
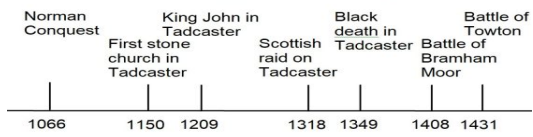



Year 1/2	Term: Spring 1	Driver: History	Topic: Tadcaster & Beyond
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding similarities and differences so that in children in years 1/2 can compare differences over periods of time.</p> <p>Pupils will 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 of Tadcaster and surrounding areas by delving further into the past events and how this affected the lives of people in Tadcaster.</p>			

Local Knowledge		
WOW: Take a planned walk around the locality and decide what was and was not there 100 years ago. Visit the Library local history resources Visit to St Mary's Church.		
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 history of Tadcaster (see KQ1) What do they understand about the phrase local history? Was Tadcaster called anything else? (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 (links to Great Fire of LOnon - same/different). <i>Mind map</i>	<ul style="list-style-type: none"> • (Links to DT - Bridge Building) • JamBoard AfL • Q's linked to cause, change or interpretations • Make deductions from primary and secondary sources using photographs - • Why was a bridge built? (Significance) • Using historical exploration such as photos and historical accounts • What houses looked like then • How people travelled (Transport through Tadcaster) • Speaking to Grandparents about Tadcaster - what can they share about local history. 
Week 1	What do we know about the local history of Tadcaster? KWL - Jamboard Q&A <i>Picture stimulus: First photograph of Tadcaster. Buildings - Same/Different, Old/New.</i>	
Week 2	What are the landmarks of Tadcaster and why were they built? The Ark, Tadcaster Bridge, Breweries, Viaduct. <i>Sequencing, Odd One Out Game with photographs following local walk and iPad Photography.</i>	
Week 3	<i>What has changed over the last 100 years in Tadcaster?</i> <i>Old maps of Tadcaster (1800's)</i> <i>Compare old and new maps (Google Earth)</i>	
Week 4	<i>Why was Tadcaster bridge built?</i> <i>Trade, joining communities, access to the coast (tourism).Role play as bridge collapsed 2015</i>	
Week 5	<i>What changes in transport have you seen and what still exists?</i> <i>Sam Smith's horse and cart from the past and present. What industries used this transport to help move different products?</i>	
		What outcomes would you look for? <ul style="list-style-type: none"> • Still images • Direct teaching recall and repetition of knowledge gained • Digital photos of still image and children annotating • Speech bubbles explaining simple motives (support for SEN with verbalisation of visual clues)


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<p>A Tadcaster Timeline</p> 	<ul style="list-style-type: none"> • Local History • Calcaria • Industry • Tadcaster Bridge • Riley Smith Hall • Breweries • River Wharfe 	<ul style="list-style-type: none"> • First photograph of Tadcaster https://www.tadhistory.org.uk/history/early-history/first-photograph-of-tadcaster • The building of Tadcaster Bridge • Settlements • When were the landmarks built? • Changes in transport 	<ul style="list-style-type: none"> • David Brown, footballer • Jan Dalibor, co-creator of the children's TV puppets Pinky and Perky, worked as a quarryman at Tadcaster • Joseph Entwisle, Methodist minister • Charles Hague, composer • Owen Oglethorpe, Bishop of Carlisle who crowned Queen Elizabeth I

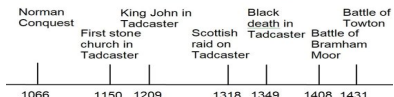
Year 3/4	Term: Spring 1	Driver: History	Topic: Tadcaster & Beyond
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding similarities and differences so that in Years 3/4, the pupils will explore similarities and differences over periods of time. 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. Pupils will build upon their KS1 work, recalling the life of a significant person/people 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		
Tadcaster is a market town and civil parish in North Yorkshire, England, 12 miles (19 km) north-east of Leeds and 10 miles (16 km) south-west of York. Its historical importance from Roman times onward was largely as the lowest road crossing-point on the 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	What do the children already know about Tadcaster? What do the children understand about how we know about the past? Have the children seen York Minster? What can the children remember about previous learning in History? <i>Mind map</i>	<ul style="list-style-type: none"> To explain how people and events in the past have influenced life today. To describe connections and contrasts between aspects of history, people, events and artefacts studied. To find and analyse a wide range of evidence about the past. 
Week 1	When did people first settle in Tadcaster? <i>Construct a timeline using prior knowledge and what we know now.</i>	
Week 2	What evidence can I analyse to find evidence about the past? <i>Mystery suitcase with artefacts from the past.</i>	
Week 3	How were the lives of people in the past both different and similar to ours? <i>Create a Zig-Zag book showing the lives of people in the past and now.</i>	
Week 4	What links does Tadcaster have to the Roman and York Minster? <i>Virtual tour of York Minster.</i>	
Week 5	How has the brewing industry influenced the lives of people in Tadcaster? <i>Parents/relatives who work at the breweries visit class to explain their roles.</i>	

Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> 71AD York founded by the Romans 306 Constantine the Great becomes Roman Emperor in York. 1150 First church founded in Tadcaster 1758 John Smith's/Samuel Smith's Brewery founded. 1977 Tadcaster East Primary School opens 	<ul style="list-style-type: none"> Settlement Calcaria Romans Brewing Evidence 	<ul style="list-style-type: none"> First settlers in Tadcaster Romans and Calcaria Brewing comes to Tadcaster Your family in Tadcaster 	<ul style="list-style-type: none"> Constantine the Great Samuel Smith John Smith You and your family

Year 5/6	Term: Spring 1	Driver: History	Topic: Tadcaster & Beyond
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 compare and discuss the weapons and equipment used in the battle of Towton.</p>			

Local Knowledge		
Tadcaster is a market town and civil parish in North Yorkshire, England, 12 miles (19 km) north-east of Leeds and 10 miles (16 km) south-west of York. Its historical importance from Roman times onward was largely as the lowest road crossing-point on the 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	<u><i>What do we already know about Tadcaster?</i></u> Create mind maps in groups of 6 with large sheets and post its.	<ul style="list-style-type: none"> Understand the meaning of chronology Know what kind of sources are available to build a picture of the past. Improve our understanding of how historians try to build an accurate account of events in the past. Use primary and secondary sources to find out about the weapons and the armies at the Battle of Towton fought in 1461 
Week 1	What do we already know about Tadcaster? <i>Create mind maps in groups of 6 with large sheets and post its. Display and Photograph to share with families on Seesaw.</i>	
Week 2	Can we create a class chronology/ timeline of key events in Tadcaster’s History? <i>In groups Use the internet and books to create a timeline of key facts and events.</i>	
Week 3	How are there 3 breweries in Tadcaster? <i>Use secondary sources to research the beginning and development of brewing in Tadcaster. Write a chronological report.</i>	
Week 4	What happened during the Battle of Towton and why was it an important event in the history of England? <i>Research the key events of the battle; present the events in a chosen format.</i>	
Week 5	Which kind of weapons and equipment did the armies use at the battle of Towton? <i>Invite a member of the Towton Battlefield Society to school to display replica weapons, uniforms and show a short film.</i>	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> AD 43 - AD 410 Roman occupation of England AD 71 Calcaria founded by the Romans Around AD 410 Original bridge in Tadcaster fell into disrepair 1461 The Battle of Towton 1758 Yorkshire's oldest brewery founded in Tadcaster 	<ul style="list-style-type: none"> AD CE BC BCE Chronology Primary and secondary sources archive 	<p>A Tadcaster Timeline</p> 	<ul style="list-style-type: none"> Constantine the Great Samuel Smith John Smith

Year 1/2	Term: Spring	Driver: Geography	Topic: Tadcaster & Beyond
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding and locating different places on a map/globe, so that children in KS1 will identify and name where Tadcaster and the UK/Kenya is.</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 similarities and differences between Tadcaster and Kenya.</p>			

Local Knowledge		
Children are familiar with the locality of Tadcaster (already covered through history) and now need to map and scale to different continents and cultures - Kenya.		
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>Mind map prior learning.</i> What do they understand about other countries and using atlases. <i>Mind map prior learning linked to maps, google earth and Tadcaster.</i>	<ul style="list-style-type: none"> Locational knowledge: Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs. Place knowledge: Exploring the physical characteristics of the classroom as a place. Human and Physical geography: Communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans. Geographical skills and fieldwork: KS1 - Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key. One Step Beyond https://www.youtube.com/watch?v=SOJSM46nWwo
Week 1	<i>What is a map and how can I create and use it?</i> <i>Skills - map reading, identifying landmarks and creating own maps.</i>	
Week 2	<i>What is my local area like from a bird's eye view?</i> <i>Creating maps and plans showing different scales and symbols.</i>	
Week 3	<i>What are compass points and how can we use them to help us?</i> <i>Children use IT to navigate around the school grounds to different parts of the world.</i>	
Week 4	<i>Where is Kenya? What are the similarities and differences between Tadcaster and Nairobi?</i> <i>Physical and Human detectives game. Use knowledge of continents and oceans.</i>	
Week 5	<i>What facts can you present about Kenya?</i> <i>Where can they research information about different places and how can they present the important features including the climate?</i>	


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. 	<ul style="list-style-type: none"> Locat, plan, map, symbols Bird's eye view, scale City, town, village, culture, population, human, physical NSEW Compass 	<ul style="list-style-type: none"> Use of Google Earth (2005) When were maps invented? (1570 Atlas) When was the compass first used to navigate? (200 years ago China) 	Tadcaster Continents Africa Kenya Nairobi

Year 3/4	Term: Spring	Driver: Geography	Topic: Tadcaster and Beyond - Settlements
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS and KS1 by finding and locating places and cities on a map, so that children in LKS2 will use maps and globes to locate places and cities in the UK.</p> <p>Pupils will draw upon their KS1 knowledge of key human and physical features of their surrounding environment, so that children in LKS2 will record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p> <p>Pupils will build upon their KS1 work, devising a simple map, so that in LKS2, pupils will further develop their knowledge of maps to include more physical and human map features and symbols.</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. Children know some of the geographical features of Tadcaster. Children can use basic geographical vocabulary to refer to key human features - city, town, village, factory, farm, house, office and shop.		
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 settlements? Which types of settlements can children already name? What geographical features can the children name in Tadcaster and the surrounding area? What human features do they know in Tadcaster? What types of farming are there in the Tadcaster area? <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 (rural/urban). Use aerial photographs and plans. 
Week 1	What did early settlers need (and what did they find in Tadcaster)? <i>Research early settlements.</i>	
Week 2	Where would you settle (and why would you settle in Tadcaster)? <i>Come to Tadcaster brochure.</i>	
Week 3	How is land used in settlements (including Tadcaster)? <i>Map reading and countryside/town walk to identify different land uses.</i>	
Week 4	What types of farming do we have near us? <i>Visit a local farm and create a leaflet for visitors.</i>	
Week 5	What would your ideal settlement include? <i>Create a map of an ideal settlement and then make a model of the settlement.</i>	

Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> Settlements Physical features Human features Map reading Natural Resources 	<ul style="list-style-type: none"> Settlement Farming Location Environment City, town and village 	<ul style="list-style-type: none"> First settlers in Britain Farming introduced in 5000BC Romans in Tadcaster Creation of the breweries Tadcaster today 	<ul style="list-style-type: none"> Tadcaster York River Wharfe Grasslands Farm in Rufforth A64

Year 5/6	Term: Spring	Driver: Geography	Topic: Tadcaster and Beyond - Trade
Prior Learning - What do the children already know? Describe different types of industry & agriculture currently in the local area. (Y3/4) Use relevant geographical vocabulary e.g. agriculture, industry, population, resource (Y3/4), climate (Y5/6) Identify continents and describe links between the UK and other countries			
<p>Pupils will build upon their work in KS1/LKS2 by finding and locating land on a map, so that children in UKS2 can identify key locations in the world and begin to see links between them.</p> <p>Pupils will draw upon their LKS2 knowledge of physical geography including differences in location and climate, so that children in UKS2 understand how and why countries need to trade with others and how trade affects their economies.</p> <p>Pupils will build upon their current knowledge, so that in UKS2, pupils understand the idea of globalisation and that countries are now more interdependent than ever before.</p>			

Local Knowledge		
What is produced in Tadcaster and what goods and services are exported eg Engineering services from Lamberts or consumed in the UK eg beer from local breweries.		
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 is meant by globalisation? Create a mind map to show ideas about how countries in the world are connected.	<ul style="list-style-type: none"> Simulate what happens in global trading Be able to create bar charts to show the value of some UK exports and import Use atlases and maps to locate countries where products originate. Use maps to show trade links Use a key to label countries in all continents Be able to describe a process in the context of trading a product 
Week 1	What do we trade? Investigate and list some goods imported to and exported from the UK.	
Week 2	Who do we trade with? Use atlases and the differentiated Import and Export Links Activity Sheet to show the UK's main import and export links.	
Week 3	What is Fair Trade and why is it important? Show the Fair Trade mark and describe the process of trading bananas, coffee or chocolate.	
Week 4	What is the global supply chain? Identify global brands use globalisation Sorting Cards to evaluate the impact of multinational companies	
Week 5	How has trading changed? Compare trade now, trade in the Tudor era and trade in the Victorian era.	

Sticky Knowledge			
Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> What trading is The difference between imports and exports Which countries we only import from; which countries we export to Describe the fair trade process eg in the context of coffee Which countries does the UK trade with 	<ul style="list-style-type: none"> Trade, import, export Goods, services Trading, fair trade, Fairtrade Globalisation, brand, multinational company, Supply, origin Trade, Tudor, Victorian, Empire 	<ul style="list-style-type: none"> The Dutch brought coffee to England in the sixteenth century Which items did the UK trade in in Tudor and Victorian periods and which do they still import now 	<ul style="list-style-type: none"> London European countries Developed countries eg UK, Australia Less developed countries eg EI Salvador Continents