



**Subject:** Topic - Victorians and Democracy

**Class:** Neptune      **Year:** A      **Term:** Autumn

**Key Knowledge**

- Queen Victoria - Prior Knowledge and questions
- The impact of industrialisation - working in towns and industry.
- Rich and Poor: Children in Victorian Britain. Audley End Servant Workshop
- Role and function of the workhouse and the poor law
- Disease and sanitation - Cholera Outbreak - John Snow
- Lord Shaftsbury: Case Study Working conditions and reform
- Dr Barnardo - homelessness
- The Great Exhibition and Empire
- Primary Evidence Workshop - what can a study of artefacts tell us? Evaluate sources.
- Education Act and school life
- Case Study: Cavendish C of E School - 1863. Primary and Secondary sources including clues in the building itself, punishment book, photos
- Victorian Christmas

**Vocabulary**

Victoria, Victorian era, jubilee, monarch, Saxe-Coburg, Prince Albert, Angel in the home  
 Industrialisation, industrial revolution, railway, steam  
 Poor law, workhouse, poor relief, parishes, philanthropists  
 Cholera, sanitation, hygiene, Broad Street, pump, contamination, cellars, cesspools, Florence Nightingale and Elizabeth Gaskell  
 Artefacts, primary source and secondary source  
 Great Exhibition, Chrystal Palace, Joseph Paxton, Festival of Empire  
 Education Act  
 Dickens

**Help at home**

Watch films set in the Victorian era e.g. *Great Expectations*, *Oliver Twist*  
 Home School BBC Podcasts  
<https://www.bbc.co.uk/sounds/brand/p01w636m>  
 Visit museums

**Enrichment**

Audley End Victorian Kitchen Visit

**Skills Development**

- To plot in time Victorian era - Chronology of time
- To use and evaluate primary and secondary sources to ask and answer questions based on evidence.

**Outcomes and assessment**

Weekly assessment by teachers to monitor learning and retaining of knowledge.

End of topic written assessment task and questions.

<b>SMSC</b>	<b>Spiritual</b> - How Christian belief inspired social change.	<b>Moral</b> - How moral judgement resulted in loss of compassion	<b>Social</b> - The impact of industrialisation on overcrowding	<b>Cultural</b> - The rise of Arts and Crafts Movements
<b>British Values</b>	<b>Democracy</b> - How democracy lead to the Poor Laws to help the poor	<b>Rule of Law</b> - The Poor Laws instituted by the government in the Victorian era with Victoria as the monarch	<b>Individual Liberty</b> - Laws changed during this time. But not all peoples were equal - Suffragette Movement	<b>Mutual Respect</b> - Victorian morals were deemed virtuous but what of Empire and subjugation of all races?

**Links to our vision statement:**

**Challenge** -The challenges faced by those advocating social reform

**Creativity** - The creativity of arts and industry - The Great Exhibition

**Compassion** - The compassion shown by philanthropists like Dr Barnardo and Lord Shaftesbury



**Subject:** Topic - Water, Water, Everywhere

**Class:** Neptune

**Year:** A

**Term:** Spring

### Key Knowledge

#### Physical Geography

- Physical location and features of Thames, Rhine and Mississippi - Source to sea using atlases and maps
- Location of settlements and major cities of the Thames, Rhine and Mississippi

#### Human Geography

- Impact of trade and economic use of hydropower and ports of the Thames, Rhine and Mississippi.
- The impact these waterways have had on culture and creativity eg printing press, inspiration to artist and musicians
- The impact of these waterways on events in history, e.g. Slave trade, war and empire building of the Romans
- Tourism and Leisure and how the Thames, Rhine and Mississippi are used today - river boats cruises

### Vocabulary

Source, river course, upper course, middle course, lower course, estuary, river mouth, delta, flooding, confluence  
English Channel, North Sea, Thames Head, London, Henley, Thames Barrier  
Alps, Switzerland, Germany, Netherlands, Bonn, Cologne, Strasbourg, Rotterdam  
USA, Lake Itasca, Gulf of Mexico, New Orleans, Memphis, St Louis  
River Cruise

### Help at home

Watch television and tourism films about these rivers.  
Atlas and map work  
Visit to different British rivers e.g. Thames, Avon, Stour

### Enrichment

Gainsborough House Museum and Sudbury Water Meadow.

### Skills Development

- To use globes, maps, atlases and computer/digital mapping to locate countries and key features studied.
- To use eight points of a compass and to experience field work to observe measure and record human and physical features.

### Outcomes and assessment

Weekly quick quizzes.

End of topic assessment

<b>SMSC</b>	<b>Spiritual</b> - The use of water in religious symbolism	<b>Moral</b> - To consider preserving this invaluable natural resource	<b>Social</b> - To consider the societal advantages of the waterways studied in developing trade with other cultures.	<b>Cultural</b> -to consider the different water ways of the world and how they have affected the cultural development of those regions studied.
<b>British Values</b>	<b>Democracy</b> - to consider the democratic right of countries in the use of these waterways	<b>Rule of Law</b> - To consider law that may be international in the use of waterways	<b>Individual Liberty</b> - All people have the right to water as a resource	<b>Mutual Respect</b> - to respect the resource of water and waterways

### Links to our vision statement:

**Challenge** - To rise to the challenge of map work and fieldwork in the study to understand the importance of water to human life, industry and culture

**Creativity** - To appreciate the creativity of peoples of the past in artistic endeavour and engineering in the use of water and rivers for trade and industrial prosperity.

**Compassion** - To appreciate the natural resource that water is in the survival of human habitation and trade.



**Subject: Topic - Early Islamic Culture**

**Class: Neptune      Year: A      Term: Summer**

**Key Knowledge**

- How did Islam begin? - Conversion of Muhammad.
- How far did early Islamic empire extend? At its peak. Study in Geography and cartology
- What system of rule was used? The Umayyad dynasty and Abbasid dynasty. Roles of Caliph, Vizier, Farqih, Quadi, Mufti
- What systems of rule were used? Impact of religious teachings. 5 categories of actions: Koran & hadiths, Fiqh, Sharia
- Impact of trade in Bagdad c.900
- Impact of Literary Poetry: Al-Mulanabbi. History and Commentary on the Koran - Al- Tabari
- Impact of learning: translation movement - The House of Wisdom caliph Al-Mamun early 800s. Learning from other cultures.
- Impact of technology: how expansion of empire and agriculture in different setting lead to different problems - water, wheel, wind tower
- Impact of medicine: contrast Islam and the west: anatomy, approach to care and mental illness
- Impact of medicine: Surgical techniques - the method of medicine by Abu al- Qasim al-Zahrwi (Abulcasis) anaesthesia and instruments
- Impact of astronomy: movement away from astrology, accuracy of Islamic calendar, help with travel & navigation e.g. astrolabe

**Vocabulary**

Islam Muhammad Islamic empire cartology  
The Umayyad dynasty Abbasid dynasty  
Caliph, Vizier, Farqih, Quadi, Mufti  
Koran & hadiths, Fiqh, Sharia  
Bagdad  
Al-Mulanabbi Koran - Al- Tabari

**Help at home**

- Trips to museums
- Watch in the internet 'Early Civilisations - Islam'  
<https://www.bbc.co.uk/programmes/articles/5bKrHbyjjqrRqC1J6YIB3kJ/history-of-early-civilisations-islam>

**Enrichment**

Visit to the Cambridge Mosque

**Skills Development**

- Children make confident use of a variety of sources
- Children understand how our knowledge of the past is constructed from a range of sources.

**Outcomes and assessment**

Weekly assessment by teacher to gauge the level of understanding and retained knowledge

End of topic written assessment.

<b>SMSC</b>	<b>Spiritual</b> - Pupils consider the difference between Christianity and Islam.	<b>Moral</b> - Pupils to consider the morality of Islam	<b>Social</b> - How is Islamic life different now and during the period studied.	<b>Cultural</b> - To learn of Islamic culture of the time and the impact on us e.g. medicine
<b>British Values</b>	<b>Democracy</b> - The rulers during this era were not democratically elected - was this just?	<b>Rule of Law</b> - Caliphate was a semi-religious political system of governance in Islam. Are we different?	<b>Individual Liberty</b> - As a country, the UK respect those who practice the Islamic faith.	<b>Mutual Respect</b> - This is a fundamental principle in Islamic faith.

**Links to our vision statement:**

**Challenge** - We learn of the challenges undertaken by the medical practitioners of the Early Islamic World

**Creativity** - We learn of the creativity in mosque building and design

**Compassion** - Compassion is frequently mentioned in the prayers of Muslims.



**Subject: Topic - Battle of Britain**

**Class: Neptune**

**Year: B**

**Term: Autumn**

**Key Knowledge**

- Map of Allied and Axis Powers during WW2
- To question the prejudice of the Third Reich against the Jewish People
- To question the aggression of German Foreign Policy.
- When did the Battle of Britain take place - which countries were involved and why geographical features played a role - human and physical geography
- Spitfire vs Messerschmitt - in depth study
- The Defense of GB - RADAR - technical advances
- The roles of bombers and fighter planes - three phases of B of B: 1-attack radar points, 2 - attack RAF bases, 3 - daylight raids
- Importance of manpower - pilots and construction, the role of media in morale.
- Impact on British Civilian life
- Change in German policy - after B of B - Significant turning point in GB History
- Can war be justified? What might have happened if GB did not go to war?

**Vocabulary**

Treaty of Versailles, global depression  
 Allied and Axis powers - Britain, America, France, Empire, Austria  
 Czechoslovakia, Poland, Germany, Russia, Japan,  
 Stereotype, scapegoat, prejudice, Kristallnacht  
 Foreign policy  
 Blitz, evacuee, refugee  
 Spitfire, Messerschmitt, RADAR  
 RAF  
 Propaganda, rationing, evacuation, blackouts  
 Extremism  
 United Nations, ethics, morality.

**Help at home**

- Encourage reading of age-appropriate literature of the time together with non-fiction texts about WW2
- Watch age-appropriate documentaries of WW2

**Enrichment**

A field trip to Duxford Imperial War Museum dressed as evacuees to study primary and secondary evidence.

**Skills Development**

- To place WW2 in the chronology of the 20th Century. Children to understand the impact of war on the whole of the world together with Europe and that of Germany.
- Children to be able to compare sources of information available for study of WW2 and to evaluate sources for independent work, to ask questions.

**Outcomes and assessment**

Children to have frequent continuous assessment of understanding at the beginning and the end of lesson together with a 12-point quiz at the end of the term to assess skills and retained knowledge.

<b>SMSC</b>	<b>Spiritual</b> - Different faiths to be respected and to reflect on the support from faith during war.	<b>Moral</b> - to challenge prejudicial stereotyping.	<b>Social</b> - To evaluate the changing role of women during war.	<b>Cultural</b> - to consider how WW2 has shaped our own British cultural identity
<b>British Values</b>	<b>Democracy</b> - To understand our rights and freedoms living in a democratic society	<b>Rule of Law</b> - To examine the role of a dictator, and to consider the differences between democracy and dictatorship.	<b>Individual Liberty</b> - The threat to civil liberty and conscription and the persecution of faith	<b>Mutual Respect</b> - To develop a mutual respect of all characteristics.

**Links to our vision statement:**

**Challenge** - The challenges faced by fighter pilots, soldiers and civilians, both adults and children during WW2

**Creativity** - The creativity of planes design and development, RADAR inventors, and politicians during WW2.

**Compassion** - To develop our compassion through studying the experiences of minority groups.



**Subject: Topic - Geography of the UK**

**Class: Neptune      Year: B      Term: Spring**

<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Explore the location of the counties and cities of the UK - map and atlas work</li> <li>Location of geographical regions e.g. national parks - Peak District, Lake District, Yorkshire Moors and Dales, Dartmoor, highlands and lowlands of Scotland</li> <li>Knowledge and use of Ordnance Survey references - topographical features hills and rivers</li> <li>Location and names of mountain ranges in the UK - Peninnes and key peaks - Snowdon, Ben Nevis,</li> <li>How to read height on an OS Map.</li> <li>Snowdonia - impact of change over time due to mining History vs King Arthurs Labyrinth - impact on people and communities</li> <li>Location and names of the seas of the UK - tourism and travel industry</li> <li>The impact of topographical features on the UK weather</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>United Kingdom - England, Scotland, Ireland and Wales</li> <li>Counties of these countries</li> <li>London, Liverpool, Manchester, Newcastle, Birmingham, Sheffield, Ipswich, Colchester, Exeter, Durham etc</li> <li>Lake District, Peak District, Snowdonia, Moors, Dales, highlands and lowlands, Pennines, Thames, Tees, Ribble, Clyde, Dee, Cam, Trent etc</li> <li>Ordnance survey topographical features, contours, hills, gradient, Snowdon, Ben Nevis, Pennines</li> <li>North Sea, Irish Sea, English Channel, Bristol Channel</li> <li>Clare Country Park, Gainsborough, Sudbury Water Meadows</li> <li>Tourism - Cumbria, Lake District, Peak District, Devon, Cornwall, Cotswolds, Northumberland, Wales - Brecon Beacons</li> <li>Infrastructure - Major road and train routes - M1, M6, M25</li> </ul>
	<p><b>Help at home</b></p> <ul style="list-style-type: none"> <li>Engagement with atlases and maps</li> <li>Discussions about the routes taken on family holidays and journeys - towns, rivers crossed, counties and countries</li> <li>Discussions about geographical features and what role they had in the development of the UK's industries.</li> </ul>

<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>Land use patterns - Clare Country Park. Defence - castle; transport - railway; leisure - park.</li> <li>Field Study - changes over time Gainsborough landscape in art then and now.</li> </ul>
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<p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Map reading - OS maps - calculate and interpret of topographical features</li> <li>Knowledge of geographical features and locations of countries, counties, cities and regions.</li> <li>Names of countries, counties, cities, towns, rivers, geographical features</li> </ul>
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<p><b>Outcomes and assessment</b></p> <p>Children will be able to read a map of the UK. They will be able to locate geographical features, identify regionals, countries, counties, cities and understand how the historical and impact of settlement and weather have had on the development of regions. Children will have frequent revisiting of knowledge gained and skills acquired. At the end of this topic there will be a formal assessment to assess key skills and knowledge.</p>
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<b>SMSC</b>	<p><b>Spiritual</b> - Using the opportunities for spiritual reflection on enrichment visits to Clare Country Part and The Water Meadows</p>	<p><b>Moral</b> - To take care of the vulnerable resources of the UK and to take part in the future of the geographical features of the UK</p>	<p><b>Social</b> - How regional variation contributes to social identity,</p>	<p><b>Cultural</b> - The impact of trade on the development of culture in the UK</p>
<b>British Values</b>	<p><b>Democracy</b> - To find the seats of government for the countries of the UK</p>	<p><b>Rule of Law</b> - To learn the importance of law-abiding citizens</p>	<p><b>Individual Liberty</b> - The freedom we have as citizens to travel throughout the UK</p>	<p><b>Mutual Respect</b> - To respect all citizens of the UK and neighbouring countries and to respect the natural world</p>

<p><b>Links to our vision statement:</b></p> <p><b>Challenge</b> - Challenges overcome by people in areas of the UK in the past to achieve industrial and economic success</p> <p><b>Creativity</b> - The creativity of people in the past to overcome geographical features and to use some in the purpose of trade, industry and tourism.</p> <p><b>Compassion</b> - To feel compassion for people who experience difficulties in their homes and geographical areas due to climate change.</p>
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**Subject: Topic - Vikings**

**Class: Neptune**

**Year: B Term: Summer**

**Key Knowledge**

- Viking Raiders - Who, where from, why - Evidence and sources available
- Viking Technology to support raids & invasion. Longboats, knarrs, weapons, culture, Vikings
- Resistance - Alfred the Great 878. Study of Anglo-Saxon Chronicles - evaluation of primary sources.
- Wessex and Danelaw - Danelgeld
- Resistance - Athelstan
- Reign of Cnut 1016 - 1035. Contrast initial unrest with stability & prosperity: huscarl thralls, freemen, nobles. Impact of Christianity in Britain.
- Impact of Viking settlement on Britain. Place names, art, religion, poetry, Gettirs Saga
- Impact of Viking settlement in Britain. Trade, ports, case study Jorvik
- Anglo-Saxon Laws: wergeld, outlaws, Law Speaker & early justice systems
- Edward the Confessor - notable achievements (died 1065)
- Harold Godwinson (Saxon), Harald Hardraada (Viking) at Stamford Bridge, William of Normandy - Battle of Hastings

**Vocabulary**

- Vikings, longboats, knarrs,
- Alfred the Great
- Anglo Saxon Chronicles
- Wessex, Danegeld
- Athelstan
- King Cnut, huscarl, thralls, freemen, nobles
- Gettirs
- Jorvik
- Wergeld
- Edwards the Confessor, Harold Godwinson, Harald Hardraada, William of Normandy - William the Conqueror
- Battle of Hastings

**Help at home**

- Visits to Museums - British Museum
- Visit to Lindisfarne, Bury St Edmunds Cathedral
- Engage with books about the period - Dorling Kindersley
- Horrible Histories Series both Books and Film
- Home School History Podcast - The Battle of Hastings Episode (BBC Sounds/A Podcast Streaming Service)

**Enrichment**

- A Visit from Viking Man

**Skills Development**

- Use dates to order and place events on a timeline
- Compare Sources of information available for the study of the Vikings in GB.
- Address historically valid questions about change and cause, similarity and difference and significance
- To understand that the type of information available is dependent on the time in history being studied.

**Outcomes and assessment**

- Teacher continuous assessment by revisiting prior knowledge and learning at the beginning of each lesson.
- An assessment piece of work at the end of the topic.
- Quizzes periodically throughout the teaching of the topic.

<b>SMSC</b>	<b>Spiritual</b> To consider the spirituality of the Vikings, Alfred the Great, Athelstan, Edward	<b>Moral</b> To question the morality of the Viking Invasion and the Normans	<b>Social -</b> To learn about the societal structure of the Vikings and the Anglo-Saxons	<b>Cultural -</b> To learn about the cultural impact of the Viking invasion of Britain - names of places
<b>British Values</b>	<b>Democracy</b> - To evaluate the fairness of democratic rights at the time	<b>Rule of Law</b> - To consider the constant changing rule of law during the period	<b>Individual Liberty</b> - Individual liberty depended upon social status	<b>Mutual Respect</b> - To consider the respect shown by people of the past to each other.

**Links to our vision statement:**

**Challenge** - To learn of the challenges faced by Anglo-Saxon, Vikings and Kings of the time

**Creativity** - To appreciate the art of the time together with the innovation to build boats and warfare of the time.

**Compassion** - To feel compassion for those less fortunate and conquered peoples in the past and in present times.