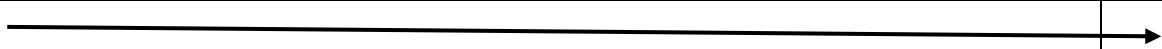


History

SOL (Sequence Of Learning)

Spring

| | |  | | | | | | | Outcome | Vocabulary |
|------------------------|-----|--|---|---|--|---|---|------------|--|--------------------------|
| Yr1 | 2.1 | The appeal of persuasive adverts and gender specific adverts. | Classify toys into categories. | Chronological order of toys on a timeline. | Past and Present comparison of toy in relation to visual appeal and health and safety. | The origins and history of physical games. | The popularity and rise of and the controversy surrounding the Barbie doll. | Assessment | Understand how toys have evolved and imposed gender choices. | Origin |
| No History Unit in 2.2 | | | | | | | | | | |
| Y2 | 2.1 | WDIKA What was London like prior to the Great Fire? | The chronology of events leading to, during and after GFL | Primary and Secondary sources-how do we know what we know? | The significance of the GFL and the aftermath | The tragedy of the Titanic in chronological order | Identify primary and secondary sources we use to learn about the Titanic | Assessment | Know that primary and secondary sources provide different interpretations and the lessons learnt from tragic events. | Poverty Salvage |
| | 2.2 | WDIKA Protestants and Catholics | The events that led to the Gunpowder plot. | King Henry's role in relation to protestants and Catholics | Changing role of the Monarch | Why was the coronation of Queen Elizabeth such a significant event? | | Assessment | Understand monarchy's role in religious conflict. | Monarchy State |
| Yr3 | 2.1 | WDIKA The popularity of chocolate in the present day. | Who were the Mayans and Aztecs? | The discovery of the cocoa bean and its increasing value over a period of time. | Chronological timeline of how chocolate reached the UK | How chocolate has evolved since it was introduced in the UK. | | Assessment | Know of the journey of the cocoa beans from ancient beginnings to present day. | Precious Currency |

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|-----|--|---------------------------------|---|-----------------------------------|---|---|--|------------|---|----------------------------------|
| | 2.2 | WDIKA How is chocolate made? | The Industrial Revolution-simplified | Significant People-George Cadbury | How did Cadbury evolve? | development of the Bournville village The | Comparison of process of making chocolate-then and now | Assessment | Know the impact of the industrial revolution was instrumental in development of business. | Industry Revolution |
| Yr4 | 2.1 | WDIKA Romans | Key Events of the Roman invasion | | What the Romans introduced. | Roman lifestyles | The legacy of the Romans | Assessment | Understand how the Romans contributed to the development of Britain. | Empire Domination |
| | 2.2 | WDIKA Roman Lifestyles | What Romans left behind in Leicester and beyond | | Why Leicester was considered tactically important | Interpret life in Roman Leicester using artefacts | Explain how the town developed. | Assessment | Know the legacy of the Roman's in our location. | Metropolis Endure Masonry |
| Y5 | Y5 do not teach a Geography Unit in Term 2 | | | | | | | | | |
| Y6 | Y6 do not teach a Geography Unit in Term 2 | | | | | | | | | |