



St Paul's C of E Primary School

History Subject Pathway 1: Locality including Romans

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Locality (including Romans)	<p>Know some similarities and differences between things in the past and now</p> <p>To explore the similarities and differences of the people in our lives (introducing old, young, older, younger). Encourage children to talk about parents, grandparents or younger siblings.</p> <p>To use photos of people, toys and of Gloucester to identify the past and now (old and new).</p>	<p>Changes within living memory.</p> <p>To understand that Gloucester looked different 100 years ago and has changed over time</p> <p>To think about how shops/shopping has changed in Gloucester in grandparents/parents/own life time</p> <p>To use photos of Gloucester then and now to identify changes.</p> <ul style="list-style-type: none"> - Order photos of Gloucester on a timeline. 	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>To understand the importance of Gloucester Docks and the impact it had on the local area from its opening in the 1800s to now.</p> <p>To compare and contrast Gloucester Docks now and then using photos and other sources of evidence.</p> <p>Learn about the type of jobs people did in and around the docks and compare and contrast to now.</p> <p>To understand why the use of the docks declined.</p> <p>To learn about the regeneration of the docks.</p>	<p>Identify continuity and change in history from the locality of the school.</p> <p>Children will build upon their previous learning in Phase 2 about Gloucester Docks and their work on the Industrial Revolution.</p> <p>To learn about Robert Raikes and his impact on the city of Gloucester.</p> <ul style="list-style-type: none"> - Why did Robert Rakes start a Sunday school? - What life was life for children in 1700s Gloucester and what opportunities did they have? <p>To learn about other social reforms that were put into place during this time and what affect they had on life in Gloucester.</p>

	<p>To understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Significant historical events, people and places in their own locality. Beatrix Potter – Tailor of Gloucester</p> <ul style="list-style-type: none"> - To understand who Beatrix Potter was and her link to Gloucester - To use the book and think about other jobs people may have had in Gloucester during that time period - Visit the Tailor of Gloucester’s house and the street it in on. Think about what has stayed the same and what has changed since the book was written. 	<p>Romans Understand how the Romans came to Britain.</p> <p>Explain some of the reasons the Romans left Britain</p> <p>Label a time line with the key dates in the history of the Roman Empire.</p> <p>Use different sources of evidence to find out about life in Roman Britain.</p> <p>Describe the impact the Romans had on Gloucester.</p>	<p>To learn about industries in Gloucester.</p> <ul style="list-style-type: none"> - pin factories in the 1700s - Aviation industry <p>To use maps to show changes over time in the locality of the school</p> <p>Romans Investigate how the Roman Empire spread</p> <p>Investigate the fall of the Roman Empire</p> <p>Understand the impact the Roman’s had on Britain – infrastructure, technology, culture, beliefs</p> <p>Compare and contrast daily life in Rome with that in Roman Britain (including Gloucester)</p> <p>Investigate the life of queen Boudicca. Find out how it was possible for the only 1200 Roman soldiers to beat almost 80,000 Iceni tribespeople. Use different accounts from the battle to teach about reliability and bias.</p>
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	Essential Visits Local Area	Essential Visits Tailor of Gloucester Museum	Essential Visits Gloucester Docks Gloucester Museum Gloucester Waterways Museum	Essential Visits Gloucester Docks Southgate Street Gloucester Museum
	Continuous Provision <i>How? What? Why? Table</i> Picture match – past and present.	Continuous Provision <i>How? What? Why? Table</i> Picture match – past or present?	Continuous Provision. <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines Brain Challenge – British History	Continuous Provision <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines Brain Challenge – British History

Vocabulary

Phase 1	Phase 2	Phase 3	Phase 4
Old/new Past/present Before Long ago Before I was born After I was born Same/different	Past/present Before Long ago Timeline The past The present Before I was born After I was born Same/different Time order Subject specific City Tailor Local Pastimes Leisure Changes	Living memory Beyond living memory Decade / Century Chronological order BC/AD Era/period Ancient civilisations Source Evidence Reliable Artefact Impact Historian Subject specific Dock Canal Quay Imports Grain Timber	<i>Decade / Century</i> <i>Chronological order</i> <i>BC/AD</i> <i>Era/period</i> <i>Civilisation</i> <i>Significant (individual)</i> <i>Sources</i> <i>Artefact</i> <i>Archaeologist</i> <i>Impact</i> <i>Legacy</i> Primary evidence Secondary evidence Interpretation Bias Propaganda Change Development Continuity Subject specific

		Decline Regeneration Empire Invasion Conquer Colosseum Amphitheatre Julius Caesar Villa Aqueduct Chariot Preserved	Industries Working class Social reform Work houses Territories Emperor Sanitation Resistance Preservation Erosion Rebellion Boudicca
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History Subject Pathway 2: Pastimes/ Art

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Past times/ Art	<p>To begin to discuss and be able to identify objects as old and new.</p> <p>To look at old objects from the home and new objects from the home and be able to talk about what is the same and what is different.</p>	<p>To know what past and present mean, linking to future where appropriate</p> <p>To use the basic structure of a timeline to indicate the passing of time and simple events that have occurred before/after they were born: Then, Now and Next.</p> <p>To identify the differences between past and present forms of entertainment in the context of children's toys.</p> <p>To give basic explanations about how toys from the past have developed over time e.g. (wooden trains – electric trains, no technology etc).</p>	<p>To develop a basic understanding of chronology in relation to BC and AD.</p> <p>To use and develop a timeline to identify points in time, dating from Early Civilisations (earliest BC) through to the Birth of Jesus Christ and up to the present day.</p> <p>Begin to place periods in History in chronological order upon a timeline.</p> <p>To know about the life of William Shakespeare and understand how he contributed towards Literature and the Arts. Use CQ History Companion resources as a guide for exploration, including:</p> <ul style="list-style-type: none"> - <i>Who was William Shakespeare?</i> - <i>Where did he live?</i> - <i>How long ago did he live?</i> - <i>What did he do and why was it important?</i> 	<p>To explore potential bias when looking at events from BC and AD and discuss reasons for this</p> <p>Study the development of the arts from Ancient Civilisations and throughout British History (Use CQ Learning Without Lessons as a basis for chronological teaching) for example Ancient Greek or Roman culture.</p> <p>Through the study of art, the children will understand how people at various points in History, see themselves and the World and how they want to portray this to others. Understand how civilisation has evolved over centuries and develop their knowledge of cultures.</p> <p>To explain why the Bayeux Tapestry is useful in telling us about the past.</p>

		<p>To use different mediums to show how art has changed over time e.g. mark making using rocks or soil onto concrete (cave-painting), making marks in sand or soil to drawing and painting on paper or on an ipad or kindle.</p>	<p>Understand some of the pastimes that were popular in Shakespearean times. Compare and contrast these to pastimes nowadays.</p> <p>Know that Shakespeare built the Globe theatre and learn what it was like.</p> <p>Compare the experience of people at the Globe theatre and the experience of theatre nowadays.</p> <p>To know about the burning down and building up of The Globe.</p>	<p>To discuss whether the Bayeux Tapestry is a reliable source of evidence.</p> <p>To understand the importance of arts in society.</p> <p>Explore the development of music and dance throughout History by studying the types of musical instruments at various historical points.</p>
	<p>Suggested Visits</p>	<p>Suggested Visits</p> <p>Gloucester Museum</p>	<p>Suggested Visits</p> <p>RSC Stratford Upon Avon The Globe Theatre</p>	<p>Suggested Visits</p>
	<p>Continuous Provision <i>How? What? Why? Table</i> Pictures of toys match – past or present?</p> <p>Varied art activities which relate to the past and present.</p>	<p>Continuous Provision <i>How? What? Why? Table</i> Picture match – past or present?</p>	<p>Continuous Provision. <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines Brain Challenge – British History</p>	<p>Continuous Provision <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines Brain Challenge – British History</p>

Vocabulary

Phase 1	Phase 2	Phase 3	Phase 4
Old/new Before Long ago Before I was born After I was born	Past/present Timeline The past The present Same/different Time order Subject specific Wooden Plastic Batteries Electric Teddy bear Spinning top	Living memory Beyond living memory Decade Century Chronological order BC/AD Era/period Civilisation Significant (individual) Source Reliable Artefact Impact Historian Stone age Iron age Roman Empire Ancient Greece Anglo Saxons Vikings Medieval Britain – Black death Victorian 20 th century World War I World War II Civil Rights movement	Decade Century Chronological order BC/AD Era/period Civilisation Significant (individual) Sources Artefact Archaeologist Impact Legacy Primary evidence Secondary evidence Interpretation Bias Ancient civilisations Change Continuity Stone Age Iron Age Roman Empire Ancient Egyptians Ancient Greece Anglo Saxons Vikings

		<p>Windrush</p> <p>Subject specific</p> <p>Tudor Elizabeth I Elizabethan Era Playwright Theatre plays The Globe Pastimes</p>	<p>Medieval Britain – Black death Tudor Georgian Victorian 20th century World War I World War II Civil Rights movement Windrush</p> <p>Subject specific</p> <p>Culture Architecture Literature Lyre Lute Harp Drum Citole Flute Tapestry</p>
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History Subject Pathway 3: Architecture

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Architecture	<p><i>ELG (U+V)</i> 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.</p> <p><i>Focus: The Three Little Pigs</i></p> <p>To use a basic structure of a timeline to indicate the passing of time and simple events that have occurred before/after they were born: Then and Now</p> <p>To identify the differences between past and present buildings in the forms of houses.</p> <p>Children to have the story of The Three Little Pigs read to them and begin to retell the story as a group or independently.</p>	<p><i>KS1 History: Understand events beyond living memory that are significant</i></p> <p><i>Focus: Middle Ages (Robin Hood) and Modern Day</i></p> <p>To use a timeline to indicate the passing of time and events that have occurred before and after they were born: Then, Now and Next.</p> <p>To identify the differences between past and present buildings in the forms of houses.</p> <p>To give basic explanations about how homes and houses have changed throughout time i.e. in Middle Ages (Robin Hood era), homes were made of</p>	<p><i>KS2 History: To develop a chronologically secure knowledge and understanding of British History</i> <i>KS2 History: To understand changes in Britain from Stone Age to Iron Age</i></p> <p><i>Focus: Stone Age, Iron Age, Modern Day</i></p> <p>To develop a basic understanding of chronology in relation to BC and AD. Use and develop a timeline to identify points in time, dating from Early Civilisations (earliest BC) through to the Birth of Jesus Christ and up to the present day. Begin to place periods in History in chronological order upon a timeline.</p> <p>To begin to think about how homes and buildings have changed throughout time by creating a chronological</p>	<p><i>KS2 History: To develop a chronologically secure knowledge and understanding of British History</i> <i>KS2 History: To Britain's settlement by the Anglo Saxons and the Scots</i></p> <p><i>Focus: Recap of Phase 3 information and extension to Anglo Saxon and Scots</i></p> <p>To develop a timeline to identify points in time, including prior knowledge and learning, dating from Early Civilisations (earliest BC) through to the Birth of Jesus Christ and up to the present day.</p> <p>To place periods in History in chronological order upon a timeline.</p> <p>To study the development of architecture from Ancient Civilisations (taught in Pathway 2) through to Britain's settlement</p>

<p>Children to begin to explain what happened before and after within areas of the story.</p> <p>Children to explore the materials used for each house and compare the houses in the story to the houses we have today. Children to discuss whether houses the same everywhere? Introduce children to the idea of flats, houses and bungalows.</p> <p>Look at images of houses from the past and houses now, children to think about what is the same and what is different.</p>	<p>wood with thatched roofs whereas Modern day homes are made from brick and cement.</p> <p>Significant Individual: Robin Hood</p> <p>To think about how homes are different now, compared to the Middle Ages and give reasons for this</p>	<p>timeline from Stone Age to Iron Age to Modern Day displaying types of building.</p> <p>Compare with prior knowledge of Tudor buildings (Pathway 2)</p> <p>Compare and contrast materials, structure and design of buildings across all 4 time periods.</p> <p>To begin to think about how present day homes have learnt from designs in the past</p>	<p>by Anglo-Saxons and Scots and to Modern Day Britain</p> <p>Through the study of architecture, pupils will understand how methods, materials and designs of buildings have changed and give reasons for these changes.</p> <p>To understand how civilisation has evolved over centuries and develop their knowledge of cultures.</p> <p>To understand the importance of building upon and learning from designs in the past.</p>
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History Subject Pathway 4: Technology

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Technology	<p>EYLG: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Technology</p> <p>To share the story of the Jolly Postman by Janet and Allan Ahlberg (or any other book which explore the sending and receiving of letters).</p> <p>To role play the role of a someone who delivers letters or parcels. To role play other forms of communication in other roles in society e.g. phone calls to the emergency services.</p>	<p>Use a basic structure of a timeline to indicate the passing of time and simple events that have occurred before/after they were born: Then, Now and Next.</p> <p>Technology</p> <p>To begin to understand that ways of communicating now are very different to methods of communication in the past i.e. pigeon post, smoke signals compared to mobile phones, Facetime and emails.</p> <p>To begin to understand what the news is and how people in the past would communicate the news i.e. newspapers, letters or the radio.</p>	<p>Develop a basic understanding of chronology in relation to BC and AD. Use and/or develop a timeline to identify points in time, dating from Early Civilisations (earliest BC) through to the Birth of Jesus Christ and up to the present day.</p> <p>Begin to place periods in History in chronological order upon a timeline.</p> <p>Technology</p> <p>To begin to understand that ways of communicating now are very different of methods of communication in the past</p> <p>To describe what a printing press is.</p> <p>To know how Johannes Gutenberg's printing press helped spread Christianity.</p>	<p>Develop a timeline to identify points in time, including prior knowledge and learning, dating from Early Civilisations (earliest BC) through to the Birth of Jesus Christ and up to the present day.</p> <p>Place periods in History in chronological order upon a timeline.</p> <p>Technology</p> <p>To understand what the digital revolution is and the impact on human life, particularly over the last 50 years.</p> <p>To consider why and how the digital revolution happened</p> <p>To understand what life was like prior to the digital revolution</p>

			<p>To explain how religious beliefs were shared before the printing press.</p> <p>To compare and contrast the rotary printing press and digital printing.</p> <p>To understand how communication and technology has made it easier for individuals around the world to connect.</p> <p>To explain why Tim Berners-Lee is a significant individual.</p> <p>To understand that technology is the use of knowledge to invent new tools.</p> <p>To understand how Ancient Civilisations (Stone Age) used natural materials to make tools</p> <p>To use prior knowledge to compare tools from the past (Stone Age) to tools from Modern Day civilisation.</p>	<p>To know what the connection is between printing press and the world wide web.</p> <p>To predict and infer what life might be like in 100 years after current day (building upon prior knowledge and learning from the past)</p> <p>To discuss the positives and negatives of the different ways of communicating. Has technology improved communication for the better?</p> <p>To understand that technology is the use of knowledge to invent new devices or tools.</p>
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History Subject Pathway 5: Transport and Trade

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Transport and Trade	<p><i>ELG: Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on experiences and what has been read</i></p> <p>To explore different forms of transport e.g. car, aeroplane, train, trucks, vans, tractors and boats. Use these in role play activities such as carrying loads from one place to another for someone else to use.</p> <p>Explore the jobs of different people who use different vehicles e.g. bus driver, police, fire fighters, farmers, sailors etc.</p>	<p>To begin to understand that ways of transport have changed over time and to place different transport methods in order on a timeline (horse and cart, bicycle, car, tram, aeroplane)</p> <p>To begin to understand about the first flight and the significance of it (How has it brought the world closer together?)</p> <ul style="list-style-type: none"> - List things that can fly. Categorise them into manmade and natural objects. - Compare and contrast types of aeroplanes 	<p>To understand that transport and trade has changed significantly over time. Beginning with transport in ancient civilisations, put different methods of transport on a timeline using dates.</p> <p>To begin to understand what the industrial revolution was and how it changed the world.</p> <ul style="list-style-type: none"> - Think about what did and didn't exist before the Industrial Revolution <p>To understand why the invention of the steam engine was one of the most significant inventions of the industrial revolution.</p>	<p>To understand that different things have been trading throughout history, such as tools in the Stone Age and salt, iron and wood in Anglo Saxon and Viking times.</p> <p>To understand what the Silk Road was and consider how it played a significant role in the development of many civilisations.</p> <p>Consider how trade route have changed throughout history and why.</p>

	<p>To understand the idea of trading in the form of shopping. Children to role play shopping where they exchange 'coins' for goods.</p>	<p>today with those in the past.</p> <p>To know who Neil Armstrong is and why he is important.</p> <p>To understand that trade has been helped by the development of good transport links (link to food miles)</p>	<p>To understand what it was like to work in the factories during 18th and 19th centuries using a range of different sources and evidence.</p> <p>To understand how transport and trade are linked – look at the modes of transport in the Bronze age. Learn about what they traded, where they traded and how this also meant people settled in new places.</p>	<p>To understand the impact that canals had on trade and transport in Britain (and Gloucester) during the Industrial Revolution.</p> <p>Analyse a wide range of sources to consider opposing views on industrialisation. Showing an awareness of propaganda. Contrast the Industrial Revolution (a period with rapid change) to a time with relatively little change.</p>
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	<p>Suggested Visits Local Farm e.g. Over Farm, City Farm Visit from people who drive different vehicles (police with a police car, fire fighters with a fire engine etc).</p>	<p>Suggested Visits Gloucester Museum</p>	<p>Suggested Visits National Space Centre The Black History Museum</p>	<p>Suggested Visits National Waterway Museum Gloucester Museum The Black History Museum</p>
	<p>Continuous Provision <i>How? What? Why? Table</i> Different vehicles available for children to play with and use as part of role play.</p>	<p>Continuous Provision <i>How? What? Why? Table</i> Picture match – past or present?</p>	<p>Continuous Provision. <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines</p>	<p>Continuous Provision <i>How? What? Why? Table</i> Chronology games – Asmodee, Placing the Past, History Top Trumps Timelines</p>

Vocabulary		
Phase 1	Phase 2	Phase 3
Old/new Past/present Before Long ago Timeline The past The present Before I was born After I was born Same/different Time order Subject specific Thatched roof Wood Bricks Achievement Discovery Pigeon post Smoke signals Telegram Telephone Sail boat Steam boat Horse Steam train Carriage Electric car Aeroplane Wright brothers	Living memory Beyond living memory Decade Century BC/AD Era/period Ancient civilisations Source Evidence Reliable Artefact Impact Historian Subject specific Round houses Thatched Timber frames Wattle and daub Ore Conflict Spears Javelins Harpoons Achievement Breakthrough Exploration Industrial Revolution Factory Engine Machine Mechanise Mass produce Steam engine Locomotive Transportation Turbine	<i>Decade</i> <i>Century</i> <i>Chronological order</i> <i>BC/AD</i> <i>Era/period</i> <i>Civilisation</i> <i>Significant (individual)</i> <i>Sources</i> <i>Artefact</i> <i>Archaeologist</i> <i>Impact</i> <i>Legacy</i> <i>Primary evidence</i> <i>Secondary evidence</i> <i>Interpretation</i> <i>Bias</i> <i>Propaganda</i> <i>Ancient civilisations</i> <i>Change</i> <i>Development</i> <i>Continuity</i> Subject specific <i>Trade routes</i> <i>Silk Road</i> <i>Prosperity</i> <i>irrigation</i> <i>Packhorse</i> <i>Canal</i> <i>Barge</i>

History Subject Pathway 6: Identity

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Identity	<p>Discussion and understanding of identity, who am I? To recognise my name and the names of others.</p> <p>To recognise the letters in my name.</p> <p>To understand how I am different to others and how this is something to celebrate.</p> <p>To describe hair colour, eye colour, skin colour.</p> <p>To use superlatives such as taller, tallest, smaller, smallest, shorter, shortest, longer and longest.</p> <p>To understand that not everyone comes from the same country.</p>	<p>Discussion and understanding of identity, who am I? To know that identify means 'me'</p> <p>To know and celebrate what makes me 'me'</p> <p>To know and understand what makes me different</p> <p>To know and understand what makes me and my family heritage great</p> <p>To be aware of differences between mixed race families</p> <p><u>Windrush</u></p>	<p>Discussion and understanding of identity, who am I? To build upon the concept of identity – what does it mean to be 'me'?</p> <p>To understand how I am similar and different to those around me, to understand why we celebrate difference</p> <p>To begin to think about where and why inequality and adversity is expressed To understand ways and methods to challenge and overcome inequality/racism</p> <p>To understand how families are of mixed races and generations have developed their identities</p> <p><u>Windrush</u></p>	<p>Discussion and understanding of identity, who am I? To explore what does it mean to be a Black British family or part of a family that lives in England but wasn't born here?</p> <p>To further understand ways and methods to challenge and overcome oppression</p> <p>To continue to develop and think about where and why inequality and adversity exists in society</p> <p>To understand and explore personal race and heritage, thinking of family trees and how this shapes their life and experiences</p> <p><u>Windrush</u></p>

	<p>To understand there are different ways of saying hello in different countries.</p> <p>To know who is part of my family and be able to draw them.</p> <p><i>ELG: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i></p> <p>To discuss different religions and what people may wear to show their religion e.g. a cross, a star of David, a hijab. <i>(Suggestion: Ask parents who have different religious beliefs to come into school and speak to the children).</i></p>	<p>To know and understand when black people first came to Britain</p> <p>To empathise with, and understand a child's perspective of coming to live in England and the changes they would have to cope with (Floella Benjamin)</p> <p>To understand why the Empire Windrush is an important ship/symbol</p> <p>To recognise that the Windrush generation started the Notting Hill festival and why.</p> <p>To understand why we still need to remember the stories of the Windrush generation.</p>	<p>Be able to give some reasons for the journey of the Empire Windrush</p> <p>To understand and recognise the experiences and contributions of the Windrush generation in England</p> <p>To understand the feelings of the individuals coming to Britain and why they wanted to travel here, what opportunities did they see as worthwhile and not available at home?</p> <p>To know how they arrived and consequently settled.</p> <p>To understand the importance and significance of the Notting Hill Festival.</p> <p>To understand and compare the perspective for adults and children from the Windrush generation.</p>	<p>To understand the need for Primary and Secondary sources of evidence to back up and support facts</p> <p>To explore the perspective and emotions of travelling individuals to Britain, understanding their expectations/treatment/<u>propaganda (unfair promises)</u></p> <p>To know where generation Windrush settled in London and understand the impact on the cities/places they lived (cultural diversity)</p> <p>To debate different viewpoints to discuss how Generation Windrush felt at their arrival. To be aware of how they were treated and how they responded</p> <p>To understand the importance and significance of the Notting Hill Festival</p> <p>To understand some of the cultural impacts and changes that the arrival of</p>
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	<p>To be exposed to a range of inspirational people from different ethnicities including musicians and athletes.</p>	<p>Links to influential individuals such as Evelyn Dove (jazz musician), Floella Benjamin, Usain Bolt (athlete)</p> <p>Links to influential individuals in the local area such as Floella Benjamin, Malorie Blackman (author), Tessa Sanderson (athlete)</p> <p>Links to influential individuals globally such as Ruby Bridges, Martin Luther King, Seaman William Brown</p> <p><u>Education</u></p>	<p>To realise where the Windrush generation and their families are now.</p> <p>To identify some changes to British society as a result of the migration of people of African and Caribbean descent to Britain.</p> <p>Links to influential individuals in the local area such as Floella Benjamin, Malorie Blackman (author), Tessa Sanderson (athlete)</p> <p>Links to influential individuals globally such as Ruby Bridges, Martin Luther King, Seaman William Brown</p>	<p>Empire Windrush has had on Britain's arts and culture</p> <p>To identify some of the (anti-discrimination) changes which have taken place to support new immigrants in Britain</p> <p>To understand how the connection between Britain and the Caribbean contributed to Britain's Empire, making it the largest empire since Ancient Rome!</p> <p>To begin to understand the reasons/apology for the recent Windrush scandal</p> <p>Links to influential individuals in the local area such as Claudia Jones (Notting Hill Carnival), Olive Morris (Civil Rights)</p> <p>Links to influential individuals globally such as Ruby Bridges, Martin Luther King, Harold Moody (doctor, preacher), Serena & Venus Williams (athlete)</p> <p><u>Education</u></p>
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	<p>To be aware of Ruby Bridges and the impact she had on education.</p> <p>To understand that in the past children were segregated and went to different schools depending upon the colour of their skin. To begin to think about how this may have made the children feel – what might it have meant for their education?</p> <p>To begin to think about and understand how children may have felt. To understand why in England and many other countries, schools are not segregated anymore.</p> <p><u>Slavery</u></p>	<p><u>Education</u></p> <p>To be aware of the actions of Ruby Bridges that started the chain of events in promoting equality of opportunity in education</p> <p>To understand how some children had (and still do) differing educational experiences due to the colour of their skin</p> <p>To discuss and debate reasons for the change in education</p>	<p>To be aware of the role played by Ruby Bridges in the de-segregation of schools and increased rights for black children</p> <p>To discuss the differences between education for black or white children in the UK and in the USA</p> <p>To understand how education has progressed and the struggles children faced throughout their education due to inequality and racism</p> <p>To debate and understand why schools were segregated and how this impacted education of pupils, and their later lives</p> <p>To understand how education has progressed and the positive impact of significant children and individuals within schools</p> <p><u>Slavery</u></p>
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<p><u>Slavery</u> To understand what respect means.</p> <p>To understand what it means to be polite.</p> <p>To understand when to say please and thank you.</p> <p>To understand kind, safe, best and what this means.</p> <p>To understand what to do when things are unsafe.</p> <p>To understand what happens when people are unkind.</p> <p>To understand how to show kindness.</p>	<p>To understand The Rights of a Child</p> <p>To understand the term 'respect' and recognise what this looks like in current life</p> <p>To understand what makes us 'safe' and the concept of freedom</p> <p>To explore how individuals would feel if their freedom was taken away – role play, stories, acting</p> <p>To understand the concept of a journey – use symbols to create a safe passage from one place to a safe place</p> <p><u>Civil Rights Movement</u></p>	<p><u>Slavery</u> To understand how and why and by whom, the journey of slavery began the journey of a slave. Pupils to explore diary entries, routes, experiences to gain an in depth understanding of how an individual may have felt travelling under orders</p> <p><i>Links to Literacy</i></p> <p>To understand what the Underground Railroad Movement is</p> <p>To recognise how symbols and codes were used to help and guide individuals</p> <p>Working in small groups, to use symbols to create a safe journey from one place to a safe place.</p>	<p>To debate and discuss the positive impacts of slavery and how the oppressed recognised inequality and began to fight back for freedom and equality</p> <p>To understand how individual's Human Rights were removed during slavery, people were treated as objects with monetary value</p> <p>To recognise and understand how the Underground Railroad Movement began</p> <p>To explore, research and understand significant individuals involved in the Underground Railroad Movement – conductors, process of escaping, being captured</p> <p>To explore the changes and emotions felt from the transition of slave to freedom</p> <p><u>Civil Rights Movement</u></p>
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		<p>To recognise that change happened in the USA and the UK to improve life and rights for black people</p>	<p><u>Civil Rights Movement</u> To understand the term 'Civil Rights Movement'</p> <p>To understand how significant individuals stood up for and fought for the rights of black people, all over the world</p> <p>To understand the movements that lead to the Civil Rights Act being actioned</p>	<p>To know and recognise the challenges that the black population faced when campaigning for equality</p> <p>To understand how the Civil Rights Act has been challenged since implemented</p> <p>To understand how laws have been implemented in the UK and globally to protect the rights of all people from discrimination</p> <p>To recognise and discuss the Race Relations Act 2000 & Equality Act 2010 with legal responsibilities for schools and public institutions.</p>
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History Subject Pathway 7: Power and Conflict

	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	Through exploration and application of the essential concepts, pupils will:			
Power and Conflict		Preparation for KS2	A study of aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	A study of aspect or theme in British History that extends pupils' chronological knowledge beyond 1066
	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> - To recognise the name Guy Fawkes - To know when Bonfire Night is celebrated 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> - To know who Guy Fawkes was. - To understand the word treason - To know where the Houses of Parliament are - To know what the purpose is of the Houses of Parliament. - To know why Bonfire Night is celebrated traditionally. 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> - To explain how the Gunpowder Plot began and how it ended. - To understand why the Gunpowder Plot is still remembered today. - To understand why the plotters wanted to kill King James I. - To explain the history of Catholic and Protestant rule in England during the century before the Gunpowder plot. 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> - To debate whether Guy Fawkes was the leader of the conspiracy. - To suggest reasons why Robert Catesby is not as significant as Guy Fawkes. - To explain how the Palace of Westminster is used today. - To suggest reasons why Henry VIII moved out of the Palace of Westminster - To investigate Protestant reformation and understand how this relates to the Gunpowder plot. - To explain how primary sources can provide evidence for significant event in history.
	Power and Monarchy	Power and Monarchy	Power and Monarchy	Power and Monarchy

<ul style="list-style-type: none"> - To know the terms king and queen - To use fairy tales to discuss and recognise the Royal family 	<ul style="list-style-type: none"> - To understand what the word monarch means. - To know who King Charles III is and what his role is as a King. - To know who Queen Elizabeth was and why her reign was special - To understand what is meant by the word 'memorial.' 	<ul style="list-style-type: none"> - To know the term Empire and link this to the British Empire - To know countries that made up the British Empire - To know when and how the British Empire began - To start to know reasons that the British Empire fell 	<ul style="list-style-type: none"> - To understand how the monarchy developed and influenced the British Empire - To make links with Geographical knowledge and think about how many countries in Africa were controlled within the British Empire - To understand the role of trade, land exploitation and trading of people within the British Empire
<p>Conflict</p> <ul style="list-style-type: none"> - To be able to name different feelings. - To understand what different feelings look like. - To be able to identify how we are feeling at different times of the day. - To understand what conflict looks like. - To know what makes people unhappy or angry. - To begin to understand how we can help someone who is feeling unhappy or sad. 	<p>Conflict</p> <ul style="list-style-type: none"> - To know why we have rules. - To know what a government is. - To know who makes the rules for a country. - To understand the word power in terms of government. - To understand what people can do if they disagree with their government. 	<p>Conflict</p> <ul style="list-style-type: none"> - To know the name of the group Emily Davison was part of. - To know what is meant by suffragette. - To know what Emily Davison did to try and change the law. - To know what the terms 'democracy' and 'vote' means. - To know when women were allowed to vote in other countries and how this fits into the world's timeline. 	<p>Conflict</p> <ul style="list-style-type: none"> - To explain what democracy is. - To know people can protest against laws they disagree with. - To understand how protests can change the way the law works. - To understand how some actions can make protests more difficult. - To suggest reasons why the actions of the suffragettes did not change the law straight away.

		<ul style="list-style-type: none"> - To know how men felt about the suffragette movement at the time. - To compare and contrast the ways in which Emily Davison and Rosa Parks protested. 	<ul style="list-style-type: none"> - To investigate women's rights in Saudi Arabia. - To know who John F Kennedy was. - To know how John F Kennedy was involved in WW2. - To know what started the Cold War. - To compare and contrast the Cold War to other conflicts. - To investigate the assassination of John F Kennedy.
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Vocabulary

plan plot parliament treason bonfire gunpowder monarch King Queen Prince Princess memorial rules government	gunpowder plot Catholic Protestant rule war government reign succession Suffragettes protest law democracy vote	conspiracy Protestant Reformation reign monarchs military navy significance impact democracy protest suffragettes president cold war conflict assassination
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Time Travelers Week 1: Historical Britain

	Focus	Objectives
Year 1	Remembrance	<p>To think about what memories are and why we remember important events.</p> <p>To understand what the Armistice is.</p> <p>To think about who we remember on Remembrance Day.</p> <p>To understand why Poppies are a sign of remembrance.</p>
Year 2	Significant event The Titanic	<p>To know what the Titanic was, what happened to it and why this is significant?</p> <p>To create a timeline of key events.</p> <p>To look at pictures of some of the artefacts from the Titanic and think about what they tell us.</p> <p>To explore who was on the Titanic and why they might have been on there.</p> <p>To compare the experiences of the rich and poor on the Titanic.</p> <p>To understand how we know about the Titanic (using a range of sources.)</p>
Year 3	The Anglo Saxons	<p>List some of reasons the Anglo Saxon's come to Britain. (Link bank to previous learning on Roman withdrawal from Britain)</p> <p>Know where the Anglo Saxons came from.</p> <p>Create a time line with key events from the Anglo Saxon era.</p> <p>To learn about Sutton Hoo and to use artefacts from it to learn about Anglo-Saxon culture.</p>
Year 4	Romans	<p>To know what life was like in Ancient Rome.</p> <p>To know who Julius Caesar was and how he ruled Rome</p> <p>To explain what happened at Pompeii</p> <p>To explain why Pompeii can tell us so much about Roman life</p> <p>To understand how the Romans came to Britain</p> <p>To know how the Romans changed Britain and how this has shaped Britain today.</p>
Year 5	The Viking and Anglo Saxon struggle for Britain	<p>To know where the Vikings came from and why they came to Britain.</p> <p>Using a timeline and historical vocabulary, give an overview of significant Viking events.</p> <p>To know some of the items Vikings traded.</p> <p>To learn about the Viking raid on the monastery at Lindisfarne.</p> <p>To compare and contrast a raid and a conquest.</p> <p>To learn about Viking long boats and know why they were so important in battles.</p>
Year 6	Normans	<p>To understand the Battle of Hastings and how this began the reign of William the Conqueror.</p> <p>To know how William the Conqueror ruled Britain and the changes he made.</p> <p>To understand why some people rebelled against William the Conqueror.</p> <p>To understand the feudal system.</p> <p>To explore and discuss the Domesday book.</p> <p>To discuss and debate how we can learn from the ruling of William the Conqueror.</p>

Time Travelers Week 2: British Values

	Focus	Objectives
Year 1	Significant Individual Guy Fawkes	<ul style="list-style-type: none"> To understand the British Value of democracy. To know who Guy Fawkes was. To know how Guy Fawkes' plan was discovered To understand the word treason To know where the Houses of Parliament are To know what the purpose is of the Houses of Parliament. To list artefacts that survived the Gunpowder Plot To know why Bonfire Night is celebrated traditionally.
Year 2	Significant Individuals Victorians	<ul style="list-style-type: none"> To understand the British Value of individual liberty. To know the name of the group Emily Davison was part of. To know what is meant by suffragette. To know what Emily Davison did to try and change the law. To know what the terms 'democracy' and 'vote' means. To know when women were allowed to vote in other countries and how this fits into the world's timeline.
Year 3	Henry VIII	<ul style="list-style-type: none"> To understand the 'War of the Roses' and how this began the reign of Henry VIII. To know who Henry VIII was and when he reigned. To understand the British Value of rule of law and who has the power to change these. To understand how Henry VIII changed how the government worked. To understand how Henry VIII became head of the Church of England To know who was in the line of succession after Henry VIII.
Year 4	WWII <i>The impact of the war on everyday life in Britain</i>	<ul style="list-style-type: none"> To understand the four main British Values: democracy, rule of law, individual liberty and tolerance and respect of all. Describe how the war began and why it was fought Place significant events on a timeline To learn about The Blitz and evacuees Describe what rationing was
Year 5	WWI <i>Trench warfare</i>	<ul style="list-style-type: none"> To learn about trench warfare and life on the front line To understand how soldiers in the trenches communicated with people back home To learn about the Battle of the Somme and its significance
Year 6	WWII <i>Conflict</i>	<ul style="list-style-type: none"> To understand the four main British Values: democracy, rule of law, individual liberty and tolerance and respect of all. To understand, compare and contrast dictatorship and democracy. To understand what propaganda is and its significance during WWII To investigate the British evacuation of Dunkirk To learn about the Battle of Britain To understand how the atomic bomb helped to bring an end to the WWII

Time Travelers Week 3: World History

	Focus	Objectives
Year 1	Christopher Columbus	To know who Christopher Columbus was. To know the problems Christopher Columbus faced while sailing the world. To know which country Christopher Columbus discovered. To understand why people disagree about the discovery of the Americas.
Year 2	Significant individual Rosa Parks	To understand what is meant by the words 'significant.' To know who Rosa Parks was and why she was arrested. To put the events of Rosa Park's story on a timeline. To know how Rosa Parks changed the law in America. To have an understanding of what it might be like to live in a segregated society.
Year 3	The Indus Valley	To place the Indus Valley on a timeline and compare it with other known time periods. To look at Greek artefacts, such as pots, jewellery and carvings to understand about life in the Indus Valley. To learn about links with Hinduism in the present day. To learn how trade has developed from the Indus Valley – links to past learning about Gloucester Docks To understand the influence that the Indus Valley has had on current day - compare and contrast.
Year 4	The Aztecs	To place the Aztecs on a timeline and compare it with other known time periods. To understand what life was like in Aztec society using artefacts. To know some of items the Aztecs traded and compare it to those traded by Vikings. Understand Aztecs beliefs and rituals.
Year 5	Ancient Greece	To describe what is meant by 'influential' To place Ancient Greece on a timeline and compare it with other known time periods. To place important events in Ancient Greek history on a time line To look at famous buildings and compare/ contrast to previous work on architecture To look at Greek artefacts and think about what they tell us about life in Ancient Greece their reliability To learn about Ancient Greek past times. (Link to previous learning on amphitheatres) To understand the influence Ancient Greece society has had – Democracy focus.
Year 6	A study of Baghdad	To know where the ancient civilisation of Baghdad was located To place the era on a timeline with other known time periods (link to previous learning of Ancient Britain) To understand how civilisation used to be predominately Christian and now is an Islamic state To understand how trade has changed and developed, including movement of people and goods To understand what life was like in this era – artefacts, monuments and oral traditions To link to wider knowledge and compare Islam and Christianity To compare the achievements of citizens of the Kingdom of Benin to another civilisation studied (Vikings)