







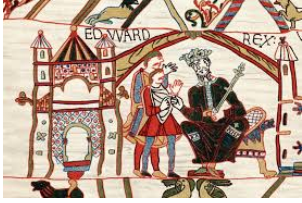

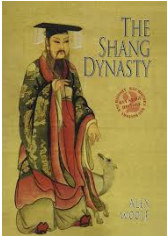





Stadhampton Primary School  
History  
2024-2025



Dragonflies (Year 1 and 2)	Objectives	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Monarchs & leaders	Gunpowder Plot	Explorers	Titanic	Communication	Seaside
							
		<ul style="list-style-type: none"><li>- recognise what makes a person a leader and the different roles a leader might have.</li><li>- identify qualities that are important for leaders, such as fairness, bravery, and decision-making.</li><li>- learn about key monarchs and leaders in British history, such as Queen Elizabeth I, Queen Victoria, and Henry VIII.</li><li>- understand why key figures were important and what they contributed to history.</li><li>- recognise the symbols associated with monarchy, such as crowns, thrones, and royal coats of arms.</li><li>- discuss how the actions of these monarchs and leaders have shaped the country.</li><li>- explore the historical context in which these figures lived, including their challenges and achievements.</li><li>- compare and contrast different monarchs and leaders, noting how their leadership styles and the outcomes of their reigns differed.</li><li>- discuss how these leaders are remembered today and why some are more famous than others.</li></ul>	<ul style="list-style-type: none"><li>-recognise why the gunpowder plot happened and who was involved.</li><li>-sequence how it was going to happen.</li><li>-understand how impactful the events of the gunpowder plot were.</li><li>- show an awareness of the differences in ways of living in 1605 compared to the present.</li><li>- imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing.</li><li>- talk about how the Gunpowder Plot has had an impact on national life in the present day.</li></ul>	<ul style="list-style-type: none"><li>-name and identify key explorers from history, such as Christopher Columbus, Neil Armstrong, or Amelia Earhart.</li><li>- understand why people explore, including reasons like discovery, curiosity, and the desire to find new resources or lands.</li><li>- place key explorers on a simple timeline, understanding that exploration happened at different times in history.</li><li>- recognise that exploration has had significant impacts, such as discovering new lands, connecting different cultures, or advancing knowledge.</li><li>- identify some of the places explorers travelled to and describe basic geographical features.</li><li>- use appropriate vocabulary related to exploration, such as explorer, voyage, discover, land, and map.</li><li>- recognise that explorers come from different cultures and backgrounds and explore different parts of the world.</li></ul>	<ul style="list-style-type: none"><li>- recall key events of the Titanic and sequence them appropriately.</li><li>- observe historical evidence to deduce what was so special about the Titanic.</li><li>- compare and contrast life-styles of First and Third class aboard the Titanic.</li><li>- describe ways in which different passengers passed their time.</li><li>- recall how the Titanic sank and give reasons as to why.</li><li>- evaluate a range of historical reasons why more people weren't saved from the water, exercising judgement about the plausibility of each.</li><li>- describe and explain the consequences of the disaster.</li><li>- evaluate a range of ways to prevent the disaster happening again, and describe these.</li></ul>	<ul style="list-style-type: none"><li>-recognise and name various communication methods used in the past and present (e.g. letters, telephones, mobile phones, emails).</li><li>- describe how communication technology has evolved over time, such as the shift from letters to emails or from landlines to mobile phones.</li><li>- understand how advancements in communication have made it easier and faster to stay in touch with others.</li><li>- order different communication methods on a timeline to understand the sequence of technological developments.</li><li>- use key terms related to communication, such as letters, telephone, email, and text messages.</li><li>- understand the importance of communication in daily life and how its ease has changed over time.</li><li>-discuss and predict how communication might continue to evolve in the future.</li></ul>	<ul style="list-style-type: none"><li>- recognise and describe common seaside activities from the past and compare them to those enjoyed today (e.g. donkey rides, bathing machines, vs. modern beach games and water sports).</li><li>-understand how clothing worn at the seaside has changed over time, such as the evolution from Victorian bathing suits to modern swimwear.</li><li>- identify different forms of seaside entertainment in the past (e.g. Punch and Judy shows, penny arcades) and compare them with modern attractions (e.g. amusement parks, video games).</li><li>- place key seaside changes on a timeline to understand how seaside holidays have evolved over time.</li><li>- explore how transportation to seaside destinations has changed, from early trains and horse-drawn carriages to cars and high-speed trains.</li><li>- use terms related to the seaside, such as: bathing machine, pier, donkey ride and amusement park.</li></ul>
	Vocabulary	Leader, monarch, King, Queen, throne, crown, kingdom, palace, royal, rule, leader, reign, heir, coronation, prince, princess, dynasty, castle, knight, empire, government, law.	Guy Fawkes, Gunpowder Plot, plot, parliament, bonfire, fireworks, traitor, Houses of Parliament, King James I, arrest, conspiracy, November 5th, barrel, torch, cellar, celebration.	Explorer, adventure, journey, map, compass, discovery, ship, expedition, ocean, continent, navigation, voyage, sailor, captain, treasure, land, new world, flag, route, globe	Titanic, White Star Line Iceberg, propeller, Atlantic Ocean, lifeboat. lifebelt, First class, Second class, Third class, passengers, Captain Edward Smith, sink, disaster, collision, survivors, New York, Southampton.	Communication, typewriter, message, letter, postcard, telephone, email, internet, conversation, speech, symbol, code, text, writing, listening, talking, radio, television, signal, newspaper, magazine, phone.	Beach, coast, pier, seaside, harbour, lighthouse, promenade, rock pool, donkey ride, bathing machine, sandcastle, Punch and Judy Show, bucket and spade, sunbathing, souvenir, shells, amusement park, arcade, deckchair, bathers, postcard
Hedgehogs (Year 3 and 4)	Objectives	Stone Age to Iron Age		Romans		Anglo Saxons	

				
		<ul style="list-style-type: none"> <li>-explain how people survived during the Stone Age.</li> <li>-identify how life changed for people during the Stone Age.</li> <li>-explore how we know about life in the Stone Age.</li> <li>-describe some ways in which life changed from the Stone Age to the Bronze Age.</li> <li>-explore what archaeology has told us about Britain's prehistoric tombs and monuments.</li> <li>-learn about the lives of the Celtic tribes in Iron Age Britain.</li> <li>-discover why people built hill forts in Iron Age Britain and what we know about them.</li> <li>describe the changes and developments that were made during the Stone Age.</li> <li>-compare and contrast the different homes and settlements from the Stone Age.</li> <li>-analyse how changes and developments during the Stone Age affected the lives of New Stone Age people.</li> <li>-discuss how archaeologists and scientists worked together to draw conclusions about Cheddar Man.</li> <li>-discuss how historical evidence found at Skara Brae might suggest about what life was like there.</li> <li>-discuss what conclusions archaeologists have made based on historical evidence found at Skara Brae.</li> <li>-describe how studying artefacts and remains helps us to explain the past.</li> <li>-evaluate the possible reasons why important prehistoric monuments like Stonehenge were built.</li> <li>-recall key facts about Britain's most famous prehistoric monument.</li> <li>-describe the daily life of Celtic people in Iron Age Britain.</li> <li>-explain the term 'Iron Age' and describe how they made iron during this period.</li> <li>-use artefacts to reason about the past and explain how new technology improved daily life in the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>-use historical sources to answer questions about the past.</li> <li>-explain what an empire is.</li> <li>- describe how the Roman Empire became the largest empire of the ancient world.</li> <li>-use historical sources to answer questions about the past.</li> <li>-explain why the Romans wanted to conquer Britain.</li> <li>-recall key facts about the invasions.</li> <li>-explain why building a good road network was important to the Romans.</li> <li>-describe how Roman roads and towns were designed and constructed.</li> <li>-use historical artefacts to ask and answer questions about the past.</li> <li>-explain the causes and consequences of Boudicca's revolt in AD 60/61.</li> <li>compare and contrast the armies of Boudicca and the Roman General Paulinus.</li> <li>-use historical sources to learn about people in the past and their viewpoints about historical events.</li> <li>-explain why, when and how Hadrian's Wall was built.</li> <li>-observe and describe the key features of Hadrian's Wall.</li> <li>-use primary and secondary sources to make deductions about the lives of people in the past.</li> <li>-make deductions from archaeological sources of evidence.</li> <li>-use a range of sources to describe the way of life of people who lived in Roman Style villas.</li> <li>-compare and contrast homes built by the Romans in Britain with homes today.</li> <li>-evaluate how the Romans were able to change Britain.</li> <li>-discuss and justify my viewpoint about the Romans in Britain.</li> <li>-describe how the Roman Empire has influenced modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>-understand why, where and when the Scots and Anglo-Saxons invaded Britain</li> <li>-label a map to show the Anglo-Saxon kingdoms.</li> <li>-match up Anglo-Saxon place names to their root meanings.</li> <li>-label a map of Britain to show some Anglo-Saxon county, city and town names.</li> <li>-describe the different jobs that Anglo-Saxon people did</li> <li>-draw and label an Anglo-Saxon village.</li> <li>-draw and annotate a picture of an Anglo-Saxon artefact.</li> <li>-explain what different artefacts teach us about Anglo-Saxon culture.</li> <li>-explain what different artefacts teach us about Anglo-Saxon culture.</li> <li>-identify true facts about AngloSaxon religious beliefs and practices and use these to ask and answer my own questions.</li> <li>-use my knowledge and imagination to describe an Anglo-Saxon god in detail.</li> <li>-describe the work of the people who helped to convert the AngloSaxons to Christianity.</li> <li>-produce a historical guide about a famous Christian building.</li> </ul>
	Vocabulary	Stone age, palaeolithic, mesolithic, neolithic, hunter-gatherer, cave, flint, mammoth, spears, fire, shelter, tools, pottery, agriculture, iron age, iron, smelting, hill fort, tribe, chieftain, roundhouse, sword, plough, celtic, trade, settlement, artefacts,		
Otters (Year 5 and 6)	Objectives	Tudors	The Shang Dynasty	World War Two
				
		<ul style="list-style-type: none"> <li>-place the Tudors on a timeline and explore the Tudor family tree.</li> <li>-explore Tudor fashion through pictures and identify different pieces of Tudor clothing.</li> <li>-investigate the foods which Tudor people ate and find out about the new foods which were being brought to England</li> </ul>	<ul style="list-style-type: none"> <li>-use an atlas to find and annotate features of China on a blank map.</li> <li>-show where the Shang dynasty was located on a map.</li> <li>-use a timeline to show when the Shang dynasty existed in relation to some different world civilisations.</li> <li>-use archaeological evidence to draw conclusions about</li> </ul>	<ul style="list-style-type: none"> <li>-explain what I already know about World War II and think of questions I would like to ask.</li> <li>-order events from early World War II on a timeline.</li> <li>-label a map to show who the Allies and Axis Powers were in World War II</li> <li>-describe what evacuees needed to take with them on their</li> </ul>

		<p>at the time.</p> <ul style="list-style-type: none"><li>-discover the punishments given to criminals during Tudor times and who was in charge of law and order.</li><li>-explore the illnesses and diseases that were common in Tudor times and discover how they were treated.</li><li>-think about what life was like for children in Tudor times, investigating the differences between rich and poor lifestyles.</li></ul> <p><b>Henry VIII</b></p> <ul style="list-style-type: none"><li>-To locate the Tudors on a timeline and to learn about Henry's six wives.</li><li>- Understand what Henry VIII was like through portraits and written sources and how this impacts how others viewed him as a monarch.</li><li>- Learn about the roles, responsibilities and importance of a Tudor monarch.</li><li>- Research Henry's marriage to Catherine of Aragon and the reasons for their divorce.</li><li>-Investigate the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour.</li><li>-To learn about the reasons for and results of Henry VIII's marriage to Anne of Cleves.</li><li>- Use historical sources to gather evidence and answer questions.</li><li>- Describe and evaluate the marriages of King Henry VIII and evaluate their importance to his reign.</li></ul>	<p>what life was like in the Shang dynasty</p> <ul style="list-style-type: none"><li>-describe the social hierarchy of the Shang dynasty.</li><li>-name the different social groups of people from the Shang dynasty.</li><li>-describe what life was like for different people living under the Shang Dynasty.</li><li>-describe where some of the evidence about Shang religion comes from.</li><li>-research and present information to describe a specific aspect of Shang religion.</li><li>-identify the key information about different aspects of Shang religion.</li><li>-ask and answer questions to show I understand about several aspects of Shang religion.</li><li>-explain who Wang Yirong is and what he discovered.</li><li>-demonstrate my understanding about oracle bones.</li><li>-describe what happened during a Shang divination ceremony.</li><li>-make a model of an oracle bone and inscribe it with Chinese writing.</li><li>-describe the features and purpose of a range of Shang artefacts.</li><li>-study a Shang artefact in close detail and draw conclusions about its function.</li><li>-describe how Shang craftsmen made objects out of bronze, jade and pottery.</li><li>-describe and draw conclusions about some of the items found inside Fu Hao's tomb.</li><li>-say why the discovery of Fu Hao's tomb was so significant.</li></ul>	<p>journey.</p> <ul style="list-style-type: none"><li>-explain when, where and why children were evacuated.</li><li>-describe how it might have felt to be evacuated</li><li>-say what foods were rationed during World War II.</li><li>-explain why rationing food was necessary.</li><li>-compare a wartime menu with a modern day menu.</li><li>-explain how everyday lives were affected by food rationing.</li><li>-identify what type of jobs women did during World War II.</li><li>-compare the roles of women and men in World War II.</li><li>-describe key details of a woman's wartime job.</li><li>-design a propaganda poster.</li><li>-explain how the role of women differed before, during and after the war.</li><li>-explain what anti-Semitism means and how this led to discrimination against Jewish people in Europe.</li><li>-explain how the lives of Jewish children were impacted by anti-Semitism in the 1930s and 1940s.</li><li>-describe some of the key events of World War II.</li><li>-explain why a specific World War II event was a key turning point in the war</li></ul>
	Vocabulary	Tudors, Tudor England, King Henry VIII, reign, monarch, Spanish Armada, execution, vagrancy, treason, beheaded, divorced, died, survived, Scold's Bridle, War of the Roses, Yorkshire, inherit, heir, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, Catherine Parr	Shang dynasty, Cheng Tang, Xia Dynasty, Bronze Age, civilisation, King, priest, noble, warrior, craftsmen, merchant, farmers, peasant, enslaved person, social hierarchy, Shang Di, ancestor worship, tomb, artefact, bronze, jade, white pottery, zun, ding, jue, Fu Hao, Yinxu, archaeology, Zheng Zhenxiang	World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book Rationing, ration book, Dig for Victory, Lord Woolton, women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), anti-Semitism, prejudice, Nazi, Jewish, scapegoat, values, human rights, discrimination, persecution, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb