

MTP Autumn 24 25 26 27	Question	Vocabulary	Historical Enquiry	Cause and consequence	Chronological understanding	Similarity and difference	Continuity and change	Significance
Hazel	Who am I?	Family tree Mother Father Sister Brother Grandparents	Observe and use pictures, photographs and artefacts to find out about the past.		Place the members of your family in chronological order	Understand the similarities and differences of your grandparent's school life compared to your school life	How has schooling changed since your grandparents were your age?	Children decide who they would most like to remember
Juniper	Where do I belong?		Use historical evidence to find out how neolithic humans introduced hunting and farming	Know the events that caused neolithic humans to begin hunting and farming	Understand when neolithic humans were living in East Anglia and when they developed their hunting and farming techniques	State the similarities and differences in how we get food now and how we farm in our local area	Compare farming techniques and how these have changed over the years	Understand why it was so important for the Neolithic humans to start farming and hunting
MTP Summer 24 25 26 27	Question	Vocabulary	Historical Enquiry	Cause and consequence	Chronological understanding	Similarity and difference	Continuity and change	Significance
Hazel	What were the Queens favourite flowers?	Hierarchy Monarch Equality Succession Chronology Coronation	Use different sources to tell us what happened in the past (i.e footage of coronation v images) Say what we can tell about	Know what events caused Elizabeth I and Elizabeth II to become queen	Place the life and reign of both Queens in chronological order. Begin to understand the significance of the time difference	Compare the reign of the two Queens consider their families, how the general public viewed them.	Know the changes to the monarchy that occurred after the death of QEII	Know the names and roles of significant people in the current royal family and explain why they are special

			the past from pictures					
Juniper	Who has a King or Queen?	Invasion Resistance Legacy Empire BC/AD	Understand how artefacts teach us how historic tribes fought their battles	Know the events that caused Boudica to become a warrior queen.	Place the Roman invasion of Britain in chronological order understanding the relevance of BC and AD	Compare the armies and resources of the Iceni and the Romans. Compare the Roman invasion with other invasions that they know	Explain how the Roman invasion caused the change for British people	Understand why Colchester is a town of historic significance
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Hazel	How do Humans survive?	Crimean war Legacy Diversity Ethnicity	Children use historical resources to find out about significant women in History	Know why Florence Nightingale, Edith Cavell and Mary Seacole helped others	Places the lives of FN, EC and MS in chronological order and relating their work to other periods of History they already know	How were working conditions and equipment for nurses nowadays different to when FN, EC and MS were nurses?	Compare how nurses work today with the lives of FN, EC, MS	Chn decide which nurse they would like to remember and say why she was important
Juniper	Why are skeletons so important?	Use Historical artefacts to learn about how people lived and protected	Know that the Romans leaving Britain led to the arrival of the	Order the key events from The Romans leaving to the Norman conquest	Compare the weapons and armies of the Saxons and the Vikings	Know the significance of local Anglo Saxon sites		

		<p>themselves in the past</p> <p>Go to Sutton Hoo and look at the burial sites and ask questions about the skeletons they found and the size of people</p>	<p>Saxons from Europe</p> <p>Know why the Vikings invaded Anglo Saxon Britain</p>		<p>Compare skeletons from then to now</p> <p>What did they eat compared to now</p>	<p>Link to Geography</p>		
<p>MTP Spring 25 26 27 28</p>	<p>Question</p>	<p>Vocabulary</p>	<p>Historical Enquiry</p>	<p>Cause and consequence</p>	<p>Chronological understanding</p>	<p>Similarity and difference</p>	<p>Continuity and change</p>	<p>Significance</p>
<p>Hazel</p>	<p>Who would you put on a £50 note</p>	<p>Technology Engineer Commemoration Inventor Determination</p>	<p>Learn how we know about the mistakes inventors made and their determination to create new technologies</p>	<p>Know how 4 different inventors developed new technologies</p>	<p>Order the inventions chronologically making links to historical events already studied both beyond living memory and more recently</p>	<p>Compare the impact of 4 inventions on society</p>	<p>Identify how the inventions studied changed the lives of people from when their grandparents were children.</p>	<p>Use the facts they have learnt to decide which inventor they would like to commemorate giving reasons for their decision</p>
<p>Juniper</p>	<p>Did we learn anything from 1666?</p>	<p>Chronology Combustible Cladding Inquiry Diversity</p>	<p>Understanding how historic sources inform us about events. Recognised that modern events need</p>	<p>Know what caused the fire of 1666 and 2017. Children experience the impact and speed of</p>	<p>Order the key fires and events from 1666 to 2017</p>	<p>Understand how living conditions in 1666 and 2017 contributed to the loss of so many lives</p>	<p>Understand how technological and legal changes have been made to improve safety.</p>	<p>Compare facts about two fires in London to decide if improvements have been made to keep</p>

			to be documented for future historians British Culture	fire through observing controlled burning of materials		and was this the same for all regardless of religion or background		people safe justifying their response with evidence
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