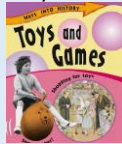

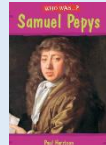


King Charles C of E Primary School History Curriculum Content


Reception	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	How have I changed	Falmouth	King Charles
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality – pupils reflect on how much they have changed overtime Inspiring – looking at how they have changed and thinking about how they will continue to change over time Nurture – looking at how we ourselves and others have changed over time	Spirituality –reflect their experiences visiting different places in Falmouth Hope – local walks visiting local church and beach meeting local people from our community Environment – visiting local beach to compare to photos of the past Environment – Visiting Local church	Spirituality – Pupils reflecting on the reception year and the changes and impact on themselves Inspiring – Motivating us to set goals for the future Nurture –how I will change in future Environment – Visiting Local church
Development Matter Statements	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Understand the past through settings, characters and events encountered in books read in class and storytelling;
Learning Threads	Look at pictures of the children and adults as babies and discuss how they have changed and grown Read and selection of traditional tales and modern versions	Trip to Gylly beach (take Photos) Compare Photos of our beach trip to pictures of Gylly from the past Trip to All Saints Church Compare Churches King Charles and All Saints (Church RW Curriculum)	Visit king Charles the Martyr to understand the link between the church and school Learn about the current monarch in the UK Write a letter to the current monarch
Disciplinary Concepts	Cause and consequence change and continuity (Changes from babies to children)	Similarities and differences (church RW Curriculum) Historical enquire (Using sources Historical pictures of Gylly) Historical interpretation	Historical significance (King Charles)
Substantive Concept	Chronology	Religion and Church Settlements and social history	Monarchy and power

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Y1	Autumn 2	Spring 2	Summer 1
Lead Enquiry Question (Composite Outcome)	Sea rescues	Toys through time	Great Fire of London
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>Spirituality - Encourages pupils to reflect on their learning journey and how curiosity leads to deeper understanding of historical events and their impact.</p> <p>Hope - how acts of courage and determination can inspire others, fostering aspirations for positive change.</p> <p>Nurture - Helps pupils build confidence in their ability to interpret and communicate key ideas, fostering respect for learning.</p>	<p>Spirituality - Pupils "look in" at their own experiences with toys and "look out" to understand how children in the past lived and played. This reflection develops appreciation for others' lives and dignity across time.</p> <p>Inspiring - Develops wisdom in understanding how toys reflect changing cultural values and societal aspirations across generations.</p> <p>Nurture - encourages care and curiosity about the past</p> <p>Environment - examining how toys from different eras connect children across generations and cultures.</p>	<p>Spirituality - Encourages pupils to reflect on the lasting significance of major events in shaping national identity and community resilience.</p> <p>Hope - Encourages looking toward the future with hope, as pupils see how events have led to progress and improvements over time, despite past disasters.</p> <p>Nurture – how communities come together, collective efforts</p> <p>Environment – how local and national communities have evolved</p>
Cross curricular links	English – How to make a boat instruction text	<p>Toys and Games by Sally Hewitt</p>  <p>D&T – Textiles Hand puppets Science- Materials</p>	<p>The Great Fire of London by Emma Adam and James Weston Lewis</p>  <p>Who was Samuel Pepys by Paul Harrison</p> 

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			<p>The Great Fire of London by Liz Gogerly</p>  <p>D&T – Structure making a Tudor house.</p>
Learning Threads (Substantive Concepts)	Chronology Monarchy and power Settlements and social history Communication and invention	Chronology Settlement and social history Communication and invention	Chronology Monarchy and power Settlements and social history Communication and invention
Disciplinary Knowledge	Historical enquiry Historical significance	Historical enquiry Similarity and difference Consequence Change and continuity Historical significance	Historical enquiry Cause Consequence Change and continuity Historical significance Historical interpretations
Key Vocabulary	History, past, Significant, timeline, artefact, event, source, research, evidence, changes, invention, cause, consequence, Grace Darling, RNLI, monument	Timeline, order, parents/grandparents, great grandparents, lifetimes, way of life, artefact, source, evidence, changes, decades, century, living memory, compare, similarity, difference, modern, past,	Significant, timeline, order, artefact, event, source, evidence, changes, cause, consequences, reason, century, change in national life, monarchy, impact, questioning.
LCs (Components) Assessment checkpoints in green.	<p>1) Can I ask questions to find out about GD?</p> <p>2) Can I understand why GD was seen as famous at the time?</p> <p>3) Can I understand why there is different interpretations of the Grace Darling rescue?</p>	<p>1-2) Can I find out about toys from the past?</p> <p>3) Can I compare similar toys from the 20th Century and now?</p> <p>4) Can I compare similar Victorian toys with modern toys?</p> <p>Discuss the similarities and differences between modern toys and toys from the past.</p>	<p>1) Can I discover when, where and why the Great Fire of London broke out?</p> <p>Explain in simple term where, when and why the fire started?</p> <p>2) Can I discover what happened during the great fire and explore how we know?</p>

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	<p>4) Can I explore evidence that historians have used to find out about Grace Darling? <i>Know who GD is, what she did and can reflect on why she is remembered</i></p> <p>5) Can I use a timeline to arrange events in history? <i>Create a chronological timeline representing the changes for the RNLI and to know where GD's sea rescue fits within this time framework.</i></p> <p>6) Can I summarise the main facts about a significant event? <i>Know how GD's actions have contributed to national and international achievement.</i></p>	<p>5) Can I create a timeline to show how toys have changed over time? <i>Create a timeline of toys, ordered chronologically to show where they fit in time.</i></p> <p>6) Can I explain how toys have changed over time?</p>	<p><i>List the range of sources use to build up a reliable picture of what happen in the past</i></p> <p>3) Can I discover why the Great Fire burned down so many houses?</p> <p>4) Can I ask questions about whether people could have done more to stop the fire spreading? <i>Recall the causes of the fire burning down so many houses.</i></p> <p>5) Can I discover how people lived through the fire?</p> <p>6) Can I use my understanding of the causes of the Great Fire of London to suggest how the city could have been rebuilt to be safer? <i>Reflect on the significance of the GFOL nationally and globally.</i></p>
Assessment at a distance	<p><i>Know key features of the GD rescue and discuss a range of ways in which we find out about the past.</i></p>	<p><i>Reflect on how toys have changed over time and list a range of ways in which we find out about the past.</i></p>	<p><i>Using language relating to the passing of time reflect on where, when and why the GFOL happened and identity similarities and differences between how people responded to the fire then and how they would now.</i></p>

Y2	Autumn 2	Spring 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Queens of England	Pendennis Castle	The Wright Brothers

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Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Hope – Can we hope for a better future for our nation? Inspire – to know that we have the power to change things for the better Nurture – understanding and being able to articulate their desire to change things for the better Environment – How our British values are integral to living on harmony with those around us	Spirituality – to feel a connection with the beauty of their town Nurture – to nurture our love for all things Falmouth Environment – exploring our local community	Hope – to hope for a better future for those living in poor conditions around the world Inspire – to know that we can be inspired by the cultures of other countries and by peoples' achievements
Cross curricular links	Queen Elizabeth – Platinum Jubilee	Pendennis Castle Guide Book	Taking Flight by Adam Hancher
Learning Threads (Substantive Concepts)	Chronology Religion and the church Monarchy Power	Chronology Invasion and empire Religion and the church Monarchy Power	Chronology Communication and invention
Disciplinary Knowledge	Historical Enquiry Change and Continuity Similarity and Difference Historical Significance Historical Interpretations	Historical Enquiry Cause Consequence Historical Significance	Historical Enquiry Cause Consequence Change and Continuity Historical Significance
Vocabulary	History, significant, timeline, order, compare, event, source, evidence, question, cause, consequences, reason, similar/different, fact/opinion, artefact, changes, nationally, nationally, parliament, monarchy, coronation.	History, significant, timeline, order, compare, event, source, evidence, question, cause, consequences, reason, parliament, monarchy.	History, significant, timeline, order, event, invention, changes, contribution, achievements, inventor.
LCs (Components) Assessment checkpoints in green.	1 Which three queens of England are most remembered in history and why?	1 Why was Henry VIII a significant monarch? Identify reasons why Henry VIII was a significant monarch and give their	1 Can I explain what made the Wright brothers famous? Retell and identify events in the life of the Wright brothers

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	<p>Identify differences and similarities in Britain during each Queen's reign <i>Through the window- look closely to ask questions and identify how people dressed, travelled and what towns looked like in each era</i></p> <p>2 How different was life in England during the 3 queens' reigns? <i>Can name the 3 queens and give 3 facts about each of them</i> <i>Sorting activity: Match the statement to the correct queen</i> <i>Bells and whistles: true or false activity using statements for each queen</i></p> <p>3 How do we know about the queens who lived so long ago? <i>Identify how sources show information about each queen</i> <i>Source hunt- identify which source shows which fact about each queen</i></p> <p>4 What important changes happened when the three queens ruled? <i>Can identify at least 1 important historical event during each queen's reign</i></p> <p>5 How should we remember these famous queens?</p>	<p><i>opinion for what is the most important.</i></p> <p>2 Why was Pendennis Castle important to Falmouth?</p> <p>3 Where and why was Pendennis Castle built? <i>Explain where Pendennis Castle was built and why it was built there.</i></p> <p>4 How has Pendennis Castle changed over time? <i>Identify changes in the function of Pendennis Castle – defence during Spanish Armada, World War 1 and 2, tourist attraction.</i></p>	<p><i>Timeline activity</i></p> <p>2 Can I explain why the Wright brothers succeeded when others failed? <i>Identify what helped make the Wright brothers successful and give their opinion on the most important contributing factor to their success</i></p> <p><i>Diamond 9</i></p> <p>3 Can I explain how flight changed as a result of the Wright brothers' work? <i>Identify changes in flight (materials, distance, control, design, etc)</i></p> <p><i>Photo hunt</i></p> <p><i>Sorting changes on a scale of quite important, important and very important</i></p> <p>4 Can I explain how flight changed as a result of the Wright brothers' work? <i>Explain how and why significant people are remembered and choose relevant and important information to commemorate the Wright Brothers</i></p> <p><i>Plaque</i></p>
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	Can explain how 1 of the queen's should be remembered, drawing on their knowledge and understanding of their reign <i>New stamp</i>		
Assessment at a distance	Draw and label the three Queens. Discuss one historical event that happened during each of their reign.	Who built Pendennis castle and why was that location chosen? White board and oracy discussion.	Explain who the Wright brothers were and what they achieved-oracy.

Y3	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Stone Age to Iron Age.	Traditions and beliefs of the Ancient Egyptians.	Ancient Mayan society.
Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up. Hope – (Hope) providing aspirational opportunities Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation Nurture – (Dignity) caring and growing ourselves, others and God's creation Environment – (Community) developing an awareness of our local, national and international community	Spirituality – what do I already know. What links can I make? Hope – Visit an Iron Age settlement – Carn Euny Inspiring -Why did changes happen? Nurture – how did the people care for each other?	Spirituality - what do I already know. What links can I make? Inspiring- continued effort and resilience building huge structures and digging up the past. Environment – what was also happening in the world during the same period.	Spirituality - what do I already know. What links can I make?
Cross curricular links	 		

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Learning Threads (Substantive Concepts)	Chronology Settlements and social history Communication and invention	Chronology Settlements and social history Communication and invention Religion and the church <i>Monarchy and power</i>	Chronology Settlements and social history Communication and invention Religion and the church <i>Monarchy and power</i> <i>Invasion and Empire</i>
Disciplinary Knowledge	Historical enquiry Change and continuity Historical interpretations	Historical enquiry Cause and consequence Change and continuity Similarity and difference Historical significance Historical interpretations	Historical enquiry Cause and consequence Similarity and difference Historical interpretations
Key vocabulary	Britain temporary/permanent palaeolithic hunter-gatherers Mesolithic Neolithic early farmers Skara Brae Bronze Age Stonehenge Iron Age time period similarities/differences prehistoric evidence	Ancient Egypt mummification pyramid civilizations irrigation prehistoric evidence primary/secondary sources ancient modern archaeology archaeologist	civilizations chronological time period similarities/differences prehistoric evidence primary/secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significant impact
LCs (Components) Assessment checkpoints in green.	1. Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? 2. How much did life change when man learned how to farm? 3. Comparing life of hunter gathers with farmers	1. What can we quickly find out to add to what we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? <i>Can describe how archaeologists and historians study Ancient Egypt.</i>	1. Can I explore why we study the Maya in history at KS2? <i>Able to speculate and make deductions from a range of visual clues.</i> 2. Can I explain why the Mayan empire grew so powerful? <i>Identify reasons for its growth</i>

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	<p>understand the shift from hunter-gatherers to settled farming communities.</p> <p>4. What can we learn about life in the Stone Age from a study of Skara Brae? Describe how Stone Age people obtained food and built shelters.</p> <p>5. Why did they build Stonehenge? Recall the 4 theories</p> <p>6. How should we remember the Bronze Age? Know that mining began in this country and metal was being used for the first time. Beaker people brought new pottery.</p> <p>7. What was life like in the Iron Age and how do we know?</p>	<p>3. What sources of evidence have survived and how were they discovered?</p> <p>4. What does the evidence tells us about everyday life for men, women and children? Can describe the roles of men, women, and children in Ancient Egyptian society.</p> <p>5. What did the Ancient Egyptians believe about life after? Can identify key gods and symbols related to the afterlife (e.g., Anubis, Book of the Dead).</p> <p>6. What did Ancient Egypt have in common with other civilizations from that time?</p>	<p>3. Can I investigate what life was like at the height of the Mayan civilisation? Understand that life was hierarchical and able to comment on lifestyle.</p> <p>4. Can I investigate how we know what life was like for the Maya? Able to raise valid questions and make inferences from different sources of evidence.</p> <p>5. Can I examine why the Maya carried out human sacrifice? Can understand why human sacrifice was practised and compare it to life in England at that time.</p> <p>6. Can we solve the riddle of the decline of the Maya? Able to give at least two valid reasons for the demise of the Maya and to draw on a wider knowledge of other civilisations to suggest possible reasons for the fall of the Maya.</p>
Assessment at a distance	KS1 vocab check	Children can identify key differences between life in the Stone age, Bronze age and Iron age.	Compare religious beliefs between Mayans and Egyptians

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Lead Enquiry Question (Composite Outcome)	The Ancient Greeks	The Roman Empire	The Vikings
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>Spirituality- The Ancient Greeks' exploration of philosophy, mythology, and religion encourages reflection on questions about life, purpose, and community.</p> <p>Hope- The cultural and intellectual achievements of the Greeks (e.g., the Olympics, advancements in science and art) provide aspirational examples of human potential and creativity.</p> <p>Environment (Community) - The city-states of Ancient Greece (e.g., Athens, Sparta) demonstrate how communities can organize and collaborate for the greater good.</p>	<p>Inspiring- The Romans' innovations in engineering (e.g., aqueducts, roads, public buildings) demonstrate how ambition and creativity can transform societies, offering aspirational examples of progress.</p>	<p>Nurture- Studying how Vikings valued and utilized their natural resources encourages care for the environment.</p> <p>Environment- Learning about how they adapted to different environments (e.g., farming in Scandinavia, settling in Britain) fosters discussions about sustainable living.</p>
Cross curricular links	Here comes Hercules by Stella Tarkson	A Roman Story by Leila Rasheed	Arthur and the Golden Rope By Joe Todd-Stanton
Learning Threads (Substantive Concepts)	Chronology Invasion and Empire Settlements and social history Religion and the church	Invasion and Empire Settlements and social history Communication and invention	Chronology Invasion and Empire Monarchy Communication and invention
Disciplinary Knowledge	Historical Enquiry Similarities and differences Cause & consequence Historical Significance Historical Interpretations	Historical Enquiry Cause & consequence Historical Significance	Cause & consequence Historical Significance Historical Interpretations
Key vocabulary	Civilisations Ceramics Timeline Trade Zeus Poseidon Myth City-state	Chronology Gladiator Invasion Caesar Empire Legionary Centuries Hadrian's Wall	Viking Longship Raid Runes Odin Anglo-Saxons Danegeld

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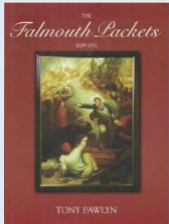
	<p>Olympics Ancient Modern Democracy Athens Sparta</p>		Reign
<p>LCs (Components) Assessment checkpoints in green.</p>	<p>Can I explain the chronology of a timeline? <i>Identify key events and place them in the correct chronological order.</i></p> <p>Can I find out about Ancient Greek gods and goddesses? <i>Explain the roles and domains of key Greek Gods and Goddesses.</i></p> <p>Can I compare the city states of Athens and Sparta?</p> <p>Can I explain how the political system worked in Ancient Greece and compare this with other political systems? <i>Explain differences between Athens and Sparta's political systems (democracy vs. oligarchy).</i></p> <p>Can I explain how the Olympics have changed over time and how they have stayed the same?</p>	<p>What do I know about the Romans? Launch lesson – KWL grid</p> <p>Can I explain why Julius Caesar wanted to invade Great Britain? <i>Explain Julius Caesar's motivations for invading Britain (e.g., wealth, resources, military reputation, political gain).</i></p> <p>Can I describe the key parts of a Roman soldier's uniform? <i>Identify the main components of a Roman soldier's attire.</i></p> <p>Can I explain why the Roman army was so difficult to defeat? <i>Explain tactical formations of the Roman army such as the testudo.</i></p> <p>Can I explain how the Romans defended their Empire?</p>	<p>Can I identify groups of people who moved to Britain over the course of history? <i>Recognize key groups who settled or invaded Britain (e.g., Celts, Romans, Anglo-Saxons, Vikings, Normans).</i> <i>Explain reasons for their migrations (e.g., conquest, trade, farming, escaping conflict).</i></p> <p>Can I place events on a time line using dates? <i>Accurately sequence key historical events involving migrations or invasions.</i></p> <p>Can I use the Viking runic alphabet? <i>Decode simple messages written in runes.</i> <i>Write simple words or phrases in runes, such as names or greetings.</i></p> <p>Can I write a news report about the Lindisfarne Viking attack?</p>

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	<p>Identify key differences between the ancient and modern Olympics.</p> <p>Can I order the events of the Battle of Marathon?</p> <p>Identify the key events of the battle of Marathon.</p> <p>Can I create a comic about the Trojan War?</p> <p>Demonstrate understanding of the key events and figures in the Trojan War.</p>	<p>Explain how Hadrian's wall was used to protect against Northern tribes.</p>	<p>Describe the Viking raid on Lindisfarne in 793 CE using historical details (e.g., monastery attacked, treasures stolen).</p> <p>Can I compare Anglo-Saxon kings during the time of the Vikings?</p> <p>Compare their achievements, challenges, and leadership styles of different Anglo-Saxon Kings and explain their different relationships with the Vikings.</p> <p>Can I explain the problems King Ethelred II faced during the later Viking raids?</p> <p>Explain the Danegeld payments and why they were controversial.</p>
Assessment at a distance	Ancient Greeks Quizziz	Roman Quizziz	Viking Quizziz

Y5	Autumn 1	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	The Tudors	Crime and Punishment	Falmouth Packet Ships
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p>	<p>Spirituality (Community, Dignity): Pupils reflect on how Tudor beliefs, power, and decisions impacted society and individual dignity.</p> <p>Inspiring (Hope, Wisdom): Studying Tudor leaders and key events encourages critical thinking about leadership, decision-making, and perseverance.</p>	<p>Spirituality (Community, Dignity): Pupils reflect on how crime and punishment have shaped society's values and their own sense of justice.</p> <p>Hope (Hope): Learning about the evolution of fairer justice systems inspires pupils to believe in positive societal change.</p>	<p>Hope (Hope) – Learning about Falmouth's global impact inspires pupils to see the potential for progress and innovation.</p> <p>Inspiring (Hope, Wisdom) – Stories of courage and resilience at sea motivate pupils to overcome challenges and embrace learning.</p>

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<p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p> <p>Environment – (Community) developing an awareness of our local, national and international community</p>	<p>Nurture (Dignity): Exploring Tudor society fosters empathy by understanding the lives of different social classes and the challenges they faced.</p> <p>Environment (Community): Examining Tudor England's global connections, such as trade and the Armada, develops awareness of national and international influence.</p>	<p>Nurture (Dignity): Understanding the human impact of crime and punishment fosters empathy and a sense of responsibility.</p> <p>Environment (Community): Exploring justice systems past and present develops awareness of local and global communities.</p>	<p>Nurture (Dignity) – Pupils develop respect for the hardships and contributions of those who kept the world connected.</p> <p>Environment (Community) – Exploring Falmouth's maritime history fosters an understanding of local, national, and global connections.</p>
Cross Curricular links		 	 <p>https://www.thefalmouthpacketship.org/</p>
Learning Threads (Substantive Concepts)	<p><i>Chronology</i></p> <p><i>Crime and Punishment</i></p> <p><i>Religion and the church</i></p> <p><i>Invasion and empire</i></p>	<p><i>Chronology</i></p> <p><i>Crime and Punishment</i></p> <p><i>Settlements and social history</i></p> <p><i>Empire, Monarchy, Civilisation, Rebellion</i></p>	<p>Communication and invention</p> <p>Settlements and social history</p>
Disciplinary Knowledge	<p>Consequence</p> <p>Change and continuity</p> <p>Historical Significance</p> <p>Historical Interpretations</p> <p>Monarchy</p> <p>Power</p>	<p>Consequence</p> <p>Change and continuity</p> <p>Historical Significance</p> <p>Monarchy</p> <p>Power</p>	<p>Historical enquiry</p> <p>Change and continuity</p> <p>Power</p>
Key vocabulary	<p>religious</p> <p>political</p> <p>laws and justice</p> <p>significance</p> <p>reign</p> <p>tyrant</p> <p>heresy</p> <p>execution</p>	<p>Crime</p> <p>laws and justice</p> <p>period</p> <p>deter</p> <p>severe</p> <p>court</p> <p>tithing</p> <p>ordeal</p>	<p>packet ship</p> <p>captain</p> <p>route</p> <p>crew</p> <p>passenger steam</p> <p>sail</p> <p>surgeon</p> <p>cultural</p>

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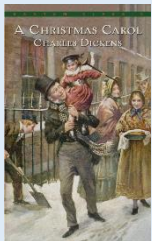

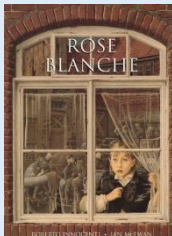

	treason dynasty legacy catholic protestant propaganda society Empire objectivity subjectivity bias	jury treason abolish Custody Society Cause and effect consequences incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.	economic military merchants legacy
LCs (Components) Assessment checkpoints in green.	1. Who were the Tudors and what can we tell about Henry VIII from his portraits? 2. Why did Henry really Break with Rome: love or religion? Explain in your own words the series of events and key motivations that led Henry VIII to break with Rome 4. How different was life for people at different levels of society living in Tudor times, and how do we know? Oracy discussion – key questions comparing life for the poor and the rich in Tudor times 5. Why do we have to be so careful when using the portraits	1. How were criminals punished 800 years ago, and how do we know? 2. What does the legend of Robin Hood tell us about medieval justice? Oracy – make links between societal injustice and crime/ crime rates 3. How did crime and punishment change between 1500 and 1750? Court case with children using evidence to decide on a verdict and punishment for a series of crimes. 4. Why did punishments become so bloody in the 18 th century?	What was Falmouth like in 1688? Enrichment Opp - NMMC: Falmouth and the Packet Ships 1. What were packet ships, and why were they important? 2. Why was Falmouth chosen as the main hub for packet ships? Annotate a map of Falmouth identifying key features of Falmouth that led to Falmouth becoming the main hub for packet ships 3. What was life like for people on packet ships? Make comparisons between life on board a ship and life on land.

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	<p>of Elizabeth I to find out about her?</p> <p>Analyse three different portraits of Elizabeth I, identifying the significance of different features in the portrait.</p> <p>6. How on earth was Elizabeth able to defeat the mighty Spanish Armada?</p> <p>List in order of importance the factors that led to Elizabeth's victory and be able to explain why they have ordered them so.</p>	<p>5. Why did so much change happen in the 19th century?</p> <p>6. Has the way we catch and punish criminals improved that much in the last 100 years?</p>	<p>4. What challenges did packet ships face?</p> <p>List in order of impact the main challenges faced by packet ships</p> <p>5. Why did packet ships stop being used?</p> <p>Compare packet ships with modern communication methods through a Venn diagram.</p> <p>6. How is the legacy of packet ships remembered today?</p>
Assessment at a distance	<p>7. Oracy – verbal presentation to the King of Spain as an advisor to Duke Medina explaining why the defeat of the Spanish Armada wasn't his fault.</p>	<p>6. A class discussion on modern justice versus historical justice</p>	<p>6. Work in groups to create a mini-exhibition (posters, models, or presentations) showcasing Falmouth's maritime history.</p>

Y6	Autumn 2	Spring 1 and 2	
Lead Enquiry Question (Composite Outcome)	Victorians	WW1 and WW2	
<p>Spirituality – (Community, Dignity) encouraging our pupils to reflect upon their learning and its impact on themselves and others – Look in, look out, look up.</p> <p>Hope – (Hope) providing aspirational opportunities</p> <p>Inspiring – (Hope, Wisdom) developing pupils' resilience and motivation</p> <p>Nurture – (Dignity) caring and growing ourselves, others and God's creation</p>	<p>Hope – Dr Banardo, people who worked to solve the socio/economic problems that impacted children during this time</p> <p>Inspiring – how can we learn from people like this, links to PSHE (cocoa bean farmers)</p> <p>Nurture– Street Child's Rosie and how she showed compassion</p> <p>Environment – geographic and economic effects of the industrial revolution on cities and countryside</p>	<p>Spirituality – Community and showing willingness to look after evacuees and other aspects of the war effort</p> <p>Hope – how do people show resilience in WW2</p> <p>Inspiring – the stories and poetry that came from this time. When the Sky falls.</p> <p>Nurture – Relationships in When the Sky Falls and how people turned to religion to support them during this time</p>	

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Environment – (Community) developing an awareness of our local, national and international community		Environment – how communities developed and changed their ways of living during war time (land girls)	
Cross curricular links	 	 	
Learning Threads (Substantive Concepts)	<i>What do we want children to know and remember before they move on?</i> Monarchy Invasion and Empire Crime and Punishment Chronology	Crime and punishment Religion and the church Power Communication and intervention Settlements and social history Chronology Invasion and Empire	
Disciplinary Knowledge	Historical enquiry Consequence Change and Continuity Similarity and Difference Historical significance Historical interpretations	Cause Consequence Change and Continuity Similarity and Difference Historical significance Historical interpretations	
Key vocabulary	Chronology Historically valid Cause and effect British values Laws Economic Period/era	Propaganda Laws Perspective Military Political Religious	
LCs (Components) Assessment checkpoints in green.	LC 1: Can I understand the main factors in the creation of the industrial revolution? <ul style="list-style-type: none"> Identify and explain at least three key factors that contributed to the Industrial Revolution (e.g., advancements in technology, urbanization, availability of natural resources). 	LC 1: Can I describe the main events leading up to and during WW1? <ul style="list-style-type: none"> Identify and explain key causes of WW1, such as alliances, militarism, imperialism, and the assassination of Archduke Franz Ferdinand. 	

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	<p>LC 2: Can I use a knowledge of life in Victorian Britain to write a diary entry from the viewpoint of a child?</p> <p>LC 3: Can I show how the Children Act of 1889 improve the lives of Victorian Children?</p> <ul style="list-style-type: none"> Explain the key provisions of the Children Act of 1889 and its purpose. <p>LC 4: Can I understand how punishment for children has changed since Victorian times?</p> <ul style="list-style-type: none"> Contrast these with modern approaches to child discipline and punishment, highlighting changes in societal attitudes and laws. 	<p>LC 2: Can I order some of the main events that took place in WW1?</p> <ul style="list-style-type: none"> Sequence major events in chronological order, such as the outbreak of war (1914), key battles, the entry of the USA (1917), and the Armistice (1918). <p>LC 3: Can I present the changes during WW2 on a timeline?</p> <ul style="list-style-type: none"> Identify key changes during WW2, such as the Blitz, rationing, women joining the workforce, and the development of new technologies. <p>LC 4: Can I describe what people did for entertainment during wartime Britain?</p> <ul style="list-style-type: none"> Explain how entertainment helped maintain morale during the war, with specific examples (e.g., Vera Lynn's songs, war-themed films). <p>LC 5: Can I understand how propaganda was used in the war effort?</p> <ul style="list-style-type: none"> Define propaganda and identify its purpose in the context of wartime Britain. 	
Assessment at a distance		<p>Draw upon learning of law changes during the Victorian era and WW2 to identify how this was done for positive and negative effect – oracy discussion</p>	

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History Substantive Concepts

Chronology	Invasion and empire	Settlements and social history	Crime and Punishment	Communication and invention	Religion and the church	Monarchy and power
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History Disciplinary Concepts

Historical Enquiry	Cause and consequence & Change and Continuity	Similarity and Difference	Historical Significance	Historical Interpretations
Asking questions, using sources and evidence to construct and challenge the past, and communicating ideas	Understanding the relationship between an event and other future events. Analysing the pace, nature and extent of change.	Analysing the extent and type of difference between people, groups, experiences or places in the same historical period.	Understanding how and why historical events, trends and individuals are thought of as being important.	Understanding how and why different accounts of the past are constructed