


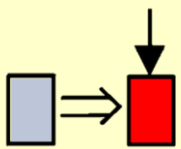




Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary	Substantive Knowledge / Concepts
<p><b>YEAR ONE</b> <b>Autumn 2</b></p> <p>Place</p>	<p>Place: Local History</p> <p><i>How has shopping changed over time?</i></p>	 <p>Change and continuity</p>	<p>Discuss different ways the past has been represented. Show understanding of similarities and differences between their lives and those of adults around them. Be able to explain how shopping has changed over time.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>change street photograph photography black and white photographs camera disappear, disappeared * Be sure to teach 'disappear' explicitly. See below. They will need it in Year 2, Summer term for Stone Age.</p>	<p>N/A</p>
<p><b>Spring 2</b></p> <p>People Innovations</p>	<p>People</p> <p><i>Why do we remember Isambard Kingdom Brunel?</i></p>	 <p>Significant events and people</p>	<p>Design a memorial to Brunel by choosing one or all his achievements and sum up his contribution.</p>	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements – Isambard Kingdom Brunel.</p>	<p>technology trade Victorian transport separate/separated connect/connected/ connection railway railway station iron</p>	<p>N/A</p>

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<p><b>Summer 2</b></p> <p>Place</p> <p>Local history</p> <p>Settlements</p>	<p>Place: Local history</p> <p><i>How did 17<sup>th</sup> Century life in both Plymouths compare?</i></p>	 <p>Similarity and Difference</p>	<p>Compare similarities and differences between the life the Pilgrims had in Plymouth UK with the life they had in Plymouth Massachusetts when they arrived.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Mayflower</p> <p>Settlement</p> <p>Pilgrims</p> <p>Sailed</p> <p>New World</p> <p>Explore</p> <p>America</p> <p>Crew</p> <p>Barbican</p> <p>Elizabethan</p> <p>Indigenous</p>	<p>Empire</p> <p>Trade</p> <p>Civilisation</p> <p>Religion</p> <p>Settlements</p>
<p><b>YEAR TWO</b></p> <p><b>Autumn 2</b></p> <p>Settlements</p>	<p>Events: The Great Fire of London</p> <p><i>What were the causes and consequences of the Great Fire of London?</i></p>	 <p>Cause and Consequence</p>	<p>Explain the cause of the Great Fire of London and how the fire impacted on the way of life in London.</p>	<p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).</p>	<p>London</p> <p>Stuart king</p> <p>Charles II</p> <p>boatman</p> <p>fire, fireplace, hearth</p>	<p>Civilisation</p> <p>Trade</p> <p>Settlements</p> <p>Religion</p>

					<p>crier</p> <p>stalls</p> <p>watchmen</p> <p>building</p> <p>church</p> <p>Cathedral</p> <p>River Thames</p> <p>Terraced</p> <p>Samuel Pepys</p> <p>Drought</p>	
<p><b>Spring 2</b></p> <p>Events</p> <p>Innovations</p>	<p>Events: Great explorers</p> <p><i>Which of Plymouth's explorers was the most important?</i></p> <p>Sir Francis Drake</p> <p>Robert Falcon Scott</p>	 <p>Significance</p> <p>Interpretations</p>	<p>Compare two explorers linked to Plymouth, who they were and what they achieved. Explain which is more important and why?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality. <i>Significant</i></p>	<p>Ocean</p> <p>Sailor</p> <p>Sailed</p> <p>sailing ship</p> <p>port</p> <p>adrift</p> <p>Pacific</p> <p>Colony</p> <p>Armada</p> <p>Globe</p>	<p>Empire</p> <p>Trade</p> <p>Civilisation</p> <p>Religion</p> <p>Settlements</p>

				<p><i>individuals – compare with another prominent military or voyager or significant events.</i></p>	<p>Voyage explorer</p> <p><i>Depending on which 2 explorers are chosen, include some places to show how far they travelled, such as:</i></p> <p>Pacific</p> <p>Southern Ocean</p> <p>Galapagos</p> <p>South Pole</p> <p>North America</p> <p>Antarctica</p>	
<p><b>Summer 2</b> Opening World's bridging unit.</p>	<p>How do we know about the Stone Age?</p>	 <p>Sources and evidence</p>	<p>KS2 NC: Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Stone Age</p> <p>Doggerland</p> <p>landbridge</p> <p>ancestor</p> <p>hunter-gather</p> <p>nomadic</p> <p>Mammoth</p>	<p>Settlements</p> <p>Religion</p> <p>Trade</p>	

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				pre-historic/pre-history Skara Brae hearth mound Stonehenge hammer shape ditch stone circle 'thousands of years ago'		
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