



Year 1	Term: Autumn	Driver: History	Topic: The Gunpowder Plot
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding similarities and differences so that children in KS1 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 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
AFL focus/ what should we know	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!). Discussion / sorting task into old and new.	<p><u>As a Historian we will...</u></p> <ul style="list-style-type: none"> Be able to develop an understanding of the past using phrases related to the passing of time. Be able to use primary sources to help understand events of the past. Be able to understand how significant individuals from the past have changed life as we know it. Be able to explore and identify why and how the event took place. 
Week 1	What do we know about Bonfire Night? How do we celebrate Bonfire night? Exploration of Bonfire night. Compare similarities and differences between our experiences and the past.	
Week 2	What did Guy Fawkes do that makes us burn a guy on bonfire Night? Short video explaining the story of the Gunpowder Plot. Repeating the rhyme 'Remember, remember etc.'	
Week 3	What went wrong with the Plot and how do we know? Use of evidence. Children analyse the 'tip off letter'. Which source tells us? Activity using images of lantern, map, letter etc.	
Week 4	Was Guy Fawkes to blame for the Gunpowder Plot? Interpretations - Evaluation. Pupils write a short caption to explain their argument. Using images of the plotters to support their thinking	
Week 5	Is it right to burn guys on Bonfire Night? PSHE. Discussion of tolerance. Pupils present different arguments. Discussion of health and safety issues of fireworks and effect on pets.	


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

Year 2/3/4	Term: Autumn	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 Years 2/3/4, 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 2/3/4, 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 2/3/4, pupils will place significant events on a timeline.</p>			

Local Knowledge		
The houses in London were the same as those in York in terms of what they were built of and how streets were designed. The Duke of York (James) was put in charge of operations by the King (his brother).		
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 have they learned previously that will help them understand 'The Great Fire of London'? What do the children understand about when 'The Great Fire of London' took place in relation to other historical events they have been taught?	<p><u>As an Historian we will...</u></p> <ul style="list-style-type: none"> • Use what is already known about an object or event to ask relevant questions which will increase understanding. • Use more than one source to research independently in order to answer questions and build a picture of the past. • Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be. • Begin to use the library and internet to research a specific enquiry. • Use sources of evidence to build up a picture of a past event. 
Week 1	When did 'The Great Fire of London' start? Create a timeline of key historical events including the Great Fire Of London + sequence activity.	
Week 2	How did 'The Great Fire of London' start? Watch a video showing the Great Fire of London + create a fire safety poster.	
Week 3	What happened in 'The Great Fire of London'? Build a replica of Pudding Lane using paper pop up houses.	
Week 4	How was 'The Great Fire of London' put out? Use paper pop up houses to demonstrate how the fire was put out.	
Week 5	What happened after 'The Great Fire of London'? Write own versions of the diary of Samuel Pepys.	


Sticky Knowledge		
Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> • 2nd September 1666 - the fire starts • 6th September 1666 - the fire ends • 1680 - establishment of the first fire brigade by insurance companies • 1710 - Saint Paul's Cathedral is rebuilt • 1825 - diary of Samuel Pepys published 	<ul style="list-style-type: none"> • fire • thatched • firebreak • diary • architect 	<ul style="list-style-type: none"> • James, Duke of York • Charles II • Thomas Farriner • The Lord Mayor • Samuel Pepys

Year 4/5/6	Term: Autumn	Driver: History	Topic: What was life like for the Ancient Maya?
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
AFL focus/ what should we know	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? <i>Mind map</i> Who were the Maya and when and where did they live?	<p><u>As historians we will be able to...</u></p> <ul style="list-style-type: none"> Identify when and where the remains of the Mayan civilisation were discovered. Make deductions from primary and secondary sources using photographs - differences between ancient Maya and the same time period in Britain. Understand the significance of the Maya and how the Maya influenced Europe and the world. Make historical interpretations using historical exploration such as photos and historical accounts 
Week 1	How do we know about the Mayan civilisation? <i>Use photos of ruins to describe how the Spanish explorers would have felt when they found the ruins.</i>	
Week 2	How did the Mayan civilisation develop over time? <i>Use artefact cards to find 10 facts about the Maya.</i>	
Week 3	How was Mayan society organised? <i>Create a pyramid diagram to show different groups at each level.</i>	
Week 4	What was everyday life like for the Mayan people? <i>Generate questions and use a variety of sources to research the answers.</i>	
Week 5	What caused the downfall of the Mayan civilisation? <i>Read & discuss Cause cards and order them from most likely to least likely to have caused the downfall.</i>	


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"> c. 2000 BC The Maya civilisation came into being c. 300 BC El Mirador became large and powerful. 650 AD Chichen Itza ball court AD 900 Cities in the rainforest are abandoned due to a drought. AD 1500s Spanish Conquest 	<ul style="list-style-type: none"> Mesoamerica Civilisation Society Scribes Codices Glyphs 	<ul style="list-style-type: none"> c. 2000 BC The Maya civilisation came into being c. 300 BC El Mirador became large and powerful. 650 AD Chichen Itza ball court AD 900 Cities in the rainforest are abandoned due to a drought. AD 1500s Spanish Conquest 	<ul style="list-style-type: none"> Pakal

Year 1	Term: Autumn	Driver: Geography	Topic: Where do we live and what's it like?
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in EYFS by finding and locating places on a map/globe, so that children in KS1 will learn where Tadcaster is on a map/globe (aerial photographs)</p> <p>Pupils will draw upon their EYFS and current KS1 knowledge of what a map is, so that children in KS1 can confidently draw a simple map of our school.</p> <p>Pupils will build upon their current knowledge of Tadcaster and its community, so that in KS1, pupils will begin to understand the key features of a town.</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
AFL focus/ what should we know	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>	<p><u>As a Geographer we will...</u></p> <ul style="list-style-type: none"> • Be able to understand what aerial view means • Be able to find North and South on a map • Be able to discuss and express opinions on our playground equipment and how we can make it better. • Be able to describe different features on a map using a key 
Week 1	Where in the world are we? <i>To locate the school on an aerial photograph spotting other areas of interest.</i>	
Week 2	What can we find in our classroom? <i>Create a messy map of our teaching room using resources from the classroom.</i>	
Week 3	Where are the different places in our school? <i>Draw a simple map of our school grounds including the key features.</i>	
Week 4	How do we feel about our playground? <i>Complete a survey on the playground equipment we currently have. Children use post it notes (happy/sad/okay) to show how they feel.</i>	
Week 5	Can we make our playground even better? <i>Create and design a new and improved playground by drawing a map of its key features and additions.</i>	

Sticky Knowledge		
Key Concepts/Questions	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> • What is a map? • How to draw a map • What is an aerial photograph? • Symbols are used to help with map reading • Which country do we live in? 	<ul style="list-style-type: none"> • Map • Aerial • Features • Symbol • Directional language 	<ul style="list-style-type: none"> • Tadcaster • Our school • Our classroom • Our playground • The community

Year 2/3/4	Term: Autumn	Driver: Geography	Topic: The Lake District
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 Y2/3/4 will use maps and globes to locate lakes and mountains.</p> <p>Pupils will draw upon their KS1 knowledge of lakes, so that children in Y2/3/4 will confidently identify the features of a lake.</p> <p>Pupils will build upon their KS1 work, recalling names of lakes, so that in Y2/3/4, pupils will study lakes 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. Tadcaster is approximately 80 miles from the Lake District. Towards the village of Oxtun, lies Tadcaster Mere. Designated a Site of Special Scientific Interest (SSSI) in 1987, the mere is at the centre of a former lake basin that extended over an area of about 740 acres (3 km ²). It was formed during the most recent or Devensian ice age, which ended 10,000 years ago, when Tadcaster was at the southernmost limit of glaciation.		
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 their local area? Do the children know different physical features? Do children know different human features? <i>Mind map</i>	<p><u>As a Geographer we will...</u></p> <ul style="list-style-type: none"> Use simple tables and charts to measure and record populations of people and animals in the Lake District. Construct models of a Lake. Use maps (including topographical), atlases, globes and digital/computer mapping to locate the Lake District, lakes and other landscape within the Lake District. 
Week 1	Where is the Lake District? Locate the UK on a world map and the Lake District on a UK map.	
Week 2	What is a lake? Research what a lake is and make a model of a lake.	
Week 3	What is the landscape like in the Lake District? Use Google World to explore the landscape of the Lake District and locate towns, mountains and lakes on a map.	
Week 4	Who lives in the Lake District? Create a tourist brochure for the Lake District.	
Week 5	What animals live in the Lake District? Create a factfile of different animals found in the Lake District.	

Sticky Knowledge			
Key Facts	Key Vocabulary		Key Locations
<ul style="list-style-type: none"> A lake is a body of water surrounded by land, sometimes with a river flowing into or out of it. Lakes can be natural or man-made. Lakes have different names in each country in the UK. Reservoirs are lakes built by people to store water. Lakes are home to a wide variety of plants and animals. 	<ul style="list-style-type: none"> lake landscape physical features human features population tourists 	<ul style="list-style-type: none"> locate river mountain national park map valleys 	<ul style="list-style-type: none"> UK Lake District Scarfell Pike Lake Westwater Lake Windermere Keswick

Year 4/5/6	Term: Autumn	Driver: Geography	Topic: What is life like in the Alps?
Prior Learning - What do the children already know?			
<p>Pupils will build upon their work in KS1/LKS2 by finding & locating land on a map, so that children in UKS2 will identify where the Alps are and know the countries they spread through..</p> <p>Pupils will build upon their current knowledge of the UK so that in UKS2, pupils can identify key physical features and human features of an Alpine location and compare the similarities and differences.</p>			

Local Knowledge		
Tadcaster: is a town in the Selby district of North Yorkshire, England – Population 2021 Census 6335 - -0.23% Annual Population Change [2011 → 2021] - Area 2.252 km ² -Near waters River Wharf		
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>Create a mind map showing what we already know about the Alps and what aspects we need to find out to answer the topic question: What are the Alps? Where are they located? What are the physical features and human features?</i>	<p><u>As a Geographer we will...</u></p> <ul style="list-style-type: none"> Be able to identify features of our own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features. Be able to contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people Understand the consequence of ignoring climate change
Week 1	Where are the Alps? <i>Locate the Alps on a world map and identify and label the eight countries they spread through.</i>	
Week 2	What is it like in the Alps? <i>Locate three physical and three human characteristics in the Alps.</i>	
Week 3	Why do people visit the Alps? <i>Describe the physical and human features of an Alpine region.</i>	
Week 4	How are the Alps different from our local area? <i>Compare the human and physical geography of the local area and Innsbruck.</i>	
Week 5	What is life like in the Alps? <i>Use key facts from learning & images to write a tourist brochure all about the Alps.</i>	

Sticky Knowledge			
Key Concepts	Key Vocabulary		Key Locations
<ul style="list-style-type: none"> To know some similarities and differences between the UK and a European mountain region. To know the difference between the features of human and physical geography. To know the location of key physical features in countries studied. To know why tourists visit mountain regions. 	<ul style="list-style-type: none"> tourism tourist physical feature sea level mountain range 	<ul style="list-style-type: none"> Fold mountain climate glacier hemisphere human feature 	<ul style="list-style-type: none"> The Alps, Innsbruck North Yorkshire The Alps are a large mountain range in the middle of Europe. They are spread over eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia.