



Year 1/2	Term: Summer 1	Driver: History	Topic: The Great Fire of London
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 children in years 1/2 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 when looking at people who help us and will have looked at the modern fire service.</p>			

Local Knowledge		
Homes and houses in Tadcaster/York have changed over the time. Houses in our local area - Residential buildings were typically constructed between 1930 and 1949 and between 1991 and 1995 and are constructed with brick.		
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 Great Fire of London? What do they understand about London and the impact this might have had? What have they learned previously that will help them understand this? <i>Mind map</i>	<ul style="list-style-type: none"> Make deductions from primary and secondary sources using photographs - differences between modern fire service and fire service in 1666. How did the Great Fire of London change England? (Significance) Using historical exploration such as photos and historical accounts - Whose fault was the Great Fire of London? 
Week 1	How can we work out why the Great Fire started? <i>Create a diary entry.</i>	
Week 2	What actually happened during the Great Fire and how can we know for sure 350 years later? <i>Examining sources of history.</i>	
Week 3	Why did the Great Fire burn down so many buildings? Could more have been done to stop the fire? <i>News report</i>	
Week 4	How did people manage to live through the Great Fire? <i>Drama video</i>	
Week 5	How shall we rebuild London? <i>DT</i>	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> Fire Started - Sunday 2nd September 1666 Fire ended - Thursday 6th September 1666 1633 - Samuel Pepys born 1703 - Samuel Pepys died 	<ul style="list-style-type: none"> Chronological Pudding Lane London Diary Homeless 	<ul style="list-style-type: none"> Fire starting in a bakery Mr Pepys wrote in his diary St Paul's Cathedral destroyed Wind dies down 3 days later The Great Plague of London 	<ul style="list-style-type: none"> Samuel Pepys King Charles II Thomas Farriner Mayor Thomas Bludworth Ordinary people of London

Year 3/4	Term: Summer 1	Driver: History	Topic: Anglo Saxons
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 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 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 3/4, pupils will place significant events on a timeline.</p> <p>Pupils will build upon their KS1 work, recalling the life of a significant person so that in Years 3/4, pupils will study a significant person and how they have impacted that era of history.</p>			

Local Knowledge		
York was taken over by the Anglo-Saxons after the Romans left in 410AD. The city became the capital of the Kingdom of Northumbria, serving the needs of both the king and the Archbishop of York. The Anglo-Saxons called York 'Eoforwick'.		
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 Anglo Saxons? What do they understand about rulers and kings? What have they learned previously that will help them understand life as an Anglo Saxon? <i>Mind map</i>	<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 Anglo Saxon achievements in Britain had the most significant impact on people at the time (Significance) 
Week 1	Who were the Anglo-Saxons and why did they come to Britain? Research + <i>Timeline of events/sequencing</i>	
Week 2	Who ruled the Anglo-Saxons? Create stamps of the different Anglo-Saxon rulers	
Week 3	What did the Anglo-Saxons believe? <i>Create a Zig-Zak book showing the Pagans and Christians</i>	
Week 4	What was life like for the Anglo-Saxons? <i>Create an Anglo-Saxon village</i>	
Week 5	Why was the Norman Conquest important? <i>Diary entry of a soldier</i>	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> • AD 410 - Romans leave Britain and Anglo-Saxons arrive. • AD600 - Anglo-Saxons become Christians. • AD 871 - Alfred the Great becomes king. • AD 878 - Peace agreement between Anglo-Saxons and Vikings. • AD 1066 - The Norman Conquest 	<ul style="list-style-type: none"> • Anglo-Saxon • Tribes • Pagan • Conquest • Vikings • Normans 	<ul style="list-style-type: none"> • Romans leave Britain and Anglo-Saxons arrive. • Anglo-Saxons become Christians. • Alfred the Great becomes king. • Peace agreement between Anglo-Saxons and Vikings. • The Norman Conquest 	<ul style="list-style-type: none"> • William the Conqueror • King Harold • Bede • Alfred the Great • Aethelflaed

Year 5/6	Term: Summer 1	Driver: History	Topic: Ancient Greece
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 exploring temples and gods. Pupils in UKS2 will further develop their understanding of ancient religions exploring the Greek gods.</p>			

Local Knowledge		
<p>The Greeks gave the world democracy – which we still use in Britain today to choose who runs the country. In ancient Athens, citizens met regularly to vote on the laws that changed their daily lives using a simple show of hands by all.</p>		
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 Ancient Greeks? What do they understand about rulers and religion? What have they learned previously that will help them understand life as an Ancient Greek? Mind map Who were the Ancient Greeks and when and where did they live?	<ul style="list-style-type: none"> Make deductions from primary and secondary sources using photographs - differences between ancient Greeks and the same time period in Britain. How did the Ancient Greeks influence England and the world? (Significance) Using historical exploration such as photos and historical accounts -Children will derive their own historical interpretations. 
Week 1	Why were Athens and Sparta so different? Comparison chart key similarities and differences	
Week 2	What was Alexander the Great's impact on the Greek Empire? Look at maps/images of primary sources	
Week 3	Why did a small Greek army win the Battle of Marathon? Form our own phalanx of hoplites; read factor cards and rank them in a diamond of nine in order of importance.	
Week 4	What were the Ancient Greek philosophers famous for? Read a philosophy card; say how much you agree with it; learn a song; create an exhibition sheet about one of Plato, Socrates or Aristotle.	
Week 5	How has modern life been influenced by the Ancient Greeks? Be legacy hunters hunting around the room to find some well known legacies of Ancient Greece in modern life	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> 776BC First Olympic Games held - festival for Zeus 336BC - 323BC King Alexander the Great expanded the empire 1100BC – 800 BC Dark Ages 49BC Battle of Marathon: Athens,Persia 323BC - 146BC Hellenistic Period 	<ul style="list-style-type: none"> AD and BC: CE and BCE Civilisation Empire city-states Democracy 	<ul style="list-style-type: none"> The First Olympic Games Alexander becomes King of Macedonia Alexander conquers the Persian Empire and Egypt 146 BC Integration of Greece into the Roman republic Battle of Marathon 	<ul style="list-style-type: none"> Alexander the Great Socrates Plato Aristotle Hippocrates

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

Local Knowledge		
Although weather in the UK and Tadcaster is unpredictable, it is rarely extreme. In summer, the average temperature ranges from 9–18 degrees Celsius. On occasion, it can reach around 30 degrees Celsius in a heatwave. In winter the average is between 2 and 7 degrees Celsius, but temperatures often drop to just below 0 degrees Celsius.		
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 weather in the UK? What do they understand about other countries? Where would you find the coldest and the hottest places on Earth? <i>Mind map prior learning villages, towns, cities, rivers, countries, continents and oceans. Weather. Atlases, Google Earth.</i>	<ul style="list-style-type: none"> What challenges are there to living in a Polar climate zone for people and animals? What makes the arid climate zone different from the Mediterranean zone as they both have hot weather? What is the weather like in the United Kingdom? 
Week 1	<i>What is the weather like in the United Kingdom? Be a weather presenter.</i>	
Week 2	How does the climate differ in different places on Earth? Role play visiting different climate zones.	
Week 3	Where in the world is the Equatorial climate zone and what is it like to live there? Send an email to say what it is like to visit his climate zone.	
Week 4	What makes the arid climate zone different from the Mediterranean zone as they both have hot weather? Create a poster to show the different features of this climate zone.	
Week 5	What challenges are there to living in a Polar climate zone for people and animals? Write a postcard to describe what it has been like to visit that climate zone.	


Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> Location Knowledge Place knowledge Physical Geography Human Geography Geographical skills and fieldwork Weather and climate are different 	<ul style="list-style-type: none"> Climate Climate Change Equator/Equatorial Arid Polar 	<ul style="list-style-type: none"> 1938 - Proof that global temperatures are rising Present Day - Climate Change in our lives 	<ul style="list-style-type: none"> Cold places (Finland, Arctic, Norway) Hot places (Africa, Australia, Mexico) Oceans Continents

Year 3/4	Term: Summer	Driver: Geography	Topic: Rivers and Mountains
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		
The River Wharfe is a river in Tadcaster, originating within the Yorkshire Dales National Park. For much of its middle course it is the county boundary between West Yorkshire and North Yorkshire. Its valley is known as Wharfedale.		
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 rivers and mountains? Do the children know what mountains are? Do the children have knowledge of a cycle e.g. water cycle? <i>Mind map</i>	<ul style="list-style-type: none"> • True or False? All rivers flow towards the sea or lakes. Why do you say that? • How did major rivers shape the way humans lived in the past? • If a river becomes polluted, what's the impact on the environment and animals in its habitat? • Mountains form in different ways. True or False? 
Week 1	What are mountains and how are they formed? <i>Make a fold mountain range using</i>	
Week 2	What recreational activities take place in the mountains? <i>Create a brochure for a mountain activity centre.</i>	
Week 3	What is a river and how are they formed? <i>Story about the journey of a river using 'A River' picture book.</i>	
Week 4	How can we protect our rivers? <i>Write a letter to the local MP to ask what he is doing about pollution in our rivers?</i>	
Week 5	What is the water cycle? <i>Create a water cycle.</i>	

Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> • Tectonic plates • Leisure activities • Erosion • Pollution • Water Cycle 	<ul style="list-style-type: none"> • Evaporation • Precipitation • Ranges • Summit • Fold Mountains 	<ul style="list-style-type: none"> • Creation of the Himalayas 25 million years ago • Edmund Hilary climbs Everest (1953) • UK Parliament vote to allow water companies to dump raw sewage into our rivers and sea (2021) • River Wharfe flood and Tadcaster Bridge collapse (2015) • The water cycle began 3.8 billion years ago when rain fell on a cooling Earth, forming the oceans. 	<ul style="list-style-type: none"> • Snowdonia • Andes • Alps • Himalayas • Everest

Year 5/6	Term: Summer	Driver: Geography	Topic: Volcanoes and Earthquakes
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in KS1/LKS2 by finding and locating land on a map, so that children in UKS2 will identify mountain ranges and know that volcanoes are types of mountains.</p> <p>Pupils will draw upon their LKS2 knowledge of mountains, so that children in UKS2 will confidently name the layers of the earth and begin to understand how volcanoes are formed.</p> <p>Pupils will build upon their current knowledge of tectonic plates, so that in UKS2, pupils will consider the effects felt at the surface of the Earth when tectonic plates move.</p>			

Local Knowledge			
The British Geological Survey reported an earthquake measuring 1.9 on the Richter scale was detected near Tadcaster in 2017. There are no active volcanoes in the UK.			
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 Volcanoes and Earthquakes? What do they understand about how the earth is made up? What have they learned previously that will help them understand Volcanoes and Earthquakes? <i>Mind map</i>	<ul style="list-style-type: none"> Do tectonic plates always move in the same way? (Comparison) Why were some volcanoes more destructive than others? In what way is an Earthquake linked to a Tsunami? Why do the majority of earthquakes and volcanoes occur near the Pacific Ring of Fire? 	
Week 1	What is the earth made of? <i>Create a labelled diagram from a documentary clip & class discussion</i>		
Week 2	How are volcanoes formed? <i>Explore tectonic plates by making playdough models, do a class quiz</i>		
Week 3	What happens when a volcano erupts? <i>Watch a David Attenborough commentary & use music and dance to enact the build up to the eruption and the eruption itself.</i>		
Week 4	What happens when an earthquake occurs? <i>Watch a presentation, build up a labelled diagram in stages using a recap quiz. Simulate an earthquake using a tray of jelly.</i>		
Week 5	What is a tsunami and how are they formed? <i>Watch a newsound video from Japan explaining the causes of Tsunamis; create our own presentation using digital media.</i>		

Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> Tsunami Earthquake Eruptions Seismic waves Natural Disaster 	<ul style="list-style-type: none"> Lava/Magma Mantle/core/crust Tectonic Plates Epicentre Active/Dormant 	<ul style="list-style-type: none"> 2004 - Sumatra, Indonesia – 26 December 1960 - Largest recorded Earthquake in Southern Chile 79AD - Mount Vesuvius Italy 	<ul style="list-style-type: none"> The Pacific Ring of Fire is an earthquake belt that experiences 81% of the largest earthquakes in the world. Most volcanoes are also located around The Pacific Ring of Fire.