


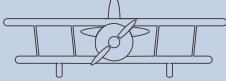
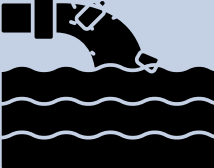


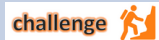

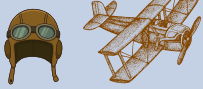

































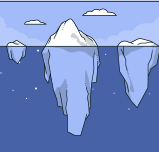



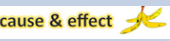



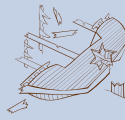



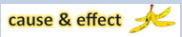





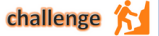

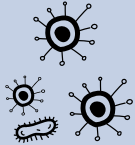



 History MTP	Engages with Debate	Vocabulary	Historical Enquiry	Cause and consequence	Chronology	Similarity and difference	Continuity and change	Significance
<p>Phase 2 3 Year Rolling Plan Year A 2023 - 2024 Year A 2025 - 2026</p> <p>Autumn 1</p>	<p>Was London a good place to live in the 1600's?</p>  	<p>Chronology Source Evidence Plague Firebreak Leather bucket Pudding Lane Reconstruction Century Consequence</p>	<p>Children will explore a range of historical sources —pictures, artefacts, maps, and texts—to understand what life was like in the 1660s.</p> <p>They will ask simple questions and begin to explain how sources help us learn about events from the past.</p> <p>some pupils they will start to identify which sources are most useful and w</p>	<div data-bbox="1010 140 1182 252" style="border: 1px solid black; padding: 5px; text-align: center;"> PUDDING LANE EC3 </div> <p>Understand what caused the fire of 1666.</p> 	<p>Children will place key events of 1600s Britain in order, using timelines to show what happened before and after the Great Fire.</p> <p>Some pupils will begin to use dates and historical terms such as “century” and “era” to explain changes across time.</p> 	 <p>Children will compare life in the 1660s with life today, looking at homes, jobs, clothing, and fire safety.</p> <p>They will identify what has changed and what has stayed the same, offering reasons for these differences.</p>	 <p>Children will describe how technology, exploration, and building designs have changed since the 1600s. They will explain how improvements in science and law have made communities safer over time.</p>	<p>Children will compare the Great Fire of London with another fire or event to judge its importance.</p> <p>They will give reasons why the fire is still remembered today and explain how it led to lasting changes in London</p>
<p>Phase 2 3 Year Rolling Plan Year A 2023 - 2024 Year A 2025 - 2026</p> <p>Spring 2</p>	<p>What character does an explorer need to be successful?</p>  	<p>Expedition Perseverance Resilience Voyage Evidence Chronology Achievement Exploration Innovation Significance</p>	<p>Children will identify whether a piece of evidence is first hand or someone’s interpretation of events.</p> <p>They will ask and answer simple questions about explorers using images, artefacts, maps, and texts. Some children may begin to explain how reliable different sources may be.</p>	<p>Children will understand what motivated explorers and how their actions influenced society at the time.</p> <p>They will begin to explain the longer-term consequences of exploration, including changes in travel, communication, and world knowledge.</p>	<p>Children will place key explorations in the correct chronological order using simple and extended timelines.</p> <p>Some children will begin to use dates, centuries, and historical terms to explain when key journeys happened.</p>	 <p>Compare the voyage of Captain Scott and the Wright Brothers.</p> 	 <p>Children will describe how exploration has changed over time due to technological advances. They will explain how new inventions, vehicles, and tools have allowed explorers to travel further and more safely.</p>	<p>Describe the characteristics needed to be an explorer, justifying their response.</p> 
<p>Phase 2 3 Year Rolling Plan Year A 2023 - 2024 Year A 2025 - 2026</p> <p>Summer 1</p>	<p>How has the Olympics changed from Ancient Greece?</p> 	<p>Olympics Athlete Competition Stadium Event Torch Games Champion Olive Wreath Zeus Chariot Race Tradition Torch Relay Olympic Rings</p>	 <p>Children will use artefacts, images, and stories to find out what sports were played at the first Olympic Games.</p> <p>They will ask and answer questions about life in Ancient Greece and begin identifying which sources give the most reliable information.</p> 	<p>Children will identify why the Olympics were important in Ancient Greece and explain their significance today.</p> <p>They will begin to describe how changes in society, technology, and global participation have influenced the development of the Games.</p>	 <p>Place the key events of the Olympics in chronological order.</p>	<p>Compare how Olympic sports have developed and changed over time.</p> 	 <p>Understand how the Olympics has become more diverse and inclusive.</p>	<p>Compare how the roles of women have changed in sport since the beginning of the Olympics.</p>

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<p>Phase 2 3 Year Rolling Plan Year B 2024 - 2025 Year B 2026 - 2027</p> <p>Autumn 1</p>	<p>How have cars changed over time?</p> <p>challenge </p>	<p>Vehicle Engine Petrol Diesel Electric car Autonomous Karl Benz Henry Ford Model T Innovation</p>	<p>Use historical artefacts to identify how cars have changed over time.</p> 	<p>Children will describe key events that led to the invention and improvement of cars.</p> <p>Some pupils will explain how new ideas, materials, and technologies have caused changes in the way cars are built and used.</p>	 <p>Children will place key changes in car history in chronological order using simple and extended timelines.</p> <p>They will begin to use dates, decades, and historical terms to describe how cars have evolved.</p>	<p>Compare how uses of cars have changed over time.</p> 	 <p>Children will describe how technological advances, such as electric power and automation, have changed how cars work.</p> <p>They will explain how these inventions have contributed to long-term developments in transport.</p>	<p>Identify how inventors have changed the lives of people today.</p>
<p>Phase 2 3 Year Rolling Plan Year B 2024 - 2025 Year B 2026 - 2027</p> <p>Spring 1</p>	<p>cause & effect </p> <p>chronology </p> <p>How did medieval people protect themselves?</p> 	<p>Century Medieval Battle Normans Saxons Invasion Calvary Knight Arrow Peasantry Throne</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 castles to be built in Suffolk/Norfolk and what happened as a result.</p> 	<p>Children learn that castles were built hundreds of years ago and use a timeline to see that this is way beyond living memory.</p>	<p>Children will compare life for different groups of people in medieval castles, such as nobles and peasants.</p> <p>Some pupils will identify similarities and differences in status, roles, living conditions, and daily routines.</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 use artefacts to explore other ways people protected themselves.</p>
<p>Phase 2 3 Year Rolling Plan Year B 2024 - 2025 Year B 2026 - 2027</p> <p>Spring 2</p>	<p>Should Henry VIII be the most famous Tudor monarch?</p> <p>chronology </p> <p>comparison </p>	<p>Monarch Reign Divorce Execute Church of England Succession Reformation Legacy Annulment Spanish Armada</p>	<p>Children use artefacts and sources to learn how Henry VIII and Elizabeth I ruled.</p> 	 <p>Children identify key events that led to Elizabeth I becoming queen and understand their outcomes.</p>	<p>Children place important events from the lives of Henry VIII and Elizabeth I in chronological order.</p> 	<p>Children compare the lives and leadership of Henry VIII and Elizabeth I.</p>	<p>Children understand how Henry VIII's reign affected England and how changes continued into Elizabeth's rule.</p>	<p>Children compare the legacies of Henry VIII and Elizabeth I and judge who should be most remembered.</p>

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<p>Phase 2 3 Year Rolling Plan Year C 2027 - 2028</p> <p>Spring 1</p>	<p>Which historical nurse do you think is the most significant?</p>   	<p>Chronology Nurse Medicine Hygiene Germs Soldiers Disease Crimean War World War Treatment</p>	 <p>Children use historical sources to learn about the lives and work of Florence Nightingale, Mary Seacole, and Edith Cavell.</p>	<p>Know why Florence Nightingale, Edith Cavell and Mary Seacole helped others.</p> 	<p>Places 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>Children identify similarities and differences between the three nurses and explain how their lives and experiences varied.</p>	<p>Children compare nursing today with the work of Nightingale, Seacole, and Cavell and describe key changes over time.</p> 	<p>Children decide who they would most like to remember and can explain why she is important.</p>
<p>Phase 2 3 Year Rolling Plan Year C 2027 - 2028</p> <p>Summer 1</p>	<p>How would you describe the Titanic?</p> 	<p>Titanic Ship Ocean Iceberg Captain Passengers Lifeboat Sank Unsinkable Voyage Rescue Survivors Crew Ceck Luxury</p>	 <p>Children use historical sources to ask questions about life on the Titanic.</p>	 <p>Identify what caused the Titanic to sink and what has changed since then.</p> <p>All boats now carry enough lifeboats for everyone on board.</p> 	<p>Place the events of the Titanic in chronological order.</p>	<p>Know the differences between the rich and the poor people on the Titanic.</p>	 <p>Use sources to compare passenger ships from Titanic to today.</p>	<p>Children use sources to describe the Titanic and explain why it is still remembered today.</p>
<p>Phase 2 3 Year Rolling Plan Year C 2027 - 2028</p> <p>Summer 2</p>	<p>What can we learn about people's lives from shipwrecks?</p>   	<p>Expedition Exhibition Salvaged Capsize Lifeboat Artefacts Warship Intact Preserve Shipwreck</p>	 <p>Children use historical sources to find out about the voyage of Ernest Shackleton.</p>	<p>Know why the ships were built and what caused them to sink.</p>	 <p>Put the Titanic, SS Commodore and Mary Rose in chronological order.</p>	<p>Know the similarities and differences between the SS Commodore, Mary Rose and Titanic.</p>	<p>Compare boats of today with SS Commodore, Mary Rose and The Titanic.</p>	 <p>Children explain what we have found out about people's lives from shipwrecks.</p>

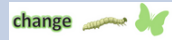
 History MTP	Engages with Debate	Vocabulary	Historical Enquiry	Cause and consequence	Chronology	Similarity and difference	Continuity and change	Significance
<p>Phase 3 4 Year Rolling Plan Year A 2022 - 2023 Year A 2026 - 2027</p> <p>Autumn 1</p>	<p>Ancient Egypt</p> <p>What can historical sources tell us about the achievements and beliefs of the Ancient Egyptians?</p> <p> chronology</p> <p> cause & effect</p>	<p>Pharaoh Silt Mummification Society Scribe Artisan Noble Theocratic Expansion Trade Papyrus Tomb Pyramid Hieroglyphs Mummify Sarcophagus Dynastie</p>	<p>Children deduce facts about the achievements, lives and beliefs of Ancient Egyptians from sources.</p> 	<p>Children understand why Egyptians built the pyramids and Valley of the Kings.</p> <p>Children understand how the Egyptians used their knowledge of the calendar year to utilise the Nile.</p>	 <p>Children chronicle the changing powers and decline of the Egyptian civilisation.</p>	<p>Children identify similarities and differences between Ancient Egypt and other ancient civilisations.</p> 	<p>Children compare famous paraohs.</p> <p>Children will compare the roles in Egyptian society.</p> 	<p>Children will consider the significance of the Ancient Egyptian civilisation and its legacy.</p>
<p>Phase 3 4 Year Rolling Plan Year A 2022 - 2023 Year A 2026 - 2027</p> <p>Spring 2</p>	<p>History of Medicine and Disease</p> <p>How have scientific breakthroughs improved our understanding of medicine and disease?</p> <p> change</p> <p> challenge</p>	<p>Pharmaceuticals Apothecary Medieval Institutions Herbal Humours Medicine Revoked Physicians Religion Radium X-ray Oath Pandemic Plague Anesthesia Waterborne Disease</p>	 <p>Children identify the understanding and medical achievements of different time periods from evidence and historical sources.</p>	<p>Children study the beliefs and remedies for illness throughout different time periods.</p> 	 <p>Children chronologically order significant medical achievements and break throughs.</p> 	<p>Children identify similarities and differences between treatment for illness in early civilisations and the Middle Ages.</p>	<p>Children compare understanding of disease and treatment for illness before and after the development of germ theory.</p> <p>Children compare historical pandemics with Covid 19.</p> 	<p>Children identify significant turning points in understanding of medicine and disease.</p>

Phase 3
4 Year Rolling Plan
Year A 2022 - 2023
Year A 2026 - 2027

Summer 1

Prehistoric Britain

How did life change in Britain from the Stone Age to the Roman Invasion?



Neolithic Hominid
Palaeolithic
Mesolithic Century
Settlements
Nomadic
Tribe
Hillfort
Culture
Religion
Homo sapiens
Auroch
Extinct
Skara Brae
Abandoned Neanderthals
Doggerland

Children make deductions about Mesolithic life and the first Neolithic farmers from sources.



Children identify what caused the way of life to change during the Stone Age.



Children chronicle the key eras and changes in Prehistoric Britain.

Children know the similarities and differences between life in the Stone Age, Bronze Age and Iron Age.



Children identify how and why life changed between the Mesolithic and Neolithic eras.

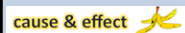
Children identify the significant changes of life from Stone Age Britain to the end of the Iron Age.

Phase 3
4 Year Rolling Plan
Year B 2023 - 2024
Year B 2027 - 2028

Autumn 1

Ancient Rome

Did the Roman Invasion from 43AD onwards improve life in Britain?



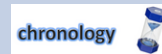
Invade
Conquer
Natural Resources
Poison
Captured
Religion
Multicultural
Barbarians
Emperor
Empire
Sanitation
Concrete
Defeated
Taxes
Colosseum, Theatre
Chariot
Aqueduct

Children use sources to deduce the achievements of the Roman Empire.

Children identify the reasons why the Roman Empire invaded Britain.



Children consider the reasons for the decline of the Roman Empire.











Children chronicle the events of Boudicca's revolt.





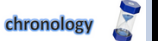
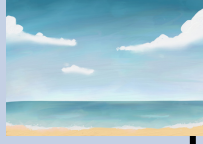
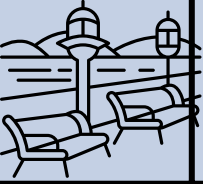

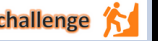











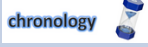
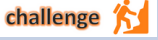

Children identify similarities and differences in settlements in Britain before and after the Roman invasion.

Children compare life in Britain before and after the Roman invasion.

Children consider the significance of Roman achievements and the legacy left behind in Britain.

History MTP	Engages with Debate	Vocabulary	Historical Enquiry	Cause and consequence	Chronology	Similarity and difference	Continuity and change	Significance
<p>Phase 3 4 Year Rolling Plan Year B 2023 - 2024 Year B 2027 - 2028</p> <p>Spring 2</p>	<p>Saxons and Vikings</p> <p>Who fought to control Britain after the Romans left?</p> <p>challenge </p>	<p>Defend Invaders Dangeld Struggle Power Conquer Danelaw Witnesses Oath Retreated Wattle and daub, Farming Creamed</p>	<p>Children make deductions about Saxon settlements based on historical sources.</p>	<p>Children identify why Saxons invaded Britain.</p> 	<p>Children chronicle the fluctuating powers in Britain during the Saxon and Viking battle for control.</p> <p>chronology </p>	 <p>Children compare settlements in Britain before, during and after the Saxon invasion.</p>	<p>Children identify how the concept of Danelaw helped and hindered the Saxon control of Britain.</p>	<p>Children consider the legacy of Alfred the Great.</p>
<p>Phase 3 4 Year Rolling Plan Year B 2023 - 2024 Year B 2027 - 2028</p> <p>Summer 2</p>	<p>Age of Exploration and Encounter</p> <p>How has people's understanding of the globe changed through history?</p> <p>challenge </p>	<p>Exploration Encounter Voyage Navigation Circumnavigate Civilisations Profit Slavery Trade Astronomy Colonisation, Natives Piracy</p>	 <p>Children use maps to deduce what was understood about the globe at different points in history.</p>	<p>Children identify the positive and negative impacts of exploration and encounter.</p>	<p>Children chronicle the key events in British and world wide discovery.</p> 	 <p>Children identify similarities and differences in historical maps.</p>	<p>Children identify how life changed in areas of exploration.</p>	<p>Children consider the legacy of the Age of Exploration in 2024.</p>

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<p>Phase 3 4 Year Rolling Plan Year C 2024 - 2025 Year C 2028 - 2029</p> <p>Autumn 1</p>	<p>Victorian Britain</p> <p>How did life for children change throughout the Victorian era?</p> 	<p>Monarch Reign Suburb Migration Industrial revolution Prosper Exploration Colonisation Expedition Child labour Factories Workhouse Education Cholera</p>	<p>Children debate if the workhouse system was beneficial to Victorian poor or not.</p> 	<p>Children identify the consequences of the Industrial Revolution on living conditions.</p>	<p>Children chronicle how Victorian attitudes to children's welfare changed.</p> 	<p>Children identify similar and different dangers present in jobs for Victorian children.</p> 	<p>Children identify how life changed for families across Britain during the Victorian era.</p>	<p>Children identify the most significant changes during the Victorian era.</p>
<p>Phase 3 4 Year Rolling Plan Year C 2024 - 2025 Year C 2028 - 2029</p> <p>Spring 1</p>	<p>Great Yarmouth</p> <p>How has Great Yarmouth prospered through time?</p> 	<p>Prosperous Shore Forts Sandbank Residence Flourishing Domesday Book Fortification Fortunate Unfortunate Economic Decline Peat Broads Heyday Reinforcements Garrison</p>	<p>Children to use secondary sources to deduce information about Great Yarmouth through time.</p>	<p>Children identify why there was Roman settlements in Great Yarmouth.</p>	<p>Children order key events in Great Yarmouth's history.</p> 	<p>Children examine how Great Yarmouth prospered.</p> 	<p>Children consider the significance of Great Yarmouth as a coastal town throughout history.</p> 	<p>Children consider the significance of Great Yarmouth as a coastal town throughout history.</p>
<p>Phase 3 4 Year Rolling Plan Year C 2024 - 2025 Year C 2028 - 2029</p> <p>Summer 1</p>	<p>World War 2:</p> <p>Why did the world go to war in 1939?</p> 	<p>Treaty Appeasement Reparations Persecution Ideology Liberate Dehumanise Propaganda Holocaust Regime Ghetto Evacuee Antisemitism</p>	<p>Children use historical sources to consider the impact of censoring photographs.</p>  <p>Children debate the reliability of historical sources during times of conflict.</p> 	<p>Children identify why there was discontent in Germany following WW1 and how Hitler used this to seize power.</p> 	<p>Children chronicle the events of evacuation and the Phoney War.</p> <p>Children identify the key events and turning points of WW2.</p>	<p>Children identify similarities and differences between the changes in Britain on the Home Front and in Germany during WW2.</p>	<p>Children learn how life changed for Jewish people in occupied Europe.</p>	<p>Children understand the significance of Remembrance Day and Holocaust Memorial Day.</p> 

 <p>History MTP</p>	Engages with Debate	Vocabulary	Historical Enquiry	Cause and consequence	Chronology	Similarity and difference	Continuity and change	Significance
<p>Phase 3 4 Year Rolling Plan Year D 2025 - 2026 Year D 2029 - 2030</p> <p>Autumn 1</p>	<p>Early Civilisations and the Indus Valley</p> <p>Which early civilisations had the most achievements?</p> 	<p>Civilisation Nomadic Settlement Trade Chronology River Archaeologist Excavation Constructed Invaders Granary Citadel Sewers Industrial revolution Expanded Hygiene Government Rulers Society Hierarchy Theory Translate Decode Decline Export Import Technology</p>	<p>Children use historical sources to compare early civilisations around the world.</p>	 <p>Children debate the reasons why civilizations around the world decline.</p>	<p>Children identify the locations and chronology of the world's earliest civilisations.</p>	<p>Children identify similarities and differences between the settlements of the Indus Valley and other early civilisations.</p> 	<p>Children consider how and when different early civilisations developed across the world.</p>	<p>Children consider the legacy and achievements of early civilisations.</p>
<p>Phase 3 4 Year Rolling Plan Year D 2025 - 2026 Year D 2029 - 2030</p> <p>Spring 1</p>	<p>Equality</p> <p>How have people fought for their freedom?</p>	<p>Equal rights Voting Suffragette Racism Windrush Segregation Racism Gender bias Freedom Slavery Civil rights</p>	<p>Children use historical sources to identify inequality.</p>	<p>Children identify the causes and consequences of suffrage.</p>	 <p>Children order events chronologically to chart progress with equal rights.</p> 	<p>Children compare rights for different demographics.</p>	 <p>Children study key figures across history.</p> 	<p>Children consider the significance of fighting for freedom in 2024.</p>

History MTP

Engages with Debate

Vocabulary

Historical Enquiry

Cause and consequence

Chronology

Similarity and difference

Continuity and change

Significance

Phase 3
4 Year Rolling Plan
Year D 2025 - 2026
Year D 2029 - 2030
 Summer 1

Kingdom of Benin

What was the impact of Victorian exploration?

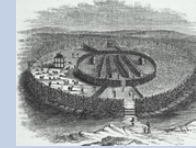
cause & effect

Bias
 Writing system
 Colonisation
 Looting
 Punitive Expedition,
 Slavery
 Trading Territories
 Victories
 Expansion
 Tributes
 Abolished
 Brass
 Bronze
 Monuments
 Reliability
 Prosperity
 Fortune
 Society
 Oba
 Massacre

Children debate the reliability of historical sources.



Children identify the consequences of exploration and colonisation.



Children chronicle the fall of the Benin Kingdom.

Children identify similarities and differences between rulers and their achievements.

Children consider how Benin compared to other civilisations.

Children consider the significance of the Benin Bronzes residing in the British Museum.

