















MTP Autumn 2024- 2025		Vocabulary	Historical Enquiry	Cause and Consequence	Chronological Understanding	Similarity and Difference	Continuity and Change	Significance
KS1	<p>Were toys as much fun in the past? KS1 Changes in Toys Grammarsaurus - Lessons 1 to 6</p> 	<p>After Before Different Favourite Modern New Now Old Past Present Same Then Today Timeline</p>	<p>Children discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.</p>	<p>Children learn about the changes in toys over the past 60 years.</p>	<p>The chronology of events is clearly marked on a timeline to help understanding of the past.</p>	<p>The children will begin by looking at modern-day toys and they will discuss and make comparisons between the toys they play with in the modern day.</p>	<p>Children look at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger.</p>	 <p>Cultural Diversity and Influence</p>
LKS2	<p>Does inequality still impact society? Grammarsaurus Y4 Black History Suffragettes WW1 role of women</p>	<p>Commemoration Election Vote Suffragette Legislation Propaganda Sacrifice Segregation Exploitation Inequality</p>	<p>Use historical sources to inform us about the past</p> <p>Learn how evidence can be used to support a specific viewpoint</p> <p>Learn how historic documents, speeches, videos and photographs inform</p>	<p>Examine the social and political circumstances that faced women in the early 1900s</p> <p>Explain the historic beliefs and actions of society towards different ethnic groups in short and long term. Recognise the relevance in how recently ethnic</p>	<p>Place the suffragette movement in context between the Tudors, and modern day Britain Place key events in chronological order</p>	<p>Compare the rights of men and women in the early 1900s to today</p> <p>Compare the experiences of diverse ethnic groups from a period of history Roman Slaves or Apartheid</p>	<p>Know what has changed for modern women as a result of the suffragettes' determination modern women as</p> <p>Children understand of the key experiences of significant individuals in past societies (i.e. W Tull , M L King, Malcolm</p>	<p>Know the significance of the lives and actions of prominent suffragettes and what impact they had on other peoples' lives</p>  <p>Cultural Diversity Children use persuasive writing to reflect how they can</p>



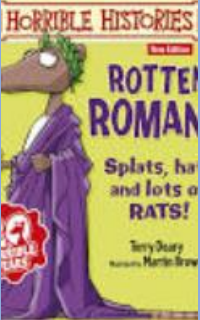

	 		<p>us about the lives of people in the past Use historic photos from different eras to reflect on changes in beliefs – slavery images</p>	<p>groups were discriminated against by society</p>			<p>X) and compare to modern day experiences</p>	<p>show respect for equality and diversity noting significant historic events that support their beliefs and describe which changes have been most important to them.</p>
<p>UKS2</p>	<p>What was life like for different people on the home fronts of England, Germany and France?</p> <p>Grammarsaurus Y6 WW2 Lessons 1,3,5,6,7 (Local study School archives - Equality and diversity, Unsung heroes, Women</p> 	<p>Diversity Segregation Blitz Genocide Evacuee Remembrance Propaganda Antisemitism</p>	<p>Know how different sources inform us about how people lived the past – is it first hand or second hand – an opinion?</p> <p>Use evidence to answer questions</p>	<p>Children understand that the beliefs of Hitler caused societies and families to separate</p>	<p>Children know how long ago WW2 took place and how long it lasted for. Children compare this to the length of their own life time.</p>	<p>Children learn what life was like as a child during the war i.e blitz, evacuees, rationing Compare modern day life for children with war time experiences</p>	<p>Compare the evacuation of children in WW2 to the lives of modern day refugees considering how people are divided in modern life.</p>	<p>significance of the number of people who lost lives in WW2 in all countries. Understand the impact that the high loss of life had on society Commemorate the lives of soldiers and those that helped them during WW2</p>  <p>Equity, Influence, British Values</p>
<p>MTP Spring 2024- 2025</p>		<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and Consequence</p>	<p>Chronological Understanding</p>	<p>Similarity and Difference</p>	<p>Continuity and Change</p>	<p>Significance</p>

<p>KS1</p>	<p>Have we learnt anything from the events of 1666? Great Fire of London compared to Reedham Church – use archives KS1 The Great Fire of London Grammarsuarus Lessons 1-6 (Local History – visit to Cathedral)</p> 	<p>Chronology LKS2 Did we learn anything from the events of 1666? Combustible Cladding Inquiry Diversity</p>	<p>Understand how historic sources inform us about events. Recognised that modern events need to be documented for future historians British Culture</p>	<p>Know what caused the fire of 1666 and 2017 Children experience the impact and speed of fire through observing controlled burning of materials</p>	<p>Order the key fires and events from 1666 to 2017</p>	<p>Understand how living conditions in 1666 and 2017 contributed to the loss of so many lives and was this the same for all regardless of religion or background</p>	<p>Compare facts about two fires to decide if improvements have been made to keep people safe, justifying their response with evidence</p>	<p>What has changed about how we build today in cities?</p>  <p>Innovation</p>
<p>LKS2</p>	<p>What was life like as a Medieval monarchs, monks and marshers? https://www.bbc.co.uk/bitesize/articles/zwyh6g8#zy7896f (Local Study – visit to Norwich Cathedral 'Be a Monk' and Toad Hole Cottage at How Hill https://www.twinkl.co.uk/resource/ks2-ages-7-11-history-the-black-death-video-lesson-t-h-691</p> 	<p>Monarch Heir Kingdom Feudal system Allegiance Rebellion Legitimate Noble Succession Knight</p>	<p>Children investigate local medieval sites and sources Children learn about how British Values have changed over time</p>	<p>Children learn that Plantagenet kings introduced laws and habits to England that remained in use for centuries to come</p>	<p>Order the key events of Medieval England (1066 – 1485)</p>	<p>Children compare the differences in how the people lived in Britain during the middle ages. Children compare the differences of British Values during the middle ages and present day</p>	<p>Know how Britain has changed since the feudal system and the influence of Christianity on medieval people and modern people</p>	<p>Children choose where to live a castle, a monastery or marshers' hut</p>  <p>Equity British Values</p>
<p>UKS2</p>	<p>Victorians: Golden Age or Dark Age? https://www.keystagehistory.co.uk/free-samples/primary-history-teaching-victorian-britain-</p>	<p>Industrial What was the Revolution? Legacy Victorian Technological</p>	<p>Use historical sources to learn about the lives of Victorian children</p>	<p>Understand what caused the industrial revolution and</p>	<p>Place the Victorian era in history relative to prior</p>	<p>Experience life as a Victorian child in an immersive school day to</p>	<p>Identify some modern technologies that originate from the Victorian</p>	<p>British Values, Influence, Sustainability Know some significant people who created</p>

	<p>key-stage-2 (Local history - Visit to <u>Gressenhall – work house</u></p> 	Change Primary and secondary source		how this changed the lives of Victorian families	knowledge Know significant events such as the birth and death of Queen Victoria	enable comparisons with modern childhood	industrial revolution and explain why these are significant to us in the 21st century	revolutionary inventions or legislation 
MTP Summer 2024-2025		Vocabulary	Historical Enquiry	Cause and Consequence	Chronological Understanding	Similarity and Difference	Continuity and Change	Significance
KS1	<p>What influence have significant people had on our hospitals and healthcare? KS1 Hospitals and Healthcare Grammasaurus Lessons 1 – 5 & 7</p>  	Crimean War Legacy Diversity Ethnicity	Children use historical sources to find out about the lives of significant women in history	Know why Florence Nightingale, and Edith Cavell Helped others	Place the lives of Edith Cavell and Florence Nightingale in chronological order relating their work to other periods of history they already know	Know the key similarities and differences between FN & EC and be able to explain that life was different for rich and poor	Compare how nurses work today with the lives of MS, EC and FN	 Cultural diversity
LKS2	<p>How did England change during the settlement of the Anglo-Saxons and Vikings? Y5 Local History - Anglo-Saxons and Vikings Lessons 1- 4, 7 & 8</p>	Aristocracy Barbarian Capital Emperor Empire Hostile Idol Invasion Kingdom	Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE.	Children explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's	Children learn the chronological order of the invasion of Britain and the people who settled there	Children learn who the Vikings were, why they carried out raids in England and how their	Children find out how England was ruled during the settlement of the Anglo-Saxons and how they	Children find out how early Anglo-Saxons wrote and how this changed over time and why.

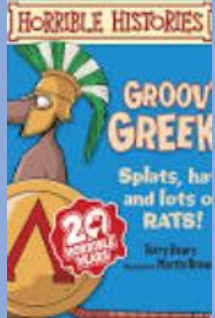

		<p>Legion Migration Monk Native Pagan Pillage Priory Raid Rebellion Rebel, Scandinavia Settlement Status Tribe</p>		shores and decided to settle.		arrival impacted the political and social hierarchy of the time.	kept control of the 7 different kingdoms across the land.	 British Values
UKS2	<p>What is the life of a queen like? Changing power of Monarchy Year 2 Model Text – Non-chronological report – Queen Victoria, QII and QEII Queen Elizabeth I and II, changes to the Royal family.</p> 	<p>Hierarchy Monarch Equality Succession Chronology Coronation</p>	Use different sources to tell us what happened in the past (i.e footage of coronation & images	Say what we can tell about the past from pictures Know what events caused Elizabeth I and Elizabeth II to become queen	Place the life and reign of both Queens in chronological order. Begin to understand the significance of the time difference	Compare the reign of the two Queens consider their families, how the general public viewed them.	Know the changes to the monarchy that occurred after the death of QEII	<p>Know the names and roles of significant people in the current royal family and explain why they are special.</p>  (British Values and Influence)
MTP Autumn 2025- 2026		Vocabulary	Historical Enquiry	Cause and Consequence	Chronological Understanding	Similarity and Difference	Continuity and Change	Significance
KS1	<p>Did all castles have the same features? Local history – Burgh Castle, Norwich Castle (visits) KS1 Kings, Queens and Castles Grammarsaurus – Lessons 1, 2 & 7</p>	<p>Defend Protect Ramparts Drawbridge Portcullis Turret Moat Hierarchy Monarchy</p>	Use historical artefacts and observations of buildings to learn how people lived in the 12th century	Use historical artefacts and observations of buildings to learn how people lived in the 12th century	Children learn that castles were built 100s of years ago and use a time line to see that	Children learn the features of Norman castles and compare these to modern homes.	Life for people living in castles was different depending on their status. Children decide if we still need castles to protect	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

					this is way beyond living memory	Children compare the lives of the rich and poor living in and around castles	us	castle.
LKS2	<p>How did daily life change in Britain from the Stone Age to the Iron Age? Y3 Stone Age to Iron Age Romans – diversity – slaves Boudicca Grammarsaurus Lessons 1,5,7,8,9,10 Stonehenge – Woodhenge</p>	<p>Agriculture Palaeolithic Mesolithic Artefacts Burial Ditch, Domestication Excavation Granary Migrate Mine Ore Preserve Remains Settlement</p>	<p>Children reason about the reliability of sources presented to them. Children compare sources and evaluate them, coming up with their own historical interpretation.</p>	<p>Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built</p>	<p>Children learn about prehistory in Britain, and how we find out about prehistory.</p>	<p>They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age.</p>	<p>Children how learn huge defensive earthworks were created that we can even see and walk today.</p>	<p>Children find out about how civilisation started, how different metals such as bronze and iron changed the way we interacted with each other</p> <p>British Values, Cultural diversity and Influence</p>
UKS2	<p>What makes a good leader? Significant figures and their impact (Gandhi Y6 Model Text, Nelson Mandela Y6 Model Text, Martin Luther King Y4 Model Text, Hitler Y6 L2 WW2, Boudicca Y4 L6 Romans, Alexander the Great Ancient Greece L8)</p>	<p>Empire Conquest Dominance Leadership Influence Dictator Orator</p>	<p>Use historical sources to find out about the lives of historical leaders</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 Hitler Vs Churchill Julius Cesar v Cleopatra Alexander 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>Children give reasons for which leader was the most significant and influential on the people of their time and their impact on us today.</p> <p>British Values, Equity, Influence</p>

MTP Spring 2025 - 2026	Engages with Debate	Vocabulary	Historical Enquiry	Cause and Consequence	Chronological Understanding	Similarity and Difference	Continuity and Change	Significance
KS1	<p>What are the similarities and differences of the lives of kings and Queens in the UK? KS1 Kings, Queens and Castles Grammarsaurus Lessons 3 – 6 and</p> 	<p>Defend Protect Ramparts Drawbridge Portcullis Turret Moat Hierarchy Monarchy</p>	<p>Use historical artefacts and observations of buildings to learn how people lived in the 12th century</p>	<p>Use historical artefacts and observations of buildings to learn how people lived in the 12th century</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>Influence, Cultural Diversity</p>
LKS2	<p>How did the Roman Empire impact Britain? Y4 Romans Lessons 1 – 5, 7, 9</p> 	<p>Invasion Resistance Legacy Empire BCE and CE</p>	<p>Understand how artefacts teach us how historic tribes fought their battles</p>	<p>Know the events that caused Boudica to become a warrior queen.</p>	<p>Place the Roman invasion of Britain in chronological order understanding the relevance of BCE and CE</p>	<p>Compare the armies and resources of the Iceni and the Romans.</p>	<p>Children can explain how the Roman invasion caused change for British people. Children can compare the Roman invasion with other invasions that they know</p>	<p>Understand why Colchester is a town of historic significance</p>  <p>Sustainability, Equity, Cultural diversity</p>
UKS2	<p>How has crime and punishment changed over time in Britain?</p>	<p>Crime Period Chronology</p>	<p>Children will explore using different</p>	<p>They will explore what was seen as a</p>	<p>Children will build on their knowledge of</p>	<p>The children will find out about the</p>	<p>Children learn how crime and punishment has</p>	<p>Children explore what police do today, for the</p>

	<p>Y6 Crime and Punishment Lessons 1,2,3,6,7,8</p> 	<p>Deter Severe Court Tithing Wergild Ordeal Jury Treason Abolish Custody Incriminate Pact Jailer Oakum Industrial Promotion Unarmed Detective Prevention Detection Rehabilitation</p>	<p>historical disciplinary concepts, how crime and punishment has changed over time in Britain.</p>	<p>crime over time and the different gruesome punishments that were handed out to criminals.</p>	<p>periods in history that they have studied through KS2.</p>	<p>development of the police force from the Victorian period right through to the new millennium.</p>	<p>changed over time in Britain.</p>	<p>community and to prevent crime (police visit school)</p>  <p>Equity, Cultural diversity and Influence</p>
<p>MTP Summer 2025 - 2026</p>		<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and Consequence</p>	<p>Chronological Understanding</p>	<p>Similarity and Difference</p>	<p>Continuity and Change</p>	<p>Significance</p>
<p>KS1</p>	<p>Where have humans explored? KS1 Famous Explorers Lessons 1 – 6 Compare and contrast Darwin and Shackleton Vs Armstrong and Peake Ocean/ land/ Space exploration</p> 	<p>After Astronaut Before Change Continuity Different Exploration Explore Explorer Mountaineer Monument Now Oceanographer Past Present Same Significant Then</p>	<p>Know how these explorers have influenced exploration, thinking and history</p>	<p>What has been the impact of these explorations on people's thinking</p>	<p>Order the explorations on a time timeline making links to other historical events</p>	<p>Compare the impact of the explorations of society</p>	<p>Identify how these explorations have changed how different generations think about exploration and technological advancements</p>	<p>Use the facts they have learnt to decide which explorer they would like to commemorate giving their reasons for this choice.</p>  <p>Risk taking, determined and resilient, resourceful,</p>

								<p>curious, responsibility</p>
<p>LKS2</p>	<p>What were the greatest achievements of Ancient Egypt? Y3 Ancient Egyptians Lessons 1- 7</p> 	<p>Era Artefact Chronology Scribe Hieroglyphs Polytheistic Obelisk Temple Preserve Prepare Pyramid Chamber Egyptologist Chariot Invade Bronze Navy Archer Trade Expand Monarchy Empire</p>	<p>Children learn about how early civilisation started within Egypt. They learn how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom.</p>	<p>Children learn about the changes over time in Ancient Egypt (its longevity compared to modern history and other periods in history</p>	<p>Children order the events they explore about Ancient Egypt in a timeline and where this fits into the existing historical understanding</p>	<p>Children compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared.</p>	<p>Children learn about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.</p>	<p>Children complete a case study on Tutankhamun and find out about why he was a significant find.</p>  <p>Sustainability, Equity, Cultural diversity</p>
<p>UKS2</p>	<p>What were the greatest achievements of Ancient Greece? Y4 Ancient Greece Lessons 1,2,3,4,6,7,9</p>	<p>Civilisations Ceramics Excavate Crete Trade Complex Export Bronze Import Oligarchy</p>	<p>Children discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them.</p>	<p>Children learn how the Minoans began to trade in early Greece.</p>	<p>Children order the events they explore about Ancient Greece in a timeline and where this fits into the existing</p>	<p>Children learn about the leadership of Ancient Greece under the rule of King Philip II and then</p>	<p>Children learn about the life of Athenians and Spartans, the Persian invasion and the impact this had on life in the city-states.</p>	<p>Children learn about the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE.</p>

		<p>City-state Outnumber Invasion Empire Retreat Revolt Unified Militaristic policy Tyrant Victorious</p>			<p>historical understanding</p>	<p>Alexander the Great.</p>		 <p>Equity, Cultural diversity Influence</p>
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