



Drybrook School Curriculum Planning

EYFS	Term 1 and 2	Term 3 and 4	Term 5 and 6
Willow	All about me: History of family Own birthday Recent events and traditions	All about me: History of family Own birthday Recent events and traditions	All about me: History of family Own birthday Recent events and traditions
Holly	All about me: History of family and others Noticing differences between people Own birthday Discussing a recent timeline of events e.g school trips, notable things that have happened in the day Timetabling of day Recent events and traditions	All about me: History of family and others Noticing differences between people Own birthday Discussing a recent timeline of events e.g school trips, notable things that have happened in the day Timetabling of day Recent events and traditions	All about me: History of family and others Noticing differences between people Own birthday Discussing a recent timeline of events e.g school trips, notable things that have happened in the day Timetabling of day Recent events and traditions Compare and contrast characters from stories (including stories from the past)
Enrichment ideas	Goodrich castle Beechenhurst		

KS1	Term 1 and 2	Term 3 and 4	Term 5 and 6
Year 1	<u>All about me.</u> <u>Time line of their life.</u> <u>The Gunpowder Plot 1600's</u> -find out about Guy Fawkes.	<u>Kings and Queens through time 1066- present day- key monarchs</u> -understand what a monarch is and the qualities needed to be a good monarch. -find out about some important British monarchs.	<u>Explorers through time: Ibn Battuta, Matthew Henson, Neil Armstrong, Felicity Aston</u> Why some people are considered to be significant? Significant explorers: Ibn Battuta, an explorer who lived around 700 years ago

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	<ul style="list-style-type: none">-understand some of the differences in how people such as Guy Fawkes lived, compared with today.-find out about how the Gunpowder Plot started and some of the problems the plotters encountered.-find out about the main events of the Gunpowder Plot.-find out about what happened to the plotters after the Gunpowder Plot was discovered.-use parts of the Gunpowder Plot to show what I know and understand about it.-can find out about how the Gunpowder Plot is remembered.-show what I have learnt about the Gunpowder Plot.	<ul style="list-style-type: none">-find out how the title of king or queen is inherited.-find out about how family history, such as Queen Victoria's and my own family, can be represented.-understand how we know about the life and death of Richard III.-find out about some key facts about the life of Richard III.-find out about what kings and queens ate during medieval banquets.-find out about and compare the lives of Elizabeth I and Queen Victoria.	<p>Matthew Henson, a famous polar explorer who may have been the first man to step foot on the North Pole.</p> <p>Felicity Aston, the first person to walk across Antarctica alone on skis using her own power.</p> <p>Neil Armstrong a space explorer.</p> <p>How do we remember significant people and how values may change over time in relation to this?</p>
Vocabulary			
Year 2	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none">-Compare past and present day London-Understand differences between the ways that people lived in different periods.-Use research skills to find out about the life of Samuel Pepys.-Sequence the key events of The Great Fire of London-Write about key events in the fire	<p><u>Toys- Toys through time, what was it like to be a Victorian child.</u></p> <ul style="list-style-type: none">-learn about changes within living memory by exploring toys from today.-understand some of the ways in which we find out about the past by identifying different sources.-ask about toys from the past.-answer questions in the context of finding out about toys from the past.-comparing similar toys from different periods.	<p><u>Nursing through time: Mary Seccole, Florence Nightingale</u></p> <ul style="list-style-type: none">-explain what makes a person significant.-explain how Florence Nightingale improved nursing.-explain who Mary Seccole was and how she improved nursing-explain who Edith Cavell was and how she improved nursing.-compare the lives of different nurses.

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	-Reflect and evaluate what has been discovered about the great fire.	To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys -Consider how toys have changed over time -Use words relating to the passing of time	-persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell.
Enrichment ideas			
Vocabulary			

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KS2	Term 1 and 2	Term 3 and 4	Term 5 and 6
Year 3	<p><u>Stone and Bronze Age</u></p> <ul style="list-style-type: none"> -understand what humans needed for survival in the Stone Age. -understand what was found at Skara Brae and why it is important. -understand what copper mining meant to the people of the Bronze Age. -understand how evidence about Stonehenge can give us different answers about the past. -understand how and why hillforts were developed in the Iron Age. -understand how evidence about Druids can give us different answers about the past. 	<p><u>Egyptians</u></p> <ul style="list-style-type: none"> -find out about ancient Egyptian life by looking at artefacts. -understand what was important to people during ancient Egyptian times. -understand and explain the ancient Egyptian ritual of mummification. -understand how evidence can give us different answers about the past. -compare and contrast the Egyptian writing with my own. -compare and contrast the powers of different Egyptian gods. 	<p><u>Mayans</u></p> <ul style="list-style-type: none"> -discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. -explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. -understand how the Maya number system works. -identify and use a range of evidence sources to help me understand more about the Maya civilisation -explain what the Mayan writing system consists of, how words are constructed and what codices are. -describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.
Year 4	<p><u>Romans</u></p> <p>Local history link- roads in the Forest of Dean linked to the roman times.</p> <ul style="list-style-type: none"> -explain the spread of the Roman empire and recall key facts about the invasion of Britain. -understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. -understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> -explore some of the key events during the ancient Greek period. -examine how Alexander the Great's Empire grew and the effects of this. -research aspects of daily life and society in ancient Greece. -make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. -explore the Olympics in ancient Greek times through examining primary sources. -explore the similarities and differences between the Olympic Games in ancient 	<p><u>Ancient China</u></p> <ul style="list-style-type: none"> -explain when and where the Shang dynasty was in existence and describe features of its location. -use archaeological evidence to draw conclusions about what life was like -describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people. -explain some of the religious beliefs and practices of the people from the Shang dynasty. -explain about the discovery, purpose and significance of oracle bones.

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	<ul style="list-style-type: none"> -describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. -understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. -explain what the Roman baths were and know about the different amenities they contained. 	<p>Greek times and the modern Olympic Games.</p> <ul style="list-style-type: none"> -explore the beliefs of the ancient Greeks. -explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. 	<ul style="list-style-type: none"> -examine a range of artefacts to find out about life in the Shang dynasty. -explain who Fu Hao was and why the discovery of her tomb was significant.
Enrichment ideas	<p>Cadbury world Caerleon British museum</p>		
Year 5	<p><u>Anglo Saxons and Vikings</u></p> <ul style="list-style-type: none"> -explain when and where the Vikings came from and why they raided Britain. -compare the significance of Anglo-Saxon kings during the Viking period. -explain who King Ethelred II was and say when and why Danegeld was introduced. -identify and explain key aspects of Viking life. -explain how the legal system worked in AngloSaxon and Viking Britain. -explain how the last Anglo-Saxon kings shaped Britain. 	<p><u>Tudors</u></p> <ul style="list-style-type: none"> -explain what everyday life was like in Tudor England and how it differed for the rich and poor -Understand the battle of Bosworth -explain when Henry VIII was in power and what his reign was like -explain who Henry VIII's wives were and what happened to them -explain what crime and punishment was like in the Tudor times 	<p><u>Slave Trade</u></p> <ul style="list-style-type: none"> -explain what slavery was and where it all started -explain what Africa was like at the beginning of the slave trade -explain what the middle passage was -explore life on a plantation -explore why slavery was abolished
	<p>Soudley castle Bristol- Mshed</p>		
Year 6	<p><u>Victorians</u></p> <ul style="list-style-type: none"> -Explain who the Victorians were and when they lived -explain what life was like to be a poor child 	<p><u>WW1 and 2</u></p> <ul style="list-style-type: none"> -explain why World War 1 and II began and order events from early World War II on a timeline. -write a letter in role as an evacuee from World War II. 	<p>Pull all units together- research based Timeline of each unit taught in KS2</p>

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	<p>-explain who helped improve the lives of Victorian children -compare schools from the Victorian times to the present</p>	<p>-describe how people's diets were different during World War II and answer questions about the implementation of rationing. -find out about women's wartime jobs and describe what they entailed in detail. -explain what the Holocaust was and describe some events that happened. -describe what happened during some key events from World War II and order events on a timeline.</p>	
Enrichment	<p>Victorian classroom- Gloucester SS Great Britain St Faggans Imperial war museum</p>		