

Year 1/2	Term: Summer 1	Driver: History	Topic: Come Fly With Me
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**Prior Learning - What do the children already know?**

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.  
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**.  
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.  
Pupils will build upon their knowledge from **EYFS** of Kings and Queens **so that they can compare and contrast the lives of significant individuals over time**.

**Local Knowledge**

Children will know who our last Queen was and if she has ever visited Tadcaster or the local area. WOW: Make a crown like a King or Queen of England.

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>	Who are the 3 queens most remembered in history and why? What was different about how they lived in comparison to us? What are some key changes that happened during their rulings? What key information should we remember about them?	<ul style="list-style-type: none"> <li>• Link to DT</li> <li>• Make deductions from primary and secondary sources using photographs -</li> <li>• How and why have things changed (transport focus)</li> <li>• Using historical exploration such as photos and historical accounts</li> <li>• What houses looked like then</li> <li>• Researching using varied sources</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> </ul>
<b>Week 1</b>	Which 3 queens of England are most remembered in history and why? KWL - <b>timeline, drama, videos, make a crown</b>	
<b>Week 2</b>	How was life different in England when the 3 queens were ruling? <b>Notice how transport, clothing and buildings have changed in London over the 3 reigns.</b>	
<b>Week 3</b>	<i>How do we know about the queens who lived so long ago?</i> <b>Identifying reliable sources, using sources to find out information.</b>	
<b>Week 4</b>	<i>What important changes happened when each of the queens ruled?</i> <b>Videos, researching in groups.</b>	
<b>Week 5</b>	<i>How should we remember these famous queens?</i> <b>Statues, street art, stamps, design stamp of your own.</b>	



**Sticky Knowledge - The Five Keys...**

Key Dates	Key Vocabulary	Key Events	Key Individuals
Queen Victoria (24 May 1819 – 22 January 1901) Queen Elizabeth I (7 September 1533 – 24 March 1603) Queen Elizabeth II (born April 21, 1926, London, England—died September 8, 2022)	<ul style="list-style-type: none"> <li>• Century</li> <li>• Monarch</li> <li>• Parliament</li> <li>• Queen</li> <li>• Reign</li> <li>• Tudor</li> <li>• Victorian</li> </ul>	<ul style="list-style-type: none"> <li>• Coronation and long reigns.</li> <li>• When were the landmarks built?</li> <li>• Changes in transport</li> <li>• Births and Deaths of the 3 Queens</li> </ul>	<ul style="list-style-type: none"> <li>• Queen Elizabeth I</li> <li>• Queen Victoria</li> <li>• Queen Elizabeth II</li> </ul>

Year 3/4	Term: Summer	Driver: History	Topic: Stone Age to Iron Age
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**Prior Learning - What do the children already know?**


**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.

**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** so that in Years 3/4, pupils will study a significant person and how they have impacted that era of history.

**Local Knowledge**

Humans first settled in the Tadcaster/York area in 4000BC. The city of York was a key part of Roman Britain.

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 Stone Age, Bronze Age and Iron Age? What do they understand about settlers and settlement? What have they learned previously that will help them understand life in Stone Age to Iron Age Britain? <b><i>Mind map</i></b>	<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 Stone Age to Iron Age achievements in Britain had the most significant impact on people at the time (Significance)</li> </ul> 
<b>Week 1</b>	Who were the first people to settle in Britain? <b><i>Research hunters and gatherers and write a diary entry.</i></b>	
<b>Week 2</b>	What can artefacts tell us about how people lived? <b><i>Explore different artefacts/pictures and ask children to look for the clues that they give and create Stone Age cave art on stones.</i></b>	
<b>Week 3</b>	What was life like in a Stone Age settlement? <b><i>Design a Stone Age settlement.</i></b>	
<b>Week 4</b>	How did the Bronze Age change how humans lived? <b><i>Study the finding of the Amesbury Archer by archaeologists and how this helps our understanding of the Bronze Age.</i></b>	
<b>Week 5</b>	Who were the Celts and why did they use iron? <b><i>Create Celtic tribal designs.</i></b>	

**Sticky Knowledge**

Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>• 15000BC to 2500BC - Stone Age</li> <li>• 2500BC to 800BC - Bronze Age</li> <li>• 800BC to 43AD - Iron Age</li> <li>• AD43 Romans conquer Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age</li> <li>• Bronze Age</li> <li>• Iron Age</li> <li>• Artefacts</li> <li>• Prehistoric</li> </ul>	<ul style="list-style-type: none"> <li>• 13000BC - People make cave paintings.</li> <li>• 4500BC to 3500BC Farming starts and begins to spread.</li> <li>• 2500 BC Metal starts to be used.</li> <li>• 1200BC to 800BC Celtic tribes were formed.</li> <li>• AD 43 Romans conquer Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Cheddar Man</li> <li>• Red Lady of Paviland</li> <li>• Boudicca</li> <li>• Emperor Claudius</li> </ul>


Year 5/6	Term: Summer 1	Driver: History	Topic: Crime and Punishment
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**Prior Learning - What do the children already know?**

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 crime and what was regarded as an appropriate punishment.  
 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.  
 Pupils will build upon their knowledge from LKS2 exploring temples and gods. Pupils in UKS2 will further develop their understanding of the Anglo-Saxon and medieval periods by focussing on crime and punishment and how society's attitude has changed over time with regard to capital punishment. Children will relate their knowledge of modern society to explore and understand new crimes such as cyber crime.

**Local Knowledge**

**Crime and Punishment** – Capital punishments took place in N Yorkshire and the York gallows were situated on Tadcaster Road, opposite Pulleyn Drive.

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 Crime and Punishment in Roman/Anglo-Saxon/ medieval times compared with today. Eg the role of prisons and corporal and capital punishment. Mind map with ideas: How were criminals punished 800 years ago, and how do we know?	<ul style="list-style-type: none"> <li>• Make deductions from primary and secondary sources using photographs - differences between medieval crimes and the related punishments and crimes and punishments in modern times.</li> <li>• How and why did attitudes to crime and punishment in the nineteenth change? How does modern crime and punishment show change over time? (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>	What does the legend of Robin Hood tell us about medieval justice? <b>Rank 5 statements about Robin Hood in order of importance.</b>	
<b>Week 2</b>	How did crimes and punishments change between 1500 and 1750? <b>Infer from pictures: Children suggest 4 possible new crimes that became more prevalent at this time and three frequently used punishments..</b>	
<b>Week 3</b>	Why did punishments become so bloody in the 18th century? <b>Rank in order ideas-cards with reasons to explain why, when the number of crimes went up, the number of executions actually went down?</b>	
<b>Week 4</b>	Why did so much change happen in the 19th century? <b>Use explanation builder cards provided to answer the BIG question. What caused the big increase in crime in the first half of the 19th century?</b>	
<b>Week 5</b>	Has the way we catch and punish criminals improved in the last 100 years? <b>Identify new crimes in the 21st Century. Debate the state of crime and crime prevention today. Are things getting better or not?</b>	

**Sticky Knowledge - The Five Keys...**

Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>• 1250-1550 Hanging for theft; Fines Use of Pillory, Ducking stool, Stocks</li> <li>• 1550 Harsh Laws against witchcraft</li> <li>• 1700-1750 Smuggling and Highwayman crimes</li> <li>• 1750 Hanging for more offences; The Bloody Code</li> <li>• 1829 First Police Force in London</li> <li>• 1969 Death Penalty abolished in UK</li> </ul>	<ul style="list-style-type: none"> <li>• Smuggling</li> <li>• Stocks, Transportation, Treason,</li> <li>• Trial by combat</li> <li>• Vagrant, Arson, Burglary, Felony, Homicide</li> <li>• Capital/Corporal Punishment</li> <li>• Execute</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of the first police force in London</li> <li>• Introduction of the Bloody Code</li> <li>• Use of prisons for punishment began in Victorian period</li> <li>• Ending of the Death Penalty in UK</li> <li>• Appearance of new crimes in 21st Century</li> </ul>	<p>Robin Hood First Police Force</p>

Year 1/2	Term: Summer	Driver: Geography	Topic: Come Fly With Me
<b>Prior Learning - What do the children already know?</b>			
<p><b>Pupils will build upon their work in EYFS</b> by finding and locating different places on a map/globe, <b>so that children in KS1</b> will identify and name Kenya on a globe.</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 human and physical similarities and differences between Tadcaster, UK and Australia</p>			

<b>Local Knowledge</b>		
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.		
<b>Weekly Focus</b>	<b>What will the children learn? 5 Key questions. How will they do this?</b>	<b>Disciplinary Knowledge</b>
<b>AFL focus/ what should we know</b>	<b>Mind map prior learning.</b> What do they understand about other countries and using atlases. <b>Mind map prior learning linked to maps, google earth and Tadcaster.</b>	<ul style="list-style-type: none"> <li>Locational knowledge: Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs.</li> <li>Place knowledge: Exploring the physical characteristics of the classroom as a place.</li> <li>Human and Physical geography: Communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans.</li> <li>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.</li> </ul>
<b>Week 1</b>	<i>What are physical features in geography?</i> <b>Skills - recognise physical features of a landscape. Match words to pictures for geographical vocabulary.</b>	
<b>Week 2</b>	<i>What are human features in geography?</i> <b>Skills - recognise human features of a landscape. Match words to pictures for geographical vocabulary. Sort physical and human features</b>	
<b>Week 3</b>	<i>Where is Australia and what are the main cities?</i> <b>Children use google earth to explore Australia. Map out the cities, human and physical features.</b>	
<b>Week 4</b>	<i>What is the climate like in Australia? How does it compare to the UK?</i> <b>Physical and Human detectives game.</b>	
<b>Week 5</b>	<i>What facts can you present about Australia?</i> <b>Where can they research information about different places and how can they present the important features including the climate? Design a poster for a holiday to Australia.</b>	

<b>Sticky Knowledge</b>			
<b>Key Concepts</b>	<b>Key Vocabulary</b>	<b>Key Events</b>	<b>Key Locations</b>
<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>Maps, Continents, Oceans</li> <li>Bird's eye view, scale</li> <li>City, town, village, culture, population, human, physical</li> <li>NSEW Compass</li> <li>Climate, Physical, Human</li> </ul>	<ul style="list-style-type: none"> <li>Use of Google Earth (2005)</li> <li>When were maps invented? (1570 Atlas)</li> <li>When was the compass first used to navigate? (200 years ago China)</li> </ul>	<ul style="list-style-type: none"> <li>Tadcaster</li> <li>Continents</li> <li>Oceania</li> <li>Canberra</li> <li>Melbourne</li> <li>Sydney</li> </ul>


Year 3/4	Term: Summer	Driver: Geography	Topic: Come Fly With Me - Volcanoes and Earthquakes
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS and KS1** by finding and locating continents and oceans on a map, **so that children in LKS2** will use maps and globes to find and locate volcanoes and tectonic plate boundaries on a map  
**Pupils will draw upon their KS1 knowledge** of basic geographical vocabulary to refer to key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, **so that children in LKS2** will describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

**Local Knowledge**

Children know where the UK is in relation to different parts of the world.  
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
<b>AFL focus/ what should we know</b>	What do the children know already about volcanoes and earthquakes? <i>Mind map</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 volcanoes and where can they be found? <i>Research volcanoes and locate them on a world map.</i>	
<b>Week 2</b>	What is a volcanic eruption and what happens during one? <i>Study volcanic eruptions, create clay volcanoes and eruptions using vinegar and baking soda.</i>	
<b>Week 3</b>	What types of volcanoes are there? <i>Create a guide to the different types of volcanoes and where you will find them.</i>	
<b>Week 4</b>	What layers make up the structure of the earth? <i>Create a cross section of the earth using different coloured playdough.</i>	
<b>Week 5</b>	What happens during an earthquake? <i>Create an earthquake simulation.</i>	

**Sticky Knowledge**

Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> <li>• Structure of the Earth</li> <li>• Causes of earthquakes</li> <li>• Understand tectonic plates</li> <li>• Locating volcanoes on a map</li> <li>• Structure of a volcano</li> </ul>	<ul style="list-style-type: none"> <li>• Volcano</li> <li>• Earthquake</li> <li>• Eruption</li> <li>• Tectonic plate</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• 79AD catastrophic eruption of Mount Vesuvius near Pompeii</li> <li>• 1883 volcanic eruption in Krakatoa</li> <li>• 2023 earthquake in Turkey</li> <li>• 2024 volcanic eruption in Grindavik, Iceland</li> </ul>	<ul style="list-style-type: none"> <li>• Pompeii, Italy</li> <li>• Krakatoa, Indonesia</li> <li>• Gaziantep, Turkey</li> <li>• Pompeii, Italy</li> <li>• Grindavik, Iceland</li> </ul>


Year 5/6	Term: Summer	Driver: Geography	Topic: Extreme Earth
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**Prior Learning - What do the children already know?**

**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.  
**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.  
**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.

**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
<b>AFL focus/ what should we know</b>	What do the children know already about the Volcanoes, Earthquakes and the Earth's climate? 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 fc</i>	<ul style="list-style-type: none"> <li>• Places near to the equator are generally hot.</li> <li>• Identify and name examples of extreme weather.</li> <li>• In what way is an Earthquake linked to a Tsunami?</li> <li>• Know that a tsunami is caused by the movement of tectonic plates.</li> <li>• Why do volcanoes erupt?</li> <li>• Why do the majority of earthquakes and volcanoes occur near the Pacific Ring of Fire?</li> </ul> 
<b>Week 1</b>	What is the Earth's climate like and what are the areas of extreme temperatures? <i>Do a fact hunt around the classroom/school grounds to find answers to questions.</i>	
<b>Week 2</b>	What are the different types of extreme weather across the world? <i>Complete a glossary of extreme weather.</i>	
<b>Week 3</b>	What are earthquakes and what causes them? <i>Identify areas of the world in an atlas, annotate a map and compare with an earthquake zone map.</i>	
<b>Week 4</b>	What are tsunamis and how are they formed? <i>Answer questions about the 2004 tsunami using various sources.</i>	
<b>Week 5</b>	What are volcanoes and how are they formed? <i>Draw and label a diagram of an exploding volcano.</i>	

**Sticky Knowledge**

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