

CHERRY TREE ACADEMY

HISTORY



Subject Statement

History



Rationale	At Cherry Tree Academy, History is taught as a discrete subject from Year 1 upwards, with pupils recording their learning in dedicated History books. Our progressive curriculum is carefully sequenced to build pupils' knowledge of key concepts, vocabulary and historical skills identified in our progression documents. This design ensures that children build on prior learning over time, developing secure chronological understanding, the ability to recognise change and continuity, and the confidence to think critically, ask questions and form their own judgements. In Key Stage 1, pupils are introduced to the concept of Events Beyond Living Memory through the study of annual commemorations such as Remembrance Day and Bonfire Night. This foundation is built upon in Lower Key Stage 2, where local history is explored through the enquiry question "Why is Pontefract Castle Britain's Most Fearsome Fort?" Upper Key Stage 2 pupils then study the development of the liquorice industry in Pontefract, linking past and present through local landmarks such as the Haribo factory and Farmer Copley's. By anchoring aspects of the curriculum in the locality, pupils gain a strong sense of place and context, which they can then use to make meaningful links to wider national and global narratives. This approach allows children to deepen their historical understanding, make comparisons across time periods, and see how history continues to shape the world around them.
Vision for the curriculum	Our History curriculum aims to foster a love of learning about the past. As a subject, History is integral in allowing our children to understand change, promote diversity, and challenge ideas of their time. At Cherry Tree, we encourage our children to think critically, examine evidence, ask insightful questions and develop their own perspectives and judgements.
Intent	At Cherry Tree Academy, our History curriculum is designed to foster a deep and enduring understanding of the past while cultivating a sense of identity and continuity among our pupils. It is coherently sequenced so that children build knowledge and skills progressively, enabling them to approach new topics with confidence and curiosity. We aim to inspire pupils to think critically about historical events, figures and themes that have shaped the world, helping them to make meaningful connections between the past and the present. By exploring how people lived, what they believed, and why events unfolded as they did, pupils are encouraged to use historical understanding to inform their views on issues in today's world. Throughout the curriculum, children engage with a wide range of sources and evidence, developing the skills to question, analyse and evaluate their reliability. This approach equips pupils not only with secure historical knowledge but also with transferable skills of enquiry, reasoning and judgement. In doing so, our curriculum promotes curiosity, broadens cultural understanding and prepares pupils to be thoughtful, informed citizens of the 21st century.
Implementation	The sequence of our History curriculum places a strong emphasis on developing pupils' understanding of chronology. From EYFS through Key Stage 1, children explore the terms past and present through familiar contexts and annual commemorations such as Remembrance Day and Bonfire Night. As pupils move into Key Stage 2, units are based on the National Curriculum and are largely sequenced chronologically, beginning with the Stone Age in Years 3 and 4 and progressing through to World War II in Year 6. While most units follow this timeline, some are positioned outside the chronological framework to broaden pupils' historical understanding and provide balance across world and thematic studies. Key historical threads, including chronology, cause and effect, similarity and difference, and significance, run throughout the curriculum. These are revisited at increasing levels of

	challenge, allowing children to make links, build on prior knowledge, and develop a deeper historical perspective. In addition to national and world history, local studies form an important part of our provision. Pupils investigate questions such as “Why is Pontefract Castle Britain’s Most Fearsome Fort?” in Lower Key Stage 2, and in Upper Key Stage 2 explore how the liquorice industry shaped the town, linking to landmarks such as the Haribo factory and Farmer Copley’s. Cross-curricular opportunities are woven throughout, ensuring history is made visible across subjects and applied in different contexts. Fieldwork, visits and enrichment activities in Pontefract and the surrounding area allow children to extend their learning beyond the classroom and gain first-hand insight into how history shapes their community. This combination of chronological overview, thematic study, and strong local links enables pupils to connect the past with their own lives, broadening both knowledge and understanding.
Impact	The impact of our History curriculum at Cherry Tree Academy is seen in the way pupils use and apply key knowledge, skills, concepts and vocabulary across their learning. Progression is evidenced through outcomes in pupils’ History books, low-stakes assessments, discussions and quizzes, as well as the variety of activities used to capture understanding. Different approaches to recording and communicating knowledge ensure that all children are able to demonstrate what they have learned and how their understanding is developing over time. In particular, pupils show impact through their engagement with each unit’s enquiry question, using appropriate historical vocabulary, skills and concepts in their responses. They are increasingly able to make links across topics, recognise recurring themes, and explain how evidence can be used to build interpretations of the past. Over time, pupils gain greater confidence in discussing why History is important and how it helps them to make sense of the world around them.
Pedagogical Approach	At Cherry Tree Academy, the teaching of History follows the CTA Way, underpinned by Rosenshine’s Principles of Instruction. Each unit begins with an overarching enquiry question, supported by a series of sub-questions that guide pupils through a structured sequence of learning. These enquiries are linked to key historical concepts such as significance, change, continuity, similarity and difference, cause and consequence. Lessons are carefully designed to build knowledge cumulatively, helping pupils to make sense of new material and connect it with prior learning. Each session begins with a clear focus, providing opportunities for review and the introduction of new content in manageable steps. Purposeful talk is woven throughout lessons, enabling pupils to develop oracy and extend their use of subject-specific vocabulary. Teachers model historical thinking and provide scaffolds to support understanding, gradually moving pupils towards greater independence in questioning, reasoning and forming judgements. Pupils encounter a range of rich historical sources, including documents, artefacts, images, oral testimony and digital resources. These allow children to practise core historian skills such as enquiry, interpretation, sequencing and communication. Over time, pupils build a stronger chronological framework and develop an understanding of recurring historical themes. Through this approach, children gain a secure grounding in historical knowledge and skills, with the confidence to engage thoughtfully with new topics.
Adaptation for SEND learners	At Cherry Tree Academy, we believe that high-quality History teaching must be inclusive and accessible to all pupils. Adaptations are planned carefully to support learners with SEND while also strengthening provision for the whole class. These include breaking down enquiry questions into smaller, manageable steps, using visual timelines, knowledge organisers and word banks to reinforce key vocabulary, and modelling how to approach and interpret historical sources. Opportunities for structured partner talk and rehearsal help pupils to clarify their ideas and practise oracy skills in a supportive way. Scaffolds, sentence stems and practical resources provide additional structure where needed, while repetition and regular review strengthen long-term retention. In line with our principle that what is vital for some is beneficial for all, these strategies are embedded throughout our History teaching, supporting inclusion and enabling every child to engage with the subject as a historian.

Strengths	History at Cherry Tree Academy is enriched through access to a wide range of artefacts and high-quality loan boxes that bring the past to life for pupils. Carefully planned educational visits and use of the local area provide meaningful opportunities for children to connect their classroom learning with real historical contexts. A whole-school timeline, painted along the corridor walls, supports pupils' understanding of chronology and concurrence, helping them to visualise when and how events fit together. These approaches ensure that pupils experience history in engaging, memorable and authentic ways.
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MEDIUM TERM PLAN

Cycle A





Cherry Tree Academy Medium Term - History

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

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

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

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

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

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.	



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		
UKS2	Why should we study the Maya?	
	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.	



MEDIUM TERM PLAN

Cycle B





Cherry Tree Academy Medium Term - History

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.	
Spring 1		

Cherry Tree Academy Medium Term - History

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

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	



Autumn 1		
LKS2	Early Civilisation- What do all civilisations have in common?	
	Year 3	Year 4
	L1: What makes a civilisation? L2: Why did early civilisations settle near rivers? L3: How did the Sumerians shape the world? L4: What were the most impressive achievements of Ancient Egypt? L5: What can we discover about life in the Indus Valley? L6: How are the earliest civilisations similar – and how are they different?	L1: What makes a civilisation? L2: Why did early civilisations settle near rivers? L3: How did the Sumerians shape the world? L4: What were the most impressive achievements of Ancient Egypt? L5: What can we discover about life in the Indus Valley? L6: How are the earliest civilisations similar – and how are they different?
Key Concepts to assess	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. 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. L3: Children know the Sumerians were one of the first civilisations. They know the Sumerians invented writing and the wheel, and built temples. L4: Children know the Ancient Egyptians built pyramids, used picture writing called hieroglyphics, and grew crops using water from the Nile. 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. 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.	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. 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. 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. 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. 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. 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.
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.	



Cherry Tree Academy Medium Term - History

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	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?	7. What is an ancient civilization? 8. Where and when did the Maya live? 9. How did the Mayans live? 10. Why was chocolate important to the Mayans? 11. What did we learn from the Maya? 12. 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?	



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.	