



17th Century London

AUTUMN	CHRONOLOGY	PEOPLE	LEGACY
	I can order the gun powder plot of 1605, plague 1665-1666, great fire of London 2 nd September – 6 th September 1666 on a timeline and know that they happened in the 17 th Century.	I know that Samuel Pepys wrote a diary about the plague and the great fire of London which is how we know lots about them today.	I know the story of the Great Fire of London and how the fire spread because the shops and houses were close together
	I know that the Great Plague happened in London in 1665-1666 and spread because of cramped living conditions and rat-infested buildings.	I know who Guy Fawkes was, what he tried to do and why we remember the 5 th of November.	I can describe some of the legacies of the key events from Samuel Pepys' diaries such as that there is a monument to the great fire of London, bonfire night and songs and rhymes we sing today.

EXPLORERS - to hot & cold places

SPRING	CHRONOLOGY	PEOPLE	LEGACY
	I can place the key events of Christopher Columbus' exploration on a timeline. I can describe his famous voyage in 1492 and how Christopher Columbus landed in America instead of Asia as intended.	I can describe who Christopher Columbus was and how he started exploring the world. I can explain what life was like on the famous sea voyage of 1492, the challenges he faced and how it compares to a sea voyage today.	I can explain why his voyage to the Americas was so significant and how this changed people's lives in Europe. I can use sources of evidence to describe some of the objects he brought back (including food, gold and a hammock) to Europe.
	I can place the race to explore the Antarctic in 1911 by Norwegian explorer Captain Roald Amundsen and 1912 (33 days later) by Captain Robert Falcon Scott on a timeline.	I can describe who the Antarctic explorers were and why people wanted to explore this part of the world. I can explain what life was like and the challenges the explorers faced on their explorations.	I can identify and use sources of evidence (e.g. Scott's diary) to describe how history has shaped explorations and scientific activities today (e.g. HMS Endurance and HMS Protector known as the 'Ice Breakers' which support scientific research in Antarctica).

DOWN ON THE FARM

SUMMER	CHRONOLOGY	PEOPLE	LEGACY
	I can order key information about how farming has changed through the last 100 years on a timeline.	I can compare how the roles on the farm have changed from 100 years ago to today.	I can describe the importance of farming for the provision of our food and how farming today is more efficient than 100 years ago.
	I can place key periods of history I have already learnt on a timeline in chronological order (Victorians, 17 th Century London, Explorers, birth of Jesus and present day).	I can compare how farmers use farming equipment has changed from 100 years ago to today.	I can describe how farming is changing today to be more sustainable and environmentally friendly.