



Cherry Tree Academy Medium Term History Cycle A

Autumn 2		
KS1	Events Beyond Living Memory – The Gunpowder Plot Why is the Gunpowder Plot remembered?	
	Year 1	Year 2
	L1: What was the Gunpowder Plot? L2: Why and how do we remember the Gunpowder Plot today?	L1: What was the Gunpowder Plot? L2: Why and how do we remember the Gunpowder Plot today?
Key Concepts to assess	L1: Children know that the Gunpowder plot was a plot to blow up the houses of Parliament and kill James I. L2: Children know that we have bonfire night to remember how the plot failed.	L1: Children know that the Gunpowder Plot was a plot to blow up the houses of Parliament and kill king James I and they can explain why this is significant. L2: Children can describe and explain why we have bonfire night.
Vocabulary	memory, king, catholic, protestant, plotters, parliament, remember,	significant, national, remembrance, events, war, significant, commemorate, symbol, battlefield, cenotaphs
Experiences		
SMSC	Culture – Bonfire night has become part of British culture.	
British Values	Democracy / Rule of law	
School Values		



Cherry Tree Academy Medium Term History Cycle A

KS1	Events Beyond Living Memory – Remembrance Why do we celebrate Remembrance Day?	
	Year 1	Year 2
	L1: What is the history behind Remembrance Day? L2: Why do we celebrate Remembrance Day? L3: How do we celebrate Remembrance Day?	L1: What is the history behind Remembrance Day? L2: Why do we celebrate Remembrance Day? L3: How do we celebrate Remembrance Day?
Key Concepts to assess	L1: Children can explain that Remembrance Day happens to remember soldiers that have died. L2: Children can explain the significance of Remembrance Day and why it's important that we celebrate it. L3: Children can name and describe two things that people might do to celebrate Remembrance day.	L1: Children can explain that Remembrance Day happens to remember soldiers that have died and can talk about Remembrance in relation to the World Wars. L2: Children can identify the Cenotaph, Flanders Field and the Poppy as a key feature of Remembrance. L3: Children can identify more than two things people might do to celebrate Remembrance day and can talk about the significance of what they are doing.
Vocabulary	memory, king, catholic, protestant, plotters, parliament, remember,	significant, national, remembrance, events, war, significant, commemorate, symbol, battlefield, cenotaphs
Experiences	Walk to local war memorial at the Church or in the Town center.	
SMSC	Moral - War	
British Values	Individual liberty Tolerance	
School Values	Inclusive	



Cherry Tree Academy Medium Term History Cycle A

Spring 2		
KS1	Events beyond living memory – The Great Fire of London What happened to London during the fire of 1666?	
	Year 1	Year 2
	L1: What does it mean when events happened beyond living memory? L2: What happened during the Great Fire of London? L3: Why did the fire spread so quickly? L4: How has fire-fighting equipment changed over time? L5: Who is Samuel Pepys and why is he important? L6: What happened after the Great Fire?	L1: What does it mean when events happened beyond living memory? L2: What happened during the Great Fire of London? L3: Why did the fire spread so quickly? L4: How has fire-fighting equipment changed over time? L5: Who is Samuel Pepys and why is he important? L6: What happened after the Great Fire?
Key Concepts to assess	L1: Children know events can happen beyond living memory and understand this means nobody alive today can remember the event. L2: Children can explain that the fire destroyed a large part of London including St. Paul's Cathedral. L3: Children know the fire spread quickly because the buildings were built close together and they were made of wood. L4: Children know there was no trained fire- fighting service at the time. L5: Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GFoL. L6: Children know that Christopher Wren designed the new St. Paul's Cathedral.	L1: Children know events can happen beyond living memory and understand this means nobody alive today can remember the event. L2: Children can explain that the fire destroyed a large part of London including St. Paul's Cathedral. They know where the fire started and how long the fire lasted. L3: Children know the fire spread quickly because the buildings were built close together and they were made of wood. They know how people tried to stop the fire. They know that the hot summer and windy weather contributed to how the fire spread. L4: Children know there was no trained fire-fighting service at the time. They can compare fire-fighting equipment from the past and present. L5: Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GFoL. They can recall some of the things that Pepys wrote in his diary. L6: Children know that Christopher Wren designed the new St. Paul's Cathedral, how London was rebuilt and how the fire service was developed.
Vocabulary	Events, beyond living memory, significant, consequence, fire service, national	events, memory, beyond, significant, monument, national, cause, consequence, building materials, equipment, king, cathedral, rebuild, national
Experiences	Visit from the National Emergency Museum and use of their Loan box. Visit from the Fire service.	
SMSC	Moral – consequences of poor planning on human life. The necessity to ensure improvements are made after disaster.	
British Values	The rule of law – fire regulations were introduced after the GFoL to safeguard people's lives. Individual liberty – the right to a safe home.	
School Values		



Cherry Tree Academy Medium Term History Cycle A

Summer 2		
KS1	Change within living memory – Toys How have toys changed since the 1930s?	
	Year 1	Year 2
	L1: Which toys are from the past? L2: What toys did my parents / grandparents play with? L3: What were toys like at different times in the past (1950s – 1990s) L4: Which toys are new and which are old? L5: How are toys similar / different? L6: How has the material of toys changed over time?	L1: Which toys are from the past? L2: What toys did my parents / grandparents play with? L3: What were toys like at different times in the past (1950s – 1990s) L4: Which toys are new and which are old? L5: How are toys similar / different? L6: How has the material of toys changed over time?
Key Concepts to assess	L1: Children know living memory means people are alive today who can remember the changes / events and can identify which toys are from the past. L2: Children will be able to identify what toys parents and grandparents played with. L3: Children know what a timeline is and can place easily distinguishable toys onto the timeline. L4: Children can recognise and talk about ways we can distinguish between old and new toys. L5: Children will be able to develop an understanding of the terms same and different and begin to use them. L6: Children can name some materials that toys are made from and recognise how the materials toys are made from have changed over time.	L1: Children know living memory means people are alive today who can remember the changes / events and can identify which toys are from the past. They can use the language of the past and present to talk about their work. L2: Children will be able to identify what toys parents and grandparents played with and use the language of time to talk about them. L3: Children can place a range of toys onto a timeline. L4: Children can recognize and talk about ways we can distinguish between old and new toys and can talk about what toys were like at different times in the past. L5: Children will be able to develop an understanding of the terms same and different and begin to use them. L6: Children can name the materials that toys are made from, can recognize and talk about how materials have changed over time and use this information to help them decide how old a toy is.
Vocabulary	Past, living memory, changes, present day, similarities, differences, material, timeline	past, living memory, changes, present day, similarities, differences, material, timeline, decade, plastic, metal, wood, clockwork, battery powered
Experiences	Visit from Wakefield Museum – Toys from the past workshop	
SMSC	Social – How has society changed?	
British Values		
School Values	Consideration – handling artefacts from the past	



Cherry Tree Academy Medium Term History Cycle A

Autumn 1		
LKS2	Changes from the Stone Age to Iron Age	
	How did Britain change from the Stone Age to the Iron Age?	
	Year 3	Year 4
	L1: What is prehistory? L2: How did people survive in the Old Stone Age? L3: What was new about the New Stone Age? L4: Who were the Beakers? L5: Which was better, bronze or iron?	L1: What is prehistory? L2: How did people survive in 'The Old Stone Age'? L3: What was new about 'The new Stone Age'? L4: Who are the Beakers? L5: Which was better, bronze or iron?
Key Concepts to assess	L1: Children know prehistory is the time before written records. L2: Children know the period of prehistoric Britain includes The Stone Age, The Bronze Age and the Iron Age. L3: Children understand historians use archaeology to interpret the past. L4: Children know The Stone is split into three periods: Paleolithic, Mesolithic and Neolithic. L5: Children know the period of prehistoric Britain ends with the Roman invasion.	L1: Children know prehistory is the time before written records and can describe periods such as the ice age. L2: Children can put The Stone Age, The Bronze Age and the Iron Age in chronological order. L3: Children understand historians use archaeology to interpret the past using primary and secondary sources of evidence. L4: Children know The Stone is split into three periods: Paleolithic, Mesolithic and Neolithic and make comparisons between them. L5: Children know the period of prehistoric Britain ends with the Roman invasion and understand why the Romans wanted to conquer Britain.
Vocabulary	archaeology, artefacts, prehistory, written records, survival, hunter-gatherer, tools, weapons, migration, settlement, governance, hill fort, coinage, invasion, Stone Age, Bronze Age, Iron Age, historians, periods, Paleolithic, Mesolithic, Neolithic, Romans.	archaeology, artefacts, prehistory, written records, chronological order, primary sources, secondary sources, survival, hunter-gatherer, tools, weapons, migration, settlement, governance, hill fort, coinage, invasion, Stone Age, Bronze Age, Iron Age, historians, periods, Paleolithic, Mesolithic, Neolithic, comparisons, Romans, conquer.
Experiences		
SMSC		
British Values	Rule of law-taking things that do not belong to you.	
School Values	Consideration-how would civilians feel during and following the Roman invasion.	



Cherry Tree Academy Medium Term History Cycle A

Spring 1		
LKS2	How did the Romans impact Britain?	
	Year 3	Year 4
	L1: How did the Romans impact Britain? L2: When did the Romans invade and why? L3: Where did the Romans settle? L4: Did the native Britons welcome or resist the Romans and why? L5: What did the Romans ever do for us and why did they leave Britain?	L1: How did the Romans impact Britain? L2: When did the Romans invade and why? L3: Where did the Romans settle? L4: Did the native Britons welcome or resist the Romans and why? L5: What did the Romans ever do for us and why did they leave Britain?
Key Concepts to assess	L1: Children know the Romans attempted to invade twice before they were successful on their third attempt. L2: Children know Caesar and other emperors wanted to conquer Britain for its resources. L3: Children can describe the impact on Britain and the trade industry through the development of trade links and road developments. L4: Children know the Roman influenced Britain: urban life, roads, sanitation, centralized government, taxation, language. L5: Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome.	L1: Children know the Romans attempted to invade twice before they were successful on their third attempt. Children to explain why the first two attempts were unsuccessful. L2: Children know Caesar and other emperors wanted to conquer Britain for its resources. Children to research how Claudius tried to conquer Britain. L3: Children can describe the impact on Britain and the trade industry through the development of trade links and road developments. Children to describe how the Romans introduced aqueducts and explain the impact it had on economy and human labour. L4: Children know the Roman influenced Britain: urban life, roads, sanitation, centralized government, taxation, language. Children to research which words originated from the Romans e.g. triumph, dictator, circus etc. L5: Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome. Children know that the reason for Roman soldiers leaving the country was because of constant attacks from barbarian tribes, including the Visigoths and the Vandals.
Vocabulary	Romans, settlements, migration, empire, Caesar, emperor, invasion, conquer, military, rebellion, architecture, sanitation, language, trade industry, road, development, urban, sanitation, government, taxation, Europe.	Romans, settlements, migration, empire, Caesar, Claudius, emperor, invasion, conquer, military, rebellion, architecture, sanitation, language, trade industry, road, development, aqueducts, economy, labour, urban, sanitation, government, taxation, Europe. Barbarian tribes, Visigoths, Vandals.
Experiences	Be a Roman for a Day	
SMSC	Social, moral and cultural impact of invasion on citizens.	
British Values	Rule of law- taking things that do not belong to you.	
School Values	Consideration-how would civilians feel during and following the Roman invasion.	



Cherry Tree Academy Medium Term History Cycle A

Summer 1		
LKS2	Why is Pontefract Castle 'Britain's most fearsome fort'?	
	Year 3	Year 4
	L1: Why is there a castle in Pontefract and why was it built?	L1: Why is there a castle in Pontefract and why was it built?
	L2: How has Pontefract Castle been used throughout History?	L2: How has Pontefract Castle been used throughout History?
	L3: Why does Pontefract Castle have a reputation as 'Britain's most fearsome fort'?	L3: Why does Pontefract Castle have a reputation as 'Britain's most fearsome fort'?
	L4: What did Shakespeare say about Pontefract Castle?	L4: What did Shakespeare say about Pontefract Castle?
	L5: Why was the architecture of the castle so grand?	L5: Why was the architecture of the castle so grand?
Key Concepts to assess	L1: Children will know why there is a castle in Pontefract and why it was built. L2: Children will know how Pontefract Castle has been used throughout history. L3: Children will know why Pontefract Castle has a reputation as 'Britain's Most fearsome Fort'. L4: Children will know why Pontefract Castle is named in Shakespeare's works and what this tells them about the castle. L5: Children will know why the architecture of the castle was so grand.	L1: Children will know why there is a castle in Pontefract and why it was built and who built it. L2: Children will know how Pontefract Castle has been used throughout history and make comparisons about how it is used in the present. L3: Children will know why Pontefract Castle has a reputation as 'Britain's Most fearsome Fort'. Children know about the story of Richard II. L4: Children will know why Pontefract Castle is named in Shakespeare's works and what this tells them about the castle. L5: Children will know why the architecture of the castle was so grand and match present day ruins to parts of the castle.
Vocabulary	Pontefract, architecture, castle, fort, reputation, Shakespeare, opinion, battle, dungeon, prisoners.	Pontefract, architecture, castle, Ilbert de Lacy, fort, reputation, comparison, past, present, Shakespeare, opinion, battle, dungeon, prisoners, Richard II, murder, ruins.
Experiences	Walk to Pontefract castle	
SMSC		
British Values	Rule of law- murder.	
School Values		



Cherry Tree Academy Medium Term History

Autumn 1		
UKS2	How did the Saxons regain control of England?	
	Year 5	Year 6
	L1: Who won what in the struggle for Britain? L2: Who were the Anglo-Saxons? L3: Who were the Vikings? L4: What was great about King Alfred? L5: What did the struggle look like? L6: Why did the Normans invade?	L1: Who won what in the struggle for Britain? L2: Who were the Anglo-Saxons? L3: Who were the Vikings? L4: What was great about King Alfred? L5: What did the struggle look like? L6: Why did the Normans invade?
Key Concepts to assess	L1: Children know the Angles and Saxons continuously fought over land in England and it was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). L2: Children know King Alfred the Great was a Saxon King of Wessex. He reigned from 871-899AD. He fought many battles against the Vikings defeating them in the Battle of Edington in 878AD. L3: Children know who the Vikings were and why they were significant L4: Children know Alfred the Great negotiated a peace treaty with the Vikings known as Danelaw which gave the Vikings control of much of the North and East of England. L5: Children know the points when Romans, Anglo-Saxons and Vikings came in the timeline of Britain L6: Children know the Normans invaded to claim the English throne and that this period ends with Edward the Confessor and his death in 1066.	L1: Children know the Angles and Saxons continuously fought over land in England and it was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years. L2: Children know King Alfred the Great was a Saxon King of Wessex. He reigned from 871-899AD. He fought many battles against the Vikings defeating them in the Battle of Edington in 878AD and the impact this had on the formation of the Kingdom L3: Children know who the Vikings were and the positive and negative impact they had L4: Children know Alfred the Great negotiated a peace treaty with the Vikings known as Danelaw which gave the Vikings control of much of the North and East of England and the reasons for this L5: Children know the points when Romans, Anglo-Saxons and Vikings came and the impact of the crossover L6: Children know that the Normans invaded to claim the English throne this period ends with Edward the Confessor and his death in 1066 linked to the battle of Hastings.
Vocabulary	tribe, raids, empire, settlement, conquest, migration, territory, reign, treaty, religious support.	tribe, raids, empire, settlement, conquest, migration, territory, reign, treaty, Kingdom, Hastings, conflict, crossover, formation, Normans, Military supremacy, Papal approval
Experiences	Merton Park	
SMSC	Anglo-Saxons and Vikings. Children explore Norse Gods. Moral – Morality of raiding and pillaging by the Vikings	
British Values	Individual liberty- is it right that one society can impose its beliefs on another?	
School Values	Resilient- how were the Angles resilient to invasion? Inclusive- did the invasion and formation of Danelaw create an inclusive society?	



Cherry Tree Academy Medium Term History

Spring 1		
Why should we study the Maya?		
UKS2	Year 5	Year 6
	L1: What is an ancient civilization? L2: Where and when did the Maya live? L3: How did the Mayans live? L4: Why was chocolate important to the Mayans? L5: What did we learn from the Maya? L6: How do we know about the Maya?	1. What is an ancient civilization? 2. Where and when did the Maya live? 3. How did the Mayans live? 4. Why was chocolate important to the Mayans? 5. What did we learn from the Maya? 6. How do we know about the Maya?
Key Concepts to assess	L1: Children know the Mayans were a civilisation who lived in an area known as Mesoamerican L2: Children know when, in history, the Mayans existed L3: Children know Mayan society was organised into city states L4: Children know each state used trade as power and this often-caused war to gain power L5: Children know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture L6: Children know there are many theories that explain the decline the Mayan civilisation	L1: Children know the Mayans were a civilisation who lived in an area known as Mesoamerican and where this fits in within the timeline of periods studied. L2: Children know when, in history, the Mayans existed and can contrast this with other areas of history studied. L3: Children know Mayan society was organised into city states and can name these states L4: Children know what each state traded and why this often-caused war to gain power. L5: Children know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architecture and how this has influenced societies that followed them L6: Children know there are many theories that explain the decline the Mayan civilisation and can evaluate the reliability of these based on their source.
Vocabulary	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering, sacrifice	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering, sacrifice, Coba, Uxmal, Mayan, Tulum, Palenque, Kabbah, Territory, vegetation
Experiences	Mayan Workshop, Cadbury World trip	
SMSC	Moral – Children discuss human sacrifices in the Mayan civilisation	
British Values	Democracy – The Mayans civilization was organized into city states with a ruler and asocial class.	
School Values	Inclusive- Was the Mayan civilisation an inclusive one? Considerate- did the Mayans consider the needs and feelings of all their population?	



Cherry Tree Academy Medium Term History

Summer 1		
UKS2	How have sweets evolved from Pontefract?	
	Year 5	Year 6
	L1: Which factories made sweets in Pontefract? L2: Where did different companies set up their businesses? L3: Who was important to the development of sweets in Pontefract? L4: Why was Pontefract a main location for liquorice? L5: How did the use of liquorice change over time? L6: How did the production of Pontefract Cakes change over time?	L1: Which factories made sweets in Pontefract? L2: Where did different companies set up their businesses? L3: Who was important to the development of sweets in Pontefract? L4: Why was Pontefract a main location for liquorice? L5: How did the use of liquorice change over time? L6: How did the production of Pontefract Cakes change over time?
Key Concepts to assess	L1: Children know what sweets evolved from Pontefract L2: Children know how the development of sweets in Pontefract shaped the trade within the area L3: Children know key people who contributed to the development of sweets over time in Pontefract. L4: Children know that Pontefract was once a main location for the production of liquorice in England. L5: Children know that over time the use of liquorice changed from a purely medicinal ingredient to that of a flavour in sweets for mass production L6: Children know the production of Pontefract Cakes changed over time	L1: Children know what sweets evolved from Pontefract and how this was made possible from the importation of goods from round the world. L2: Children know how the development of sweets in Pontefract shaped the trade within the area as well as the growth of the town. L3: Children know key people who contributed to the development of sweets over time in Pontefract and how they were thought of both at the time and now. L4: Children know that Pontefract was once a main location for the production of liquorice in England and where this came from. L5: Children know that over time the use of liquorice changed from a purely medicinal ingredient to that of a flavour in sweets for mass production and why this happened. L6: Children know the production of Pontefract Cakes changed over time and the reasons for this.
Vocabulary	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering	civilisation, city state, archaeology, astronomy, ancient, social class, Meso-America, power, agriculture, engineering, trade, importation, George Dunhill, Adaptation, sugar trade.
Experiences	Haribo/Farmer Copley's/ Wakefield Museum workshop- Sweets	
SMSC	Cultural – explore the impact having a large employer has on the development of a community- compare and contrast Haribo with Cadburys and Bourneville village.	
British Values	Individual liberty- discussion around how the slave trade linked to trade of goods impacted on those involved.	
School Values	Healthy- understand that sweets are a treat but need to be eaten in moderation.	