

Cherry Tree Academy Medium Term History Cycle B

Autumn 1		
KS1	Lives of significant individuals – Explorers Christopher Columbus, Ellen MacArthur and Neil Armstrong Why are explorers significant?	
	Year 1	Year 2
	L1: What is an explorer? L2: Why is Ellen MacArthur famous? L3: Why did we go to the moon? L4: Why is Christopher Columbus famous? L5: Why is Christopher Columbus significant?	L1: What is an explorer? L2: Why is Ellen MacArthur famous? L3: Why did we go to the moon? L4: Why is Christopher Columbus famous? L5: Why is Christopher Columbus significant?
Key Concepts to assess	L1: Children know an explorer is someone who explores an area that is not known. L2: Children know that Ellen MacArthur set a world record for the fastest solo voyage around the world. L3: Children know that Neil Armstrong was the first person to step on the moon. L4: Children know that Christopher Columbus travelled to the Americas. L5: Children know that Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyages.	L1: Children know an explorer is someone who explores an area that is not known and can name some famous explorers and where they explored. L2: Children know that Ellen MacArthur is significant because she set a world record for the fastest solo voyage around the world and can talk about some of the things she did after this event. L3: Children know that Neil Armstrong is significant because he was the first person to step on the moon and can talk about why this event was important to the world. L4: Children know that Christopher Columbus travelled to the Americas and can talk about his three voyages. L5: Children know that Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyages and can talk about the details of his voyages.
Vocabulary	Explorer, explore, journey, discovery, significant, nationally, living memory, beyond living memory, past	Explorer, explore, voyage, discovery, trade, significant, nationally, globally, transported, living memory, beyond living memory, past, source
Experiences		
SMSC	Moral – Children learn about Columbus' discovery of America. Was it his to discover? Indigenous people already lived there with their own ways of life. Was what he did ok? Cultural – the moon landing was a global event inspiring many films and books.	
British Values	Democracy – Comparison of Columbus to MacArthur. Female explores were not socially acceptable in Columbus' time. Mutual respect – Columbus. Did he respect the people that already lived in the Americas? Tolerance – Columbus. What would tolerance have looked like? How might things have been different?	
School Values	Considerate – Did Christopher Columbus show consideration for the people he met when he travelled to the Americas? Resilient – Ellen MacArthur had many set backs on her voyage but she kept going.	

Cherry Tree Academy Medium Term History Cycle B

Spring 1		
KS1	Lives of significant individuals – Explorers Ibn Battuta How important was Ibn Battuta as an explorer?	
	Year 1	Year 2
	L1: Who is Ibn Battuta? L2 / L3: What did he see and eat on his travels? L4: Why is Ibn Battuta remembered? L5: How does Ibn Battuta compare to other explorers?	L1: Who is Ibn Battuta? L2 / L3: What did he see and eat on his travels? L4: Why is Ibn Battuta remembered? L5: How does Ibn Battuta compare to other explorers?
Key Concepts to assess	L1: Children know what a timeline is and can place Ibn Battuta and other explorers on a timeline. L2/L3: Children know Ibn Battuta was an explorer from Morroco and can talk about some of the things he saw on his journeys. L4: Children know we know about his travels because they were recorded. L5: Children know we remember significant people in different ways.	L1: Children can place Ibn Battuta on a timeline alongside other explorers which they have learn about and use the language to time to compare. L2: Children know Ibn Battuta was from Morocco and is and significant person in Morocco. L3 /L4: Children know we know about his travels because they were recorded in a book and can recall some of the places he visited and things he did. Children know this is a historical source. L5: Children know we remember significant people in different ways including statues, names of buildings etc. They can explain why Ibn Battuta is remembered.
Vocabulary	Important, discovery, significant, nationally, transported, remembered, beyond living memory, past	Important, culture, discovery, trade, significant, nationally, globally, transported, remembrance, beyond living memory, past, source
Experiences		
SMSC	Spiritual – Ibn Battuta was a Muslim. Why was his faith important to him? (his journey began with Mecca) How might his faith have helped him? Social / Cultural– Ibn Battuta visited different countries. What different cultures did he experience? (Link to foods he tasted)	
British Values	Mutual respect – Ibn Battuta visited many countries why would respect be important? Tolerance – Ibn Battuta met people of different faiths why would tolerance be important?	
School Values	Resilient – Why did Ibn Battuta have to show resilience? Inclusive – Ibn Battuta was a Muslim – anyone of any faith can be an explorer.	

Cherry Tree Academy Medium Term History Cycle B

Summer 1		
KS1	Significant historical events, people and places in their own locality – Charles Waterton Who was Charles Waterton and why was he significant?	
	Year 1	Year 2
	L1: Who was Charles Waterton? L2: Who was Charles Waterton and where did he live? L3: What did Charles Waterton do on his travels? L4: What makes Charles Waterton significant? L5: Where can we find out more about Charles Waterton? What do we mean by significant?	L1: Who was Charles Waterton? L2: Who was Charles Waterton and where did he live? L3: What did Charles Waterton do on his travels? L4: What makes Charles Waterton significant? L5: Where can we find out more about Charles Waterton? What do we mean by significant?
Key Concepts to assess	L1: Children know who Charles Waterton is. L2: Children know that Charles Waterton is a significant person in Wakefield. L3: Children know that Charles Waterton visited other countries and why he did this. L4: Children know how Charles Waterton contributed to life in Wakefield and understand that this is significant. L5: Children know that there is/was a Charles Waterton exhibit in Wakefield Museum.	L1: Children know who Charles Waterton is and understand the chronology of his life. L2: Children know that Charles Waterton is a significant person in Wakefield and know how where he lives is linked to the locality. L3: Children know that Charles Waterton visited other countries and why this is important to remember. L4: Children know how Charles Waterton contributed to life in Wakefield and how his contributions are significant to the country and world. L5: Children know how we can find out about Charles Waterton (including Wakefield Museum) and can name other historical sources.
Vocabulary	Beyond living memory, explorer, naturalist, Wakefield, travel, diary, letter, significant, local, nature reserve, sources, museum	Beyond living memory, explorer, naturalist, Wakefield, local area, national, sources, significant, museum, artefacts, events
Experiences	Wakefield Museum – Charles Waterton Workshop	
SMSC	Cultural – Children learn about local links to Waterton and his link to Wakefield's history.	
British Values	Rule of Law / Individual Liberty – Discussion opportunities around Waterton trying to protect the local wildlife from the hunters and the hunters right to be able to hunt.	
School Values	Considerate – considerate to others and the world around us	



Cherry Tree Academy Medium Term History Cycle B

Autumn 1		
LKS2	Early Civilisation- What do all civilisations have in common?	
	Year 3	Year 4
	<p>L1: What makes a civilisation?</p> <p>L2: Why did early civilisations settle near rivers?</p> <p>L3: How did the Sumerians shape the world?</p> <p>L4: What were the most impressive achievements of Ancient Egypt?</p> <p>L5: What can we discover about life in the Indus Valley?</p> <p>L6: How are the earliest civilisations similar – and how are they different?</p>	<p>L1: What makes a civilisation?</p> <p>L2: Why did early civilisations settle near rivers?</p> <p>L3: How did the Sumerians shape the world?</p> <p>L4: What were the most impressive achievements of Ancient Egypt?</p> <p>L5: What can we discover about life in the Indus Valley?</p> <p>L6: How are the earliest civilisations similar – and how are they different?</p>
Key Concepts to assess	<p>L1: Children know early civilisations began when people started living in larger groups with rules, jobs, and buildings. They know civilisations are different from earlier ways of living, like in the Stone Age.</p> <p>L2: Children know early civilisations started near big rivers like the Nile, Indus, Yellow River, and the Tigris and Euphrates. They know rivers helped people grow food, stay clean, and travel.</p> <p>L3: Children know the Sumerians were one of the first civilisations. They know the Sumerians invented writing and the wheel, and built temples.</p> <p>L4: Children know the Ancient Egyptians built pyramids, used picture writing called hieroglyphics, and grew crops using water from the Nile.</p> <p>L5: Children know the Indus Valley civilisation had tidy streets, brick houses, and drains. They know that we don't understand their writing, so we learn from objects they left behind.</p> <p>L6: Children can name the four early civilisations and say what they were good at. They know they all had farming, leaders, and writing, but did things in different ways.</p>	<p>L1: Children know early civilisations formed when people began living in larger, organised settlements. They know civilisations had key features like writing, leadership, religion, farming, and jobs. They understand that these features made civilisations different from earlier societies.</p> <p>L2: Children know the first civilisations developed near major rivers, including the Nile, Indus, Yellow River, and the Tigris and Euphrates. They know rivers were important for farming, drinking water, transport, and trade.</p> <p>L3: Children know the Sumerians were one of the first civilisations. They know the Sumerians invented the wheel and writing (cuneiform), and had laws and temples. They understand that these ideas spread to other civilisations.</p> <p>L4: Children know the Ancient Egyptians built pyramids, used hieroglyphics, and farmed using irrigation. They understand that these achievements helped Egypt become rich and powerful.</p> <p>L5: Children know the Indus Valley civilisation had straight streets, brick houses, and good drainage systems. They know we cannot read their writing, so archaeologists use objects to find out about their lives.</p> <p>L6: Children can name and compare the four early civilisations. They know that each had farming, writing, religion, and leadership, but they did these things in different ways. They can give simple examples to show how they were similar or different.</p>
Vocabulary	Civilisation, Settlement, Irrigation, Artefact, Archaeologist, Temple, Pyramid, Scribe	Civilisation, Settlement, Irrigation, Artefact, Archaeologist, Society, Legacy, Hierarchy, Cuneiform, Pharaoh
Experiences	Request a resource box to support the teaching of the unit.	
SMSC	Studying early civilisations helps children reflect on human achievements, belief systems, and cultural diversity across time.	
British Values	Learning about law, leadership, and society in ancient civilisations encourages respect for rules, democracy, and tolerance of different cultures	
School Values	Exploring how ancient communities worked together to solve problems shows the importance of resilience, cooperation, and respecting others' ways of life.	



Spring 1		
LKS2	Ancient Greece Can we thank Ancient Greeks for anything in our lives?	
	Year 3	Year 4
	L1: Who were the Ancient Greeks and where did they live? L2: What was life like in an Ancient Greek city-state? L3: What were the Ancient Greeks famous for? L4: What did democracy mean to the Ancient Greeks? L5: What stories did the Ancient Greeks tell? L6: How have the Ancient Greeks influenced our lives today?	L1: Who were the Ancient Greeks and where did they live? L2: What was life like in an Ancient Greek city-state? L3: What were the Ancient Greeks famous for? L4: How did the Ancient Greeks invent democracy? L5: What can Greek myths tell us about Greek beliefs and values? L6: How have the Ancient Greeks influenced our lives today?
Key Concepts to assess	L1: Children know that Ancient Greece was made up of many city-states, such as Athens and Sparta, and was located in southern Europe. L2: Children know that life in Ancient Greece was different depending on the city-state, and included markets, temples, and sports. L3: Children know that the Greeks were known for their buildings, art, Olympic Games, and myths. L4: Children know that Ancient Greeks met in assemblies to make decisions. They know this was an early form of democracy. L5: Children know that Ancient Greeks told stories called myths to explain the world around them. L6: Children know that the Greeks influenced modern buildings, sport, language, and ideas about voting and fairness.	L1: Children know that Ancient Greece was made up of independent city-states and can locate it on a map. They understand when it existed and its historical importance. L2: Children know that daily life in Greece depended on whether you were rich or poor, male or female, or lived in Athens or Sparta. L3: Children know that the Greeks made achievements in art, architecture, science, maths, and sport. They can give examples such as theatres, columns, and the Olympic Games. L4: Children know that democracy in Athens meant free men could vote in assemblies. They understand how this compares to modern democracy. L5: Children know that Greek myths were used to explain nature, teach lessons, and show what was important to the Greeks. L6: Children can explain how Ancient Greek ideas about government, education, sport, and storytelling have influenced life in Britain today.
Vocabulary	Ancient, Civilisation, City-state, Temple, Olympics, Myth, Democracy, Artefact	Ancient, Civilisation, City-state, Democracy, Government, Athens, Sparta, Olympic Games, Archaeology, Timeline
Experiences	Museum Visitor- Greek Pottery workshop	
SMSC	Learning about Greek myths, beliefs, and government helps children understand cultural identity, fairness, and human creativity.	
British Values	Studying Ancient Greek democracy supports understanding of rule of law, individual liberty, and mutual respect.	
School Values	Exploring how Ancient Greeks worked, competed, and shared ideas encourages resilience, respect for others, and valuing community.	



Summer 1		
LKS2	Ancient Egypt What did the Ancient Egyptians believe?	
	Year 3	Year 4
	L1: Where and when was Ancient Egypt? L2: Why was the River Nile so important? L3: What were pharaohs and why were they powerful? L4: Why did the Ancient Egyptians build pyramids? L5: What do artefacts tell us about life in Ancient Egypt? L6: Why do we still learn about Ancient Egypt today?	L1: How do we know about Ancient Egypt and where does it fit in history? L2: How did the Nile shape Egyptian civilisation? L3: What does the life of a pharaoh reveal about Egyptian society? L4: How and why were pyramids built? L5: What can we learn from Egyptian writing and artefacts? L6: What made Ancient Egypt one of the most significant civilisations in history?
Key Concepts to assess	L1: Children know that Ancient Egypt was an early civilisation located along the River Nile in northeast Africa, and that it existed thousands of years ago. L2: Children know the River Nile helped people in Egypt farm, travel, and trade. They understand that life depended on the flooding of the river. L3: Children know pharaohs were rulers of Egypt with great power. They know Egyptians believed pharaohs were chosen by the gods. They can name one or two famous pharaohs, such as Tutankhamun. L4: Children know pyramids were built as tombs for pharaohs. They know that Egyptians believed in the afterlife and used mummification to prepare bodies. They know that building pyramids took lots of people and skill. L5: Children know that archaeologists use artefacts such as statues, tombs, and writing to learn about life in Ancient Egypt. They know that items like masks and amulets help us understand Egyptian beliefs. L6: Children know Ancient Egypt was important because of its inventions, buildings, and writing. They know we still study it today to learn about early civilisations.	L1: Children know that Ancient Egypt was a civilisation that existed over 3,000 years ago. They can place it on a timeline and locate it on a map of Africa. L2: Children know that the River Nile's flooding helped farming and supported cities. They can explain how geography affected the success of the civilisation. L3: Children know pharaohs were central to religion and government. They understand that pharaohs were believed to be connected to the gods and played a key role in religious ceremonies. L4: Children know that pyramids were tombs for pharaohs and were built to prepare them for the afterlife. They can explain that mummification was part of this process and show understanding of its religious meaning. L5: Children know that artefacts and hieroglyphics help us interpret Egyptian life and beliefs. They can explain how statues, wall paintings, and burial objects reveal religious ideas about gods and the afterlife. L6: Children know that Ancient Egypt is significant for its lasting achievements, including writing, architecture, and ideas about leadership and belief. They understand how it continues to influence our understanding of early civilisations.
Vocabulary	Egypt, Pharaoh, Pyramid, River Nile, Mummy, Hieroglyphics, Artefact, Tomb	Egypt, Pharaoh, Pyramid, River Nile, Hieroglyphics, Tomb, Afterlife, Archaeology, Civilisation, Timeline
Experiences	Explore real or replica artefacts; create a mini-museum of Egyptian items; compare life near the Nile to life in Britain at the time.	
SMSC	Moral- Social class-does everyone have the right to be treated fairly? Studying Ancient Egypt helps children reflect on different belief systems, traditions, and the value of cultural achievements.	
British Values	Exploring leadership, law, and religion in Ancient Egypt encourages comparison with British democratic and legal systems.	
School Values	Learning how the Egyptians worked together to build great structures shows the importance of resilience, teamwork, and respect for shared goals.	



Cherry Tree Academy Medium Term History

Autumn 1		
UKS2	<u>Can war ever be justified?</u>	
	Year 5	Year 6
	L1: When and why did WWII begin? L2: How did Britain prepare for war at home? L3: What was life like for children during the war? L4: How did the war affect people's daily lives? L5: How do we know what life was like in WWII? L6: Why is WWII still remembered today?	L1: When and why did WWII begin? L2: What was the impact of war on the British home front? L3: What was evacuation and how did it affect children? L4: How did the war change people's roles and responsibilities? L5: How can we use evidence to understand the war? L6: Why is WWII a turning point in British history?
Key Concepts to assess	L1: Children know that WWII started in 1939 and ended in 1945. They know it followed WWI and can place both wars on a timeline. They understand that WWI caused problems in Europe, which helped lead to the rise of Hitler and the start of WWII. L2: Children know Britain prepared for war with blackouts, air raid shelters, gas masks, and rationing. They understand these actions were to protect people and manage resources during bombing raids and shortages. L3: Children know many children were evacuated from cities to the countryside to keep them safe. They know evacuation changed children's lives and that not all experiences were the same. L4: Children know daily life changed during the war, with new jobs, food shortages, and bombing raids. They know women took on different roles and that people had to show resilience. L5: Children know we learn about the past using photographs, letters, diaries, artefacts, and interviews. They understand different sources give different views and help us understand how people felt and what they experienced. L6: Children know WWII is remembered through Remembrance events, museums, and memorials. They understand it was a significant event that changed how people lived and shaped Britain's future.	L1: Children know that WWII began in 1939 and followed WWI, which ended in 1918. They can explain that harsh conditions from the Treaty of Versailles after WWI created anger in Germany, which allowed Hitler to gain power. They understand that this was a key cause of WWII. L2: Children know the home front included rationing, the Blitz, propaganda, and government campaigns. They understand the effects of these actions on people's routines, safety, and attitudes. L3: Children know that evacuation was organised to protect children from bombing. They can explain the emotional and practical impact of evacuation on children, families, and host communities. L4: Children know that war changed the roles of men and women. They know women worked in factories, on farms, and in services like the WAAF. They understand how social roles were reshaped by wartime needs. L5: Children know that historians use a range of sources such as letters, propaganda posters, oral histories, and films. They understand that sources can be biased or incomplete and must be interpreted carefully. L6: Children know that WWII was a turning point that changed Britain's global role, its social structure, and ideas about fairness and cooperation. They can explain why it is still studied and remembered today.
Vocabulary	Invasion, Allies, Axis, Evacuation, Rationing, Propaganda, Dictatorship, Blackout, Air raid, Shelter, Artefact, Diary	Invasion, Appeasement, Allies, Axis, Blitz, Evacuation, Rationing, Propaganda, Dictatorship, Conscription, Source, Bias, Interpretation, Treaty of Versailles, D-Day
Experiences	Eden camp, explore wartime artefacts (real or replica), examine original propaganda posters or evacuee suitcases, role-play an evacuation experience or home front scenario, or take part in a mini 'Blitz Day' or remembrance reflection.	



Cherry Tree Academy Medium Term History

SMSC	Children explore the morality of war by considering the reasons behind conflict and resistance (e.g. fascism vs. democracy), and reflect on how wartime changed society — particularly through shifts in gender roles.
British Values	Children compare democratic values with the rise of dictatorships in WWII, explore how law changed during wartime (e.g. rationing), and learn how voting rights and freedom developed before, during, and after the war.
School Values	Children learn how British people showed resilience during bombings, shortages, and loss — and explore how communities came together. They reflect on fairness and inclusion, and develop respect for all those affected, including civilians on both sides.



Cherry Tree Academy Medium Term History

Spring 1		
UKS2	What does 'Justice' mean and has it always been fair?	
	Year 5	Year 6
	<p>L1: What was capital punishment, and why was it used in the past?</p> <p>L2: Why and when was capital punishment abolished in the UK?</p> <p>L3: How have crime rates and types of crime changed over time?</p> <p>L4: How and why has punishment changed over the last 100 years?</p> <p>L5: Why are some crimes punished more harshly than others?</p> <p>L6: How have attitudes to crime, justice, and prisons changed?</p>	<p>L1: What was capital punishment, and why was it used in the past?</p> <p>L2: Why and when was capital punishment abolished in the UK?</p> <p>L3: How have crime rates and types of crime changed over time?</p> <p>L4: How and why has punishment changed over the last 100 years?</p> <p>L5: Why are some crimes punished more harshly than others?</p> <p>L6: How have attitudes to crime, justice, and prisons changed?</p>
Key Concepts to assess	<p>L1: Children know what capital punishment was and how it was used in different historical periods. They understand that in the past, punishment was often public and harsh to deter others from committing crimes.</p> <p>L2: Children know capital punishment was abolished in stages between 1965 and 1998. They understand that people's views on fairness, rights, and justice changed over time.</p> <p>L3: Children know that new crimes (e.g. cybercrime) have developed as society has changed. They can explain how things like poverty, war, or technology have affected crime rates at different times.</p> <p>L4: Children know that punishments have changed from physical punishments (like flogging) to prison and rehabilitation. They can explain some reasons why these changes happened.</p> <p>L5: Children understand that some crimes are seen as more serious than others and are punished more severely. They can give examples and explain how and why punishments differ.</p> <p>L6: Children know that people's attitudes to punishment and prisons have changed, especially in the last 100 years. They understand that today there is more focus on fairness and helping people change</p>	<p>L1: Children know capital punishment was widely used across history, including in the Anglo-Saxon and Victorian periods. They can explain why it was considered necessary at the time and how it reflected public beliefs.</p> <p>L2: Children know capital punishment was abolished for most crimes in 1965 and fully removed by 1998. They understand that this was due to changing views on human rights, justice, and mistakes in the legal system.</p> <p>L3: Children can explain how types of crime have changed (e.g. theft, smuggling, cybercrime) and suggest reasons why crime rates have risen or fallen, linked to social, political, or economic change.</p> <p>L4: Children know that punishment has changed over the past century from harsh physical methods to prison and rehabilitation. They can explain how government, public opinion, and changing values influenced this.</p> <p>L5: Children understand that different crimes have been punished differently, and that attitudes towards what is "serious" can vary depending on time and context. They can explain how this reflects society's priorities.</p> <p>L6: Children can describe how people's views on criminals and justice have changed, especially towards young offenders, prisons, and reform. They can reflect on how these ideas may continue to develop in modern Britain.</p>
Vocabulary	Justice, Court, Judge, Trial, Law, Noble, Guilty, Innocent, Execute, Torture, Treason, Labour, Tithing, Capital punishment, Gallows	Justice, Court, Judge, Trial, Law, Treason, Capital punishment, Workhouse, Hanged, Gallows, Rehabilitation, Tithing, Torture
Experiences	Prison and Police Museum Ripon (local history study)	
SMSC	<p>Is killing ever able to be justified? Does the punishment have to fit the crime?</p> <p>Children reflect on moral questions such as whether taking a life can ever be justified and how society's views on justice and fairness have changed over time. They explore how crime and punishment affect individuals and communities, and consider the rights of all people, including those who break the law.</p>	



Cherry Tree Academy Medium Term History

British Values	Rule of Law- is it right to always punish crime? Democracy- are laws fit for purpose in modern society? Children examine the rule of law and ask whether it is always right to punish someone who breaks it. They explore how democracy shapes the laws we follow today and question whether those laws are fair and inclusive in modern society.
School Values	Children consider whether criminals still deserve respect and dignity, and reflect on how being honest can sometimes lead to consequences. They explore how communities have responded to crime and shown resilience in the face of social challenges throughout history.



Cherry Tree Academy Medium Term History

Summer 1		
UKS2	What can Pontefract's past tell us about England's history?	
	Year 5	Year 6
	<p>L1: When and why did Pontefract first appear in recorded history?</p> <p>L2: What does the Domesday Book reveal about life in Pontefract after 1066?</p> <p>L3: Who was King Richard II, and why is he connected to Pontefract?</p> <p>L4: How did national events like the Civil War affect the people of Pontefract?</p> <p>L5: How has Pontefract changed from the past to the present day?</p>	<p>L1: When and why did Pontefract first appear in recorded history?</p> <p>L2: What does the Domesday Book reveal about life in Pontefract after 1066?</p> <p>L3: Who was King Richard II, and why is he connected to Pontefract?</p> <p>L4: How did national events like the Civil War affect the people of Pontefract?</p> <p>L5: How has Pontefract changed from the past to the present day?</p>
Key Concepts to assess	<p>L1: Children know that Pontefract was recorded in the Domesday Book in 1086 after the Norman Conquest. They know this shows who lived there, who owned the land, and how the area was used.</p> <p>L2: Children understand that the Domesday Book helps us learn about life in Pontefract nearly 1,000 years ago. They know it tells us how land and power were shared.</p> <p>L3: Children know that King Richard II was once King of England and died in Pontefract in 1400. They know he is a significant person in British history because his death led to big changes in who ruled the country.</p> <p>L4: Children know that Pontefract was involved in the English Civil War. They understand that this national conflict had local effects and changed life for people in the town.</p> <p>L5: Children can explain how Pontefract has changed over time. They can describe things that have stayed the same and things that are different, such as buildings, jobs, and how people live.</p>	<p>L1: Children know that Pontefract appears in the Domesday Book, written in 1086 after the Norman Conquest. They understand this helped the King know who owned land and what resources people had.</p> <p>L2: Children know the Domesday Book is a source of historical evidence. They can explain what it shows about how land and power were organised, and how it helps us understand life in medieval Pontefract.</p> <p>L3: Children know that King Richard II was removed from the throne and died in Pontefract. They can explain why this was an important moment in history and how it changed who ruled England.</p> <p>L4: Children know that Pontefract was affected by the English Civil War. They understand that people in the town took sides and that the war brought conflict and change to their community.</p> <p>L5: Children can explain how Pontefract has changed from the past to now. They understand that events like the Norman Conquest, the death of a king, and the Civil War have all shaped the town's story.</p>
Vocabulary	Pontefract, Castle, Domesday, Norman Conquest, Keep, Portcullis, Motte and Bailey, Ramparts, King Richard II, Royalists, Local area, Significant	Pontefract, Domesday Book, Norman Conquest, Siege, Parliamentarians, Royalists, King Richard II, Castle, Keep, Ramparts, Portcullis, Interpretation, Power, Conflict, Heritage
Experiences	Pontefract Castle tour and museum	
SMSC	Children explore how Pontefract's rich history, from the Domesday Book to royal imprisonment and civil war, helps shape British identity and highlights the value of preserving historical sites as part of our national culture.	
British Values	Children learn how the actions of the Parliamentarians during the English Civil War challenged royal authority and contributed to the development of British democracy and the role of Parliament today.	



Cherry Tree Academy Medium Term History

School Values	Children reflect on how the people of Pontefract showed resilience by adapting to repeated periods of change, conflict, and hardship throughout history, including invasion, war, and political unrest.
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