History	Topic: Mayan Civilization
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 Ancient Egyptian period was from 3100 BC to 332BC. Ancient Egyptians had a writing system using hieroglyphics. Ancient Egyptians built pyramids that were sacred tombs. Ancient Greek period was 800BC to 31 BC. Roman period was 800BC to 500 AD.</p>			

Local Knowledge		
Children know that Tadcaster is part of the UK and there are many differences between where we live and Central America.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the Ancient Maya? What do they understand about life in the Ancient world? What have they learned previously that will help them understand life as an Ancient Maya? <b><i>Mind map</i></b> Who were the Maya and when and where did they live?	<ul style="list-style-type: none"> <li>Make deductions from primary and secondary sources using photographs - differences between ancient Maya and the same time period in Britain.</li> <li>How did the Maya influence Europe and the world? (Significance)</li> <li>Using historical exploration such as photos and historical accounts -Children will derive their own historical interpretations.</li> </ul> 
<b>Week 1</b>	Why do you think we study the Ancient Maya empire in school? <b><i>Design a set of commemorative stamps to celebrate Mayan achievements.</i></b>	
<b>Week 2</b>	When the area they lived in was mainly jungle how were the Maya able to grow so strong? <b><i>Create a diamond 4 by placing reasons in order of importance. Summarise in a 140 word Tweet.</i></b>	
<b>Week 3</b>	What was life like at the height of the Mayan civilisation? <b><i>Use images of Mayan life eg pyramids, priests, tending fields, building &amp; making objects to create a tour guide description of daily life.</i></b>	
<b>Week 4</b>	If the Maya were so civilised, why did they believe in human sacrifice? <b><i>Create an activity spectrum - place ideas in 1 of 2 speech bubbles (civilised or nor civilised).</i></b>	
<b>Week 5</b>	Why did the Mayan empire end so quickly? <b><i>Read history mystery history influence cards. Write an explanation to answer a key question.</i></b>	


Sticky Knowledge - The Five Keys...			
Key Dates(c. stands for circa -means approximately)	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li><b>c. 2000 BC</b> The Maya civilisation came into being</li> <li><b>c. 300 BC</b> El Mirador became large and powerful.</li> <li><b>650 AD</b> Chichen Itza ball court</li> <li><b>AD 900</b> Cities in the rainforest are abandoned due to a drought.</li> <li><b>AD 1500s</b> Spanish Conquest</li> </ul>	<ul style="list-style-type: none"> <li><b>Mesoamerica</b></li> <li><b>Civilisation</b></li> <li><b>Ritual</b></li> <li><b>Scribes</b></li> <li><b>Codices</b></li> <li><b>Glyphs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>c. 2000 BC</b> The Maya civilisation came into being</li> <li><b>c. 300 BC</b> El Mirador became large and powerful.</li> <li><b>650 AD</b> Chichen Itza ball court</li> <li><b>AD 900</b> Cities in the rainforest are abandoned due to a drought.</li> <li><b>AD 1500s</b> Spanish Conquest</li> </ul>	<ul style="list-style-type: none"> <li>Pakal</li> <li>John Llyod Stephens</li> <li>Frederick Catherwood</li> <li>Jasaw Chan K'awiil</li> </ul>

Year 1/2	Term: Autumn	Driver: Geography	Topic: The United Kingdom (UK) and London
Prior Learning - What do the children already know?			
<p><b>Pupils will build upon their work in EYFS</b> by finding and locating cold places on a map/globe, <b>so that children in KS1</b> will identify and name the North and South Pole and explain the climates found.</p> <p><b>Pupils will draw upon their EYFS and current KS1 knowledge</b> of land and oceans, <b>so that children in KS1</b> will confidently name the 7 continents of the world.</p> <p><b>Pupils will build upon their current knowledge</b> of countries, continents and oceans, <b>so that in KS1, pupils</b> will begin to understand the 5 key climate zones.</p>			

Local Knowledge		
Children are familiar with the climate in Tadcaster. They know where Tadcaster is in relation to London and York.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the weather in the UK? What do they understand about other countries? Where would you find the coldest and the hottest places on Earth? <b><i>Mind map prior learning villages, towns, cities, rivers, countries, continents and oceans. Weather. Atlases, Google Earth.</i></b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (North, South, East, West) and locational and directional language (near, far, left, right..) to describe the location of features and routes on a map.</li> </ul>
<b>Week 1</b>	<b><i>What are some of the UK's amazing features and landmarks?</i></b> <i>Skills - map reading, identifying countries and famous landmarks in associated cities.</i>	
<b>Week 2</b>	<b><i>Where are the seas and oceans surrounding the UK?</i></b> <i>Skills - Using a compass (link to DT making a compass?) pinpoint NESW</i>	
<b>Week 3</b>	<b><i>What is the coast?</i></b> <i>Children compare different features of a coastline.</i>	
<b>Week 4</b>	<b><i>How do people use our local coast? (Data collection)</i></b> <i>Children create a coastline and tally features.</i>	
<b>Week 5</b>	<b><i>How do people use our local coast? (Findings)</i></b> <i>Children identify why people go to and use the coast.</i>	


Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> <li>Location Knowledge</li> <li>Place knowledge</li> <li>Physical Geography</li> <li>Human Geography</li> <li>Geographical skills and fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>aerial photograph</li> <li>capital city</li> <li>location</li> <li>locate</li> <li>ocean</li> <li>coast/coastline</li> </ul>	<ul style="list-style-type: none"> <li>Use of Google Earth</li> <li>When were maps invented?</li> <li>When was the compass first used to navigate?</li> </ul>	<ul style="list-style-type: none"> <li>Oceans</li> <li>York (Tadcaster)</li> <li>London</li> <li>Edinburgh</li> <li>Cardif</li> <li>Belfast</li> </ul>

Year 3/4	Term: Autumn	Driver: Geography	Topic: UK (Cities and Places) and Beyond
Prior Learning - What do the children already know?			
<p><b>Pupils will build upon their work in EYFS and KS1 by</b> finding and locating places and cities on a map, <b>so that children in LKS2</b> will use maps and globes to locate places and cities in the UK.</p> <p><b>Pupils will draw upon their KS1 knowledge</b> of coastlines, <b>so that children in LKS2</b> will confidently identify the features of the coast.</p> <p><b>Pupils will build upon their KS1 work</b>, recalling compass points, <b>so that in LKS2, pupils</b> will further develop their knowledge of compass points so that children can use 8 points.</p>			

Local Knowledge		
Children know where Tadcaster is located and can use a map of the UK to identify this. Tadcaster is close to two major cities Leeds and York.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the countries of the UK? Which cities of the UK can the children name? What geographical features are there in the UK? What are the four main compass points? <i><b>Mind map</b></i>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about human and physical geography.</li> <li>• Measure, record and present geographical information in tables, graphs and charts.</li> <li>• Use and understand some numerical/comparative data.</li> <li>• Identify key features of a location (rural/urban).</li> <li>• Use aerial photographs and plans.</li> </ul> 
<b>Week 1</b>	What are the countries that make up the UK? Can you locate the key cities of the UK? <i><b>Using maps children will discuss what cities they can locate.</b></i>	
<b>Week 2</b>	What are the eight main compass points? Can you direct someone using the eight main compass points? <i><b>Draw the compass points on the playground and use them to direct children through mazes.</b></i>	
<b>Week 3</b>	Where are the countries that people migrated from in the 1960s? <i><b>Using maps children will discuss what countries they can locate and what customs, food and culture they brought to the UK.</b></i>	
<b>Week 4</b>	Which countries did The Beatles visit and what did they learn there? <i><b>Holiday brochure with persuasive writing for the different countries.</b></i>	
<b>Week 5</b>	What are the geographical and human features of the city of Liverpool? <i><b>Use aerial photographs/plans to study the features of Liverpool.</b></i>	

Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> <li>• Countries within the UK</li> <li>• What makes up a compass</li> <li>• Cities (Liverpool)</li> <li>• Map reading</li> <li>• Understanding what a port is and understand coastal geographical features</li> </ul>	<ul style="list-style-type: none"> <li>• Countries/Cities</li> <li>• Maps and Compass Points</li> <li>• Immigration</li> <li>• Ports</li> <li>• Coast</li> </ul>	<ul style="list-style-type: none"> <li>• Commonwealth Immigration</li> <li>• Hippie Trail</li> <li>• Urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• UK</li> <li>• Liverpool</li> <li>• Tadcaster</li> <li>• London</li> <li>• Coastal cities and towns</li> </ul>

Year 5/6	Term: Autumn	Driver: Geography	Topic: World Countries
<b>Prior Learning - What do the children already know?</b>			
<p><b>Pupils will build upon their work in KS1/LKS2</b> by finding &amp; locating land on a map, <b>so that children in UKS2</b> will identify land masses as continents &amp; locate the UK on a map.</p> <p><b>Pupils will draw upon their LKS2 knowledge</b> of World knowledge - Europe (including Russia), North and South America, compass points, coordinates (grid references) and alphabetic indexes, <b>so that children in UKS2</b> will confidently locate key cities on a variety of maps in atlases and digital format in 3 continents</p> <p><b>Pupils will build upon their current knowledge</b> of the continents of Europe and the Americas, <b>so that in UKS2, pupils can</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) &amp; North &amp; South America concentrating on their environmental regions, key physical &amp; human characteristics, countries &amp; major cities.</p>			

Local Knowledge		
Children know that Tadcaster is a town within the UK. They can locate Tadcaster on a map and know where its location is in comparison to the Americas.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the main continents? Can they use maps efficiently, understand keys and identify key places including features of physical and human geography in Europe and the Americas? What have they learned previously that will help them understand World countries? <i>Mind map</i>	<ul style="list-style-type: none"> <li>Describe the climates and biomes of different regions across the Americas.</li> <li>Describe how latitude influences the climate of an area.</li> <li>Explain the difference between climate and weather</li> </ul> 
<b>Week 1</b>	Using maps, atlases, globes and digital/ computer mapping to locate countries and cities and describe features studied by using the index and co-ordinates? <i>Become familiar with the features of various types of maps including digital mapping.</i>	
<b>Week 2</b>	How can we locate places using an Ordnance Survey map? <i>Using ordnance survey maps children will use the key to locate specific places.</i>	
<b>Week 3</b>	Where are the countries of North and South America & what is the capital city of a country? <i>Label 5 to 10 countries &amp; capital cities in North and South America.</i>	
<b>Week 4</b>	Can we use geographical terminology to describe the location and characteristics of a range of places across the Americas? <i>Complete a comparison chart to describe key physical features of 2/3 contrasting places in the Americas.</i>	
<b>Week 5</b>	What are the climates and biomes of different regions across the Americas? <i>Find information about places with different climates in the Americas to complete a table.</i>	

Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> <li>The Earth is split into the Northern and Southern hemisphere which are divided by the equator'</li> <li>Countries and their continents.</li> <li>Capital cities</li> <li>What are climate zones</li> </ul>	<ul style="list-style-type: none"> <li>Atlas, index, co-ordinates, latitude, longitude</li> <li>Key, symbol, Ordnance Survey</li> <li>Continent, country, city, North America, South</li> <li>Equator, Northern &amp; Southern Hemisphere</li> <li>Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude</li> </ul>	<ul style="list-style-type: none"> <li>The oldest known maps are preserved on Babylonian clay tablets from about 2300 B.C</li> </ul>	<ul style="list-style-type: none"> <li>Uk</li> <li>Europe</li> <li>North America</li> <li>South America</li> </ul>