

Subject: Childhood changes		Year Group: 1			Term: Autumn			
								
Vocabulary		Knowledge What children will know			Understanding What children will understand		Skills What children will be able to do	
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	
		Remembering	Telling	Testing	Practising	Coaching	Observing	
Modern - Pertaining to a current or recent time and style; not ancient. Old - An object, concept, relationship, etc., having existed for a relatively long period of time. New - Recently made, or created. In original condition; pristine; not previously worn or used. Past - The period of time that has already happened, in contrast to the present and the future. Present - Relating to now, for the time being; current. Victorian - The time of Queen Victoria's reign (1837-1901).		Know that TV has changed from black and white (old) to colour (modern). Know that toys have changed over the years. Know that toys had different materials, technology, manufacturing processes and safety restrictions in the past.			Understand the changes in children's TV in living memory. Understand changes through a period of time e.g. teddy bears, dolls and cars (toys) using vocabulary such as old, new, past, present and type of material.		Sequence events or objects in chronological order. Describe similarities and differences in artefacts e.g. dolls, teddy bears, cars and children's TV. Identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Sort artefacts 'then' and 'now'. Ask and answer questions related to different sources and objects. Explain the history of teddy bears and how they have developed. Place objects within a historical setting and explain our choices.	

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Subject: The Titanic			Year Group: 1			Term: Spring		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Titanic: The Titanic was a famous and huge ship that sailed on the sea a long time ago but unfortunately hit an iceberg and sank. Atlantic Ocean: The Atlantic Ocean is a massive body of saltwater, like a gigantic sea, that separates Europe and Africa from the Americas. Luxurious: Luxurious means something is very fancy, comfortable, and filled with special things that make people feel like they're in a special place. Ocean liner: An ocean liner is a really big and sturdy ship that is designed to carry many people across the ocean, like a floating hotel. Iceberg: An iceberg is a huge chunk of ice that floats in the ocean and can be as big as a mountain, with most of it hidden underwater. Maritime: Maritime means anything related to the sea or the ocean, like activities, jobs, or traditions that involve ships and sailors.			Know that the Titanic was a famous ship that sank in the Atlantic Ocean in 1912. Know why the ship was built as a luxurious ocean liner. Know the features of the ship. Know how the ship came to sink after hitting an iceberg. Know that different classes of passenger were on board the ship. Know that the sinking changed maritime safety.			Understand that people believed the ship was unsinkable. Understanding why it came to sink. Understand how people were rescued.		
						Describe the features of the ship. Place the ship on a timeline. Explain how it came to sink. Describe the different types of people on board. Describe the key elements of water and maritime safety.		

Subject: History of the seaside			Year Group: 1			Term: Summer					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Past - The <u>period</u> of <u>time</u> that has <u>already</u> happened, in contrast to the <u>present</u> and the <u>future</u>. Present - Relating to <u>now</u>, <u>for the time being</u>; <u>current</u>. Punch and Judy – The name of a puppet show. Entertainment - An activity made to give enjoyment or fun. Promenade - A public place for walking for pleasure. Bandstands - A small, open-air platform for bands to play on, usually roofed. Pier - A structure built out into the water for people to walk on. Bathing Machine - A portable <u>changing room</u> that was rolled down a <u>beach</u> to the edge of the <u>sea</u> to allow people to <u>paddle</u> in the sea <u>modestly</u>.			Know the different transport used to get to the seaside. They travelled by horse drawn trolley busses, steam trains powered by coal. Know that Victorians stayed in the UK for their holidays. Know some seaside towns: Brighton, Scarborough and Blackpool. Know what people did at the seaside: • Walked down the promenade, • Listened to shows and music. There were also huts selling snacks, such as ice-creams, drinks and fish and chips. Know in the 1890s Victorians covered their bodies at the seaside and by the 1930s this began to change.			Understand how Victorians travelled to their seaside holiday and why. There were no cars or aeroplanes until the 1950s Understand how the fashion has changed at the seaside since Victorian times. Understand the types of entertainment at the seaside. • Building sandcastles, • Paddling in the sea, • Donkey rides, • Punch and Judy shows, • Singers and dancers. Understand the different types of architecture at the beach. Understand that men and women were forced to bathe on separate beaches and were fined if they were caught swimming in the wrong area. Understand that accommodation like tents and holiday camps started so people stayed overnight.			Explain differences between trains then and now and the pathways they take. Analyse the different architecture at the seaside throughout history. Compare current transport with transport from Victorian times. Compare how rich and poor people holidayed. Describe and compare the clothes that people have worn on the beach at different times in the past. Compare how the Victorians holidayed to how we do in the present.		

Subject: Famous Explorers – Neil Armstrong and Christopher Columbus			Year Group: 2			Term: Autumn		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
Neil Armstrong: Neil Armstrong was a brave astronaut who became the first person to step foot on the Moon, like an explorer in space! Christopher Columbus: Christopher Columbus was an explorer from a long time ago who sailed across the ocean to discover new lands, like a real-life adventurer. Explorer: An explorer is someone who travels to new places and discovers things that were not known before, like an adventurer on a quest for new knowledge. Astronaut: An astronaut is a very special kind of explorer who travels in a spacecraft and goes into space to learn about the stars, planets, and everything beyond Earth. Orbit: Orbit means to go around something in a curved path, like how the Moon goes around the Earth or how a spacecraft circles around the Earth in space. Sailing boat: A sailing boat, also known as a sailboat, is a type of boat that uses the power of the wind to move across the water, like a graceful ship with big, billowing sails.			Know who Neil Armstrong and Christopher Columbus is and why they are significant. Know that Neil Armstrong was the first man on the moon. Know that Apollo 11 landed on the moon on 20th July 1969. Know that there was a space race in the 1960s. Know that the International Space Station orbits the Earth. Know Christopher Columbus was an explorer who sailed across the Atlantic Ocean from Europe to the Americas in 1492. Know Christopher Columbus sailed on three ships: Santa Maria, the Pinta and the Nina.			Understand the significance of the first moon landing. Understand what it is like on the surface of the moon. Understand what life in space would be like. Understand that Christopher Columbus' voyage to the Americas lead to the European colonisation of the Americas – and the eventual development of modern-day Latin American countries. Understand many indigenous people had been living in the Americas thousands of years before Christopher Columbus arrived.		
						Explain the importance of the first moon landing. Place the moon landing on a timeline. Describe what it would be like to live in space. Order the events of the moon landing. Explain the significance of Christopher Columbus' arrival in the Americas. Place Christopher Columbus's arrival in the Americas on a timeline. Explain the positive and negative consequences of Christopher Columbus' arrival in the Americas.		

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Subject: Great Fire of London			Year Group: 2			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Great Fire of London: The Great Fire of London was a huge fire that happened a long time ago and burned down many buildings in the city of London. Eyewitness: An eyewitness is someone who sees something happening with their own eyes, like a person who was there when something important or exciting occurred. Fire: Fire is a very hot and bright thing that burns and spreads, and it needs to be controlled to keep people and things safe. Firefighter: A firefighter is a brave person who is trained to put out fires and help people when there is a fire, like a hero who protects others from harm. Fire hook: A fire hook is a special tool that firefighters use to pull or move things during a fire, like a long pole with a hook at the end that helps them do their job.			Know when the Great Fire of London took place.			Understand how life and society has changed.			Place the Great Fire of London on a timeline.		
			Know which key landmarks were destroyed as a result of the fire.			Understand the ways in which the events of the fire were recorded.			Explain the cause of the fire and how it came to spread.		
			Know what an eyewitness account is.			Understand how the role of a firefighter has changed			Describe the ways in which people tried to stop the spread of the fire.		
			Know the key landmarks still in London linked to the fire • St Paul's • Monument • Pudding Lane			Understand the ways in which the fire is remembered.			Explain how the fire stopped.		
									Describe the ways in which firefighting has changed.		

Subject: Queen Elizabeth II		Year Group: 2			Term: Summer		
							
Vocabulary		Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Monarch - A monarch is a king or queen. Succession - This is the order in which a monarch's family will take over the throne. Law - A rule you must follow. Parliament - This is where politicians meet to decide laws. Founded - To set up or start something. Reign - The time during which a monarch rules.		Know what a monarch does. Know some of the qualities of a good monarch. Know the chronological order of some kings and queens. Know Queen Elizabeth II was the Queen of the United Kingdom and the Commonwealth between 1952 and 2022. Know she was the longest ever serving head of state in the world. Know Queen Elizabeth II had four children – and that her eldest son is now King Charles III. Know her husband was Prince Phillip, the Duke of Edinburgh. He died in April 2021. Know Queen Victoria became Queen at the age of 18 and that she reigned from 1837 to 1901. Know Queen Victoria was married to Prince Albert and had nine children.			Understand the role of a monarch and why they are significant. Understand the role of Queen Elizabeth II and why she was significant. Understand what life was like when the Queen was first coronated in the 1950s. Understand local links of royalty visiting the local area. King & Queen At Bedford - British Pathé (britishpathe.com) Understand Queen Victoria created laws to help poor people in the UK.		
					Use a timeline to order events from the past. Learn about some significant monarchs from the past and when they lived. Explore who have contributed to national and international achievements. Describe the charitable and philanthropic work Queen Elizabeth II was known for during her reign. Compare the lives and reigns of Queen Victoria and Queen Elizabeth II. Recall some key facts about the different monarchs studied. Explain the local links with some British Monarchs. Describe some events during the reign of Queen Victoria (industrial revolution, growth of the British Empire).		

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Subject: Stone Age to Iron Age			Year Group: 3			Term: Autumn		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
Hunter-gatherer - A member of a group of people who live by hunting animals and gathering edible plants for their main food sources, and who do not keep animals or farm land. Neolithic - The New Stone Age time period from 8500 to 4500 BC. Settlement - A community of people living together, such as a village, town, or city. Hill fort - A prehistoric fortification (to defend a place against attack; a fortress; a fort; a castle) constructed on a hill.			Know that the earliest settlers were hunter-gatherers and lived in caves. Know that hunter-gatherers were living alongside early farmers about 5,000 years ago. Know that discovery of the settlement of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Know that Stonehenge was built about 5,000 years ago, in stages during the Bronze Age. Know characteristics of life in an Iron Age hill fort community.			Understand that Britain was once covered in ice. Understand the impact of farming especially: taming wild animals and growing wheat. Understand how Stonehenge was built and that it was one of many similar constructions from that time.		
						Make deductions about lifestyle of Stone Age man from images. Give reasons to suggest Stone Age man was interested in art and ceremonials. Locate the move to farming on a simple timeline. Discuss significance of changes as well as continuities of the Neolithic period. Make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark? Draw inferences from archaeological finds.		

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Subject: Romans		Year Group: 3			Term: Spring					
										
Vocabulary		Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Empire - A political unit, typically having an extensive territory or comprising a number of territories or nations (especially one comprising one or more kingdoms) and ruled by a single supreme authority. Invasion - The entry without consent of an individual or group into an area where they are not wanted. Amphitheatres – An open, outdoor, theatre (which may be a theatre in the round, or have a stage with seating on only one side), especially one from the classical period of ancient Greece or Rome, or a modern venue of similar design. Forum - A square or marketplace in a Roman town, used for public business and commerce. Legacies - A piece of ones' history left behind for following generations to experience.		Know that Boudicca has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. Know that most pictures come from Roman accounts – no surviving pictures. Know that society was diverse and that the poor lived very differently. Know that the Roman lifestyle was for the rich, e.g.: evidence Fishbourne (about palaces and villas) and from Silchester (about towns). Know that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.			Understand the size and timescale of the Roman empire by drawing conclusions from maps and timelines. Understand the main reasons for invasion, e.g.: raw materials and Claudius’ personal motivation. Understand why the Celts would have been apprehensive about taking on the Roman army. Understand personal motivation of Boudicca and can link to actions taken by Romans. Understand why the Roman army was so powerful including organisation, conditions and pay. Understand the range of entertainments that Romans had in society - amphitheatres, baths and forums. Understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions and objects.			Give reasons to explain why the Romans invaded. Select reasons for an explanation and begin to prioritise them in order of importance. Critique a short film evaluating its strengths and weaknesses. Analyse what would have been the most significant changes e.g. emergence of towns and villas in the countryside. List and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.		

Subject: Anglo Saxons and Scots			Year Group: 3			Term: Summer					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Anglo-Saxons: The Anglo-Saxons were a group of people who lived a very long time ago in England and had their own language and culture. Scots: Scots are people who come from Scotland, a country located in the northern part of the island of Great Britain. Medieval: The medieval period refers to a time long ago, when knights, castles, and kings were part of the stories and history of Europe. Migration: Migration means when people or animals move from one place to another to find a new home or better opportunities, just like birds flying to warmer places in the winter. Legacy: Legacy means something that is passed down or left behind by people who came before us, like stories, traditions, or inventions that continue to have an impact on our lives. Invaders: Invaders are people who come from another place and try to take over someone else's land or country, like in history when some groups of people tried to conquer new lands. Settlers: Settlers are people who move to a new place and make it their home, like the early people who established villages and towns in new territories.			Know the Anglo Saxons and Scots were two distinct groups of people who lived n Britain during the early medieval period. Know the push/pull factors of why the two groups migrated to Britain. Know the importance of significant Anglo Saxons and Scots like Alfred the Great and William Wallace. Know the type of daily life experienced by the Saxons and Scots. - Homes - Clothing - Food - Farming - Hunting - Crafts - Trading Know the lasting legacy of the Saxons and Scots on Britain.			Understand why the Saxons were pushed/pulled to Britain. Understand the difference between invaders and settlers. Understand how Saxons/Scots started a new life in Britain.			Place the Saxons/Scots on a timeline. Describe why the settlers came to Britain. Describe the lasting impact they had on Britain. Identify different tribes who settled in Britain. Explain the difference between invaders and settlers.		

Subject: Ancient Egypt		Year Group: 4			Term: Autumn					
										
Vocabulary		Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
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Silo - A vertical building, usually cylindrical, used for the storage of grain. Mummification - The preserving of a dead body, by making it into a mummy. Civilisation - An organised society with its own culture and way of life, existing in a particular area over a particular period of time. Hieroglyphics - A writing system where picture symbols stood for meanings or sounds. It meant ‘sacred carving’. Hierarchy - A social, religious, economic or political system or organisation in which people or groups of people are ranked with some superior to others based on their status, authority or some other trait. Canopic jar - Jars with intestines, stomach, lungs and liver - all of which were thought to be needed in the afterlife. Sarcophagus - A stone coffin adorned with a sculpture or inscription containing a mummy. Papyrus - A type of plant grown in abundance in ancient Egypt turned into a paper-like material for writing. Tomb - A chamber or vault to protect the dead, the most elaborate built within pyramids or underground.	Know the location of Egypt on a map. Know that water was stored in canals and ditches. Know that most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain. Know the different sequence the stages of mummification. Know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids). Know that there were at least 3 other major civilisations elsewhere in the world at this time: • Indus Valley • Sumer (Mesopotamia Modern Iraq) • Shang Dynasty China			Understand the importance of the Nile and significance of annual floods. Understand that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. Understand that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source. Understand that this is a very hierarchical society. Understand the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas.			Locate Ancient Egypt in time and place. Locate the Nile valley on a world map and make deductions from map evidence. List at least 3 iconic features of Ancient Egyptian civilization. List at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs. Explain why pyramids were built and who built them using a range of clues. Explain why pyramids, graveyards and other important monuments we can see today were sited on the desert’s edge. Explain that most men were farmers and women spent much time baking bread, collecting water etc. Locate the 3 other major civilisations approximately on a map, exploring their similarities.			

Thomas Johnson Lower School - Curriculum Plan



Subject: Lidlington and Thomas Johnson			Year Group: 3			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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Lidlington: Lidlington is a small and quiet village located in England, where people live in houses surrounded by fields and nature. Village: A village is a small community with houses, a few shops, and maybe a church, where people live and work together as neighbours and friends. Bronze Age: The Bronze Age was a long time ago when people discovered how to make things out of a special metal called bronze and used it to create tools and objects. Domesday Book: The Domesday Book was a very old book written a very long time ago, which recorded information about the people, lands, and resources in England. Industrial Revolution: The Industrial Revolution was a time when machines and factories were invented, changing the way people lived and worked, and making things like clothes and goods faster and easier to produce.			Know that Lidlington is a small village located in the county of Bedfordshire in England, UK. Know there is evidence of human settlement in Lillington dating back to the Bronze Age. Know that during the Anglo-Saxon period, Lidlington was part of the kingdom of Mercia and was an important trading area. Know that the village was recorded in the Domesday Book of 1086, which lists it as ‘Lidelintone’ and notes it had a church, mill and several farms. Know that in the medieval period, Lidlington was owned by various powerful landlords, including the abbey of St Albans. Know the church, St Margaret of Antioch, dates back to the 13th Century. Know that in the English Civil War of the 17th Century, Lidlington was a Royalist stronghold and was attacked by Parliamentary forces.			Understand the impact of the industrial revolution in the 19th Century on the village, such as the opening of the Marston Vale Line.			Compare and contrast Lidlington in the past and present. Describe the chronology of the village.		

Subject: World War II		Year Group: 4			Term: Summer		
							
Vocabulary		Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment
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World War II: World War II was a big and important war that happened from 1939 to 1945 and involved many countries from around the world. Soldiers: Soldiers are brave men and women who join the military and work together to protect their country and keep people safe. Blitz: The Blitz was a period during World War II when London and other cities in the UK were bombed by planes, and people had to stay safe and help each other. Enigma Machine: The Enigma Machine was a special secret machine used by the Germans to send coded messages during the war, and it was a big challenge for codebreakers to decipher those codes. Evacuated: When people are evacuated, it means they are moved to a safer place during a dangerous time, like when children were sent away from big cities during World War II to keep them safe from the bombings.		Know the causes and key events of World War II. Know who was fighting who. Know that the war took place over a number of years and a number of continents. Know that only men were soldiers. Know the contribution of women to the war effort. Know what the Blitz is. Know that the Enigma machine's code was solved at Bletchley Park. Know why children were evacuated from their homes in cities.			Understand why the war started. Understand the impact of the war on the lives of everyone (including children). Understand how women supported the war effort.		
					Describe the causes and key events of the war. Name the countries at war. Place the war on a timeline. Describe the circumstances experienced as part of the Blitz. Explain what life was like for children evacuated from cities.		