




Year 1	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 children <b>in KS1</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 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 (Great fire buckets!). <b>Discussion / sorting task into old and new.</b>	<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>  
<b>Week 1</b>	What do we know about Bonfire Night? How do we celebrate Bonfire night? <b>Exploration of Bonfire night. Compare similarities and differences between our experiences and Granny's.</b>	
<b>Week 2</b>	What did Guy Fawkes do that makes us burn a guy on bonfire Night? <b>Short video explaining the story of the Gunpowder Plot. Repeating the rhyme 'Remember, remember etc.'</b>	
<b>Week 3</b>	What went wrong with the Plot and how do we know? <b>Use of evidence. Children analyse the 'tip off letter'. Which source tells us? Activity using images of lantern, map, letter etc.</b>	
<b>Week 4</b>	Was Guy Fawkes to blame for the Gunpowder Plot? <b>Interpretations - Evaluation. Pupils write a short caption to explain their argument. Using images of the plotters to support their thinking</b>	
<b>Week 5</b>	Is it right to burn guys on Bonfire Night? <b>PSHE. Discussion of tolerance. Pupils present different arguments. Discussion of health and safety issues of fireworks and effect on pets.</b>	


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 Monteaagle.</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 Monteaagle</li> <li>Robert Cecil</li> </ul>

Year 2/3/4	Term: Autumn 2024	Driver: History	Topic: The Railways
Prior Learning - What do the children already know?			
<p><b>Pupils will build upon their work in EYFS</b> by finding similarities and differences so that in <b>Years 2/3/4, 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 2/3/4, 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 2/3/4, pupils will place significant events on a timeline.</p>			

Local Knowledge		
Tadcaster had a railway station from 1848 to 1966 . York is famous for its station and links to the history of the railways as shown by its choice as the location for the National Railway museum.		
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 railways? What do they understand about trains and their importance? What have they learned previously that will help them understand railways?	<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> </ul> 
<b>Week 1</b>	How do we order events on a timeline? <b><i>Order world history events on a timeline followed by key events in railway history.</i></b>	
<b>Week 2</b>	How did steam locomotives change over time? <b><i>Explore different pictures and information on different steam locomotives, choose a favourite and write a guide on the chosen train.</i></b>	
<b>Week 3</b>	How did the railway network grow? <b><i>Draw the first railway lines on a UK map.</i></b>	
<b>Week 4</b>	What were the positive and negative impacts of the first railways? <b><i>Study the arguments and viewpoints of key historical figures' views on the railways and choose if these are negative or positive.</i></b>	
<b>Week 5</b>	What new technology has been used to change how trains work ? <b><i>Show video footage of trains from different eras of railway history and identify different types of trains and the technology they use.</i></b>	


Sticky Knowledge		
Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>• 1807 First passenger railway opened.</li> <li>• 1825 George Stephenson's Locomotion No.1 carries its first passengers.</li> <li>• 1938 The Mallard becomes the fastest ever steam locomotive.</li> <li>• 1960 The last steam locomotive (The Evening Star) is built.</li> <li>• 1964 First Bullet Train in Japan.</li> </ul>	<ul style="list-style-type: none"> <li>• Locomotive</li> <li>• Steam</li> <li>• Network</li> <li>• Technology</li> <li>• Diesel</li> <li>• Electric</li> <li>• Station</li> </ul>	<ul style="list-style-type: none"> <li>• George Stephenson</li> <li>• James Watt</li> <li>• Richard Trevithick</li> <li>• Sir Nigel Cresley</li> </ul>

Year 4/5/6	Term: Autumn 1	Driver: History	Topic: How did experiences differ during World WarII?
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. Cities in Yorkshire e.g. Leeds, Sheffield, Hull were bombed during the Blitz, Thorpe Arch was a munitions production site.		
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>	<b>Can you recall some key information about the Second World War?</b> <i>Mind Map/Entry/Exit questions; teach key facts about how WWII started &amp; listen to the Prime Minister's declaration of war.</i>	<ul style="list-style-type: none"> <li>Understand the meaning of chronology</li> <li>Know what kind of sources are available to build a picture of the past.</li> <li>Improve our understanding of how historians try to build an accurate account of events in the past.</li> <li>Use primary and secondary sources including maps, photographs and artefacts to find out about rationing; evacuation, conscription and how WWII was a global war with fighting in Europe, Africa and Asia.</li> </ul> 
<b>Week 1</b>	<b>Can you describe how women's roles changed during WWII and explain why?</b> <i>Entry/Exit questions/Writing task based on key facts about effect of conscription for men in 1939 &amp; women in 1941</i>	
<b>Week 2</b>	<b>Can you explain why the global nature of WWII had an impact on Britain?</b> <i>Entry/Exit questions/Writing task based on key facts about men &amp; women from countries in occupied Europe like Poland &amp; the Empire like India &amp; Australia who fought on the side of Britain.</i>	
<b>Week 3</b>	<b>Can you explain why evacuation was a huge turning point for children during WWII?</b> <i>Entry/Exit questions/Evacuees letter home -Writing task based on key facts.</i>	
<b>Week 4</b>	<b>Can you describe how nursing saw great change during the Second World War?</b> <i>Entry/Exit questions/Short writing task about nursing changed &amp; pioneer in medicine &amp; plastic surgery.</i>	
<b>Week 5</b>	<b>Can you explain how WWII was a turning point in many different ways for the British people?</b> <i>Entry/Exit questions/Short writing about the permanent effects of WWII: the need for rebuilding; of evacuation; loss of homes and of loved ones; immigration, the role of women; plastic surgery; rationing.</i>	


Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>1939-1945 Duration of WWII</li> <li>1st September 1939 Evacuation of children</li> <li>3rd September 1939 Declaration of War</li> <li>1940-41 Bombing of cities known as the Blitz</li> <li>December 1941 Conscription of Women</li> </ul>	Nazi Germany, Poland, Ration, Domestic service, Conscription, empire, Allies, ethnic diversity, civilian, bombing, evacuee, morale, plastic surgery, turning point, permanent	1936-1939 Invasion of countries incl Poland by Germany; Conscription of men aged 18-41, Declaration of war; Evacuation of children & pregnant women; Blitz; Conscription of Women; Queen Victoria Hospital, East Grinstead: new plastic surgery trialled, Charles Drew invented new methods of storing blood.	<ul style="list-style-type: none"> <li>Neville Chamberlain</li> <li>Winston Churchill</li> <li>Adolf Hitler</li> <li>King George VI</li> <li>Princess Elizabeth</li> </ul>

Year 1	Term: Autumn	Driver: Geography	Topic: Why is our Natural World Wonderful
Prior Learning - What do the children already know?			
<p><b>Pupils will build upon their work in EYFS</b> by finding and locating places on a map/globe, <b>so that children in KS1</b> will learn the four countries which make up the United Kingdom.</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 and five oceans 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 why our world is wonderful and what we can do to look after it.</p>			

Local Knowledge		
Tadcaster is a town that is located in England, one of the four countries which makes up the United Kingdom. The United Kingdom is in the continent Europe which is surrounded by the Atlantic and Arctic oceans.		
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 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"> <li>Why is our world wonderful?</li> <li>What geographical skills will we use?</li> <li>Our disciplinary concepts are: map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence</li> </ul> 
<b>Week 1</b>	What do we know about the world and the UK? <b>To identify human and physical features of the United Kingdom from a photograph</b>	
<b>Week 2</b>	Can we name and locate the world's seven continents on a map? <b>To name and locate the world's seven continents.</b>	
<b>Week 3</b>	Can I name and locate the world's five oceans on a map? <b>To name and locate the world's five oceans.</b>	
<b>Week 4</b>	What do human and physical features look like on a sketch map? <b>To create our own sketch map of Tadcaster Primary Academy.</b>	
<b>Week 5</b>	Why are natural habitats special? <b>The children will go on a field walk during pond and beyond and try to identify what plants grow there and what animals may live in and around the area. Record their findings on a tally chart.</b>	

Sticky Knowledge		
Key Concepts	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> <li>What is an ocean?</li> <li>What is a continent?</li> <li>Human and Physical features</li> <li>What is a map?</li> <li>What does a map tell us?</li> </ul>	<ul style="list-style-type: none"> <li>Ocean</li> <li>Contient</li> <li>United Kingdom</li> <li>Habitat</li> </ul>	<ul style="list-style-type: none"> <li>United Kingdom</li> <li>England</li> <li>Tadcaster</li> <li>7 continents</li> <li>5 oceans</li> </ul>

Year 2/3/4	Term: Spring	Driver: Geography	Topic: Local Geography
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 land and oceans on a map, <b>so that children in Y2/3/4</b> will use maps and globes to locate rivers and mountains.</p> <p><b>Pupils will draw upon their KS1 knowledge</b> of rivers, <b>so that children in Y2/3/4</b> will confidently identify the features of a river system.</p> <p><b>Pupils will build upon their KS1 work</b>, recalling names of local rivers, <b>so that in Y2/3/4, pupils</b> 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
<b>AFL focus/ what should we know</b>	What do the children know already about their local area? Do the children know different physical features? Do children know different human features? <b><i>Mind map</i></b>	<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.</li> </ul> 
<b>Week 1</b>	How do you read a map? <b>Orienteering around the school grounds.</b>	
<b>Week 2</b>	Where is Tadcaster and which other places are near it? <b>Map activity and use of Google Maps to explore the surrounding area.</b>	
<b>Week 3</b>	What are the physical features of Tadcaster? <b>Field trip around Tadcaster and identify physical features.</b>	
<b>Week 4</b>	What are the human features of Tadcaster? <b>Field trip around Tadcaster and identify human features. Create a guide to Tadcaster with the information from both field trips.</b>	
<b>Week 5</b>	Where is the best place to build homes in Tadcaster? <b>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.</b>	

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

Year 4/5/6	Term: Autumn 2	Driver: Geography	Topic: Coasts: What happens where the land meets the sea?
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### Prior Learning - What do the children already know?

**Pupils will build upon their work in KS1/LKS2** by finding & locating land on a map, **so that children in UKS2** will identify coastal areas and interpret ordnance survey symbols to describe them.

**Pupils will build upon their current knowledge** of the UK **so that in UKS2, pupils can** locate key coastal areas, identify key physical features and eco-systems, habitats and their threats.

### Local Knowledge

Tadcaster is a town in North Yorkshire. Children can locate Tadcaster on a map and know where its location is in comparison to London and York. Scarborough is a town on the North Yorkshire coast.

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>	Introduction: Can we describe what a coast is? Can we describe how people's lives are affected by it? Agree where they are. Roleplay how you think a coastal resident or worker life might be affected by the coast.	<p>Ask geographical questions:</p> <ul style="list-style-type: none"> <li>• 'Why is this place like this?'</li> <li>• 'How is this place changing?'</li> <li>• 'How are other places affected?'</li> </ul>  <p>Explain what a place is like and why</p> <p>Be familiar with topographical maps</p> <p>Recognise ordnance survey (OS) symbols and know what they stand for</p> <p>Understand the consequence of ignoring climate change</p>
<b>Week 1</b>	<b>Can I use maps &amp; other sources to recognise, locate &amp; describe a range of UK coastal features?</b> Match coastal features to their definitions. Choose a coastal map extract and describe how it would be to walk that section.	
<b>Week 2</b>	<b>Can I explain why the sea erodes the land?</b> Compare 2 coastal locations (Newquay & Dover) & explain which has the largest waves & why. Label a diagram to show a cave, arch & sea stack. Create a leaflet about Flamborough Head.	
<b>Week 3</b>	<b>Can I identify some threats to coastal habitats around the world &amp; explain why these places matter to wildlife?</b> Describe a coastal habitat, the animals that live there and its threats.	
<b>Week 4</b>	<b>Can I research and present information about a coastal place using geographical enquiry and sources?</b> Plan a worldwide cruise with 10 destinations & mark them on a map. Design a flyer to advertise one of those destinations.	
<b>Week 5</b>	<b>Can I discuss the impacts of climate change on the coast &amp; explain what we can do to protect it?</b> Complete a cause and effect diagram to show how climate change can affect coastal environments. Create a poster.	

### Sticky Knowledge

Key Concepts	Key Vocabulary	Key Events	Key Locations
<ul style="list-style-type: none"> <li>• Maps can help us identify different human and physical features of coasts.</li> <li>• The UK includes one large island, part of another &amp; thousands of smaller islands.</li> <li>• The UK coastline has a great diversity of features &amp; land can be used in many different ways.</li> <li>• The coastline is eroded by the actions of the wind, waves and human activity.</li> <li>• Erosion can create caves and arches.</li> </ul>	<ul style="list-style-type: none"> <li>• Human features, physical features, land use</li> <li>• Waves, erosion, geology</li> <li>• Cliff, beach, headland, bay, spit, estuary, saltmarsh, mudflat, symbols</li> <li>• Ecosystem, habitat, pollution, organism</li> <li>• Tourist, dock, lagoon, national monument</li> <li>• Carbon dioxide, fossil fuels, renewable energy, atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• In 1978 John Merrill became the first person to walk the entire UK coastline.</li> <li>• In 2021, Venice, Italy, banned cruise ships from entering the city's waters declaring her lagoon a national monument.</li> </ul>	<ul style="list-style-type: none"> <li>• UK</li> <li>• Lulworth Cove, Dorset</li> <li>• Flamborough Head, N Yorkshire</li> <li>• St Ives, Cornwall</li> <li>• Venice</li> <li>• Great Barrier Reef</li> </ul>