
























<p>MTP Autumn Conflict</p>		<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and Consequence</p>	<p>Chronological understanding</p>	<p>Similarity / Difference</p>	<p>Continuity and Change</p>	<p>Significance</p>
<p>KS1</p>	 <p>Do we still need castles?</p>	<p>Defend Protect Ramparts Drawbridge Portcullis Turret Moat Hierarchy</p>	<p>Use historical artefacts and observations of buildings to learn how people lived in the 12th century</p>	<p>Children can say what caused a castle to be built in Suffolk/Norfolk and what happened as a result</p> 	<p>Children learn that castles were built 100s of years ago and use a time line to see that this is way beyond living memory</p>	<p>Children learn the features of Norman castles and compare these to modern homes. Children compare the lives of the rich and poor living in and around castles.</p>	<p>Life for people living in castles was different depending on their status. Children decide if we still need castles to protect us</p>	<p>Children visit a local castle and learn about how people lived in it. Children learn about the objects inside the castle and special features of the castle.</p>
<p>KS2</p>	 <p>Does inequality still impact society?</p> 	<p>Legislation Segregation Exploitation Inequality</p>	<p>Learn how historic documents, speeches, videos and photographs inform us about the lives of people in the past Use historic photos from different eras to reflect on changes in beliefs (i.e England football team over time)</p>	<p>Explain the historic beliefs and actions of society towards different ethnic groups in short and long term.</p>	<p>Recognise the relevance in how recently ethnic groups were discriminated against by society Place key events in chronological order</p>	<p>Compare the experiences of diverse ethnic groups from a period of history</p> <p>Suggested themes: Slavery, Apartheid, Windrush</p>	<p>Children understand of the key experiences of significant individuals in past societies (i.e. W Tull , M L King, Malcolm X) and compare to modern day experiences</p>	<p>Children use persuasive writing to reflect how they can show respect for equality and diversity noting significant historic events that support their beliefs and describe which changes have been most important to them.</p>

<p><i>MTP</i> Spring Planet Earth</p>	 	<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and Consequence</p>	<p>Chronological understanding</p>	<p>Similarity / Difference</p>	<p>Continuity and Change</p>	<p>Significance</p>
<p>KS1</p>	<p>Who would you put on a £50 note?</p> 	<p>Technology Engineer Commemoration Inventor Determination</p>	<p>Learn how we know about the mistakes inventors made and their determination to create new technologies</p>	<p>Know how 4 different inventors developed new technologies.</p>	<p>Order the inventions chronologically making links to historical events already studied both beyond living memory and more recently.</p>	<p>Compare the impact of 4 inventions on society</p>	<p>Identify how the inventions studied changed the lives of people from when their grandparents were children.</p>	<p>Use the facts they have learnt to decide which inventor they would like to commemorate giving reasons for their decision</p>
<p>KS2</p>	 <p>What was the Victorians greatest legacy?</p>	<p>Industrial Revolution Legacy Victorian Technological Change Primary and secondary source</p>	<p>Use historical sources to learn about the lives of Victorian children</p> 	<p>Understand what caused the industrial revolution and how this changed the lives of Victorian families</p>	 <p>Place the Victorian era in history relative to prior knowledge Know significant events such as the birth and death of Queen Victoria</p>	<p>Experience life as a Victorian child in an immersive school day to enable comparisons with modern childhood</p>	<p>Identify some modern technologies that originate from the Victorian industrial revolution and explain why these are significant to us in the 21st century</p>	<p>Know some significant people who created revolutionary inventions or legislation</p>

<p><i>MTP</i> Summer 1 <i>Britain</i></p>		<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and Consequence</p>	<p>Chronological understanding</p>	<p>Similarity / Difference</p>	<p>Continuity and Change</p>	<p>Significance</p>
<p>KS1</p>	 <p>What is the life of a queen like?</p> 	<p>Hierarchy Monarch Equality Succession Chronology Coronation</p>	<p>Use different sources to tell us what happened in the past (i.e footage of coronation v images) Say what we can tell about the past from pictures</p>	<p>Know what events caused Elizabeth I and Elizabeth II to become queen</p>	<p>Place the life and reign of both Queens in chronological order. Begin to understand the significance of the time difference</p>	 <p>Compare the reign of the two Queens consider their families, how the general public viewed them.</p>	<p>Know the changes to the monarchy that occurred after the death of QEII</p>	<p>Know the names and roles of significant people in the current royal family and explain why they are special.</p>
<p>KS2</p>	 <p>Did the suffragettes resolve inequality for women?</p> 	<p>Commemorati on Election Vote Suffragette Legislation Propaganda Sacrifice</p>	<p>Use historical sources to inform us about the past Learn how evidence can be used to support a specific viewpoint</p>	<p>Examine the social and political circumstances that faced women in the early 1900s Know what caused the suffragette movement to form</p>	<p>Place the suffragette movement in context between the Tudors, and modern day Britain</p>	<p>Compare the rights of men and women in the early 1900s to today</p> 	<p>Know what has changed for modern women as a result of the suffragettes' determination Explain, with reasons which changes are most significant for women and society</p>	<p>Know the significance of the lives and actions of prominent suffragettes and what impact they had on other peoples' lives</p>

<p>MTP Summer Civilisations 1st Half Term</p>		<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and Consequence</p>	<p>Chronological understanding</p>	<p>Similarity / Difference</p>	<p>Continuity and Change</p>	<p>Significance</p>
<p>KS1</p>	 <p>How should we remember people who devoted their lives to serve others?</p> 	<p>Crimean War Legacy Diversity Ethnicity</p>	<p>Children use historical sources to find out about the lives of significant women in history</p>	<p>Know why Florence Nightingale, Edith Cavell and Mary Seacole helped others</p>	<p>Place the lives of Mary Seacole, Edith Cavell and Florence Nightingale in chronological order relating their work to other periods of history they already know</p>	<p>Know the key similarities and differences between FN, EC and MS and be able to explain that life was different for rich and poor</p>	<p>Compare how nurses work today with the lives of MS, EC and FN</p> 	<p>Children decide who they would most like to remember and can say why she was important</p>
<p>KS2</p>	 <p>What makes someone a great leader?</p>	<p>Empire Conquest Dominance Leadership</p>	<p>Use historical sources to find out about the lives of historical leaders (i.e. Marco Polo's writing on Genghis Khan)</p>	<p>Understand what caused historic figures to need armies and lead battles</p>	<p>Place significant historic people's lives in chronological order relative to prior knowledge</p>	<p>Compares the leadership of historic figures such as Alexander the Great v Genghis Khan, or Julius Cesar v Constantine the great</p>	<p>Discuss how to make change through peaceful and respectful decisions- will the change be lasting and will it be the same everywhere?</p>	<p>Be able to explain what qualities make people follow a leader and why what these leaders did was important and what impact they had on society</p>