

Thematic Scheme of Work (linked to Independent School Standards Regulations)

This Scheme will be delivered for 1.25 hours per day, 3 days per week.

| Half Term | Theme - Periods in time | Overview | Key Assessment Points (KAPs) | Key Vocabulary | Curriculum Links |
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| 1 | The Romans and Dark Ages (Pre 1066) | <p>Lesson 1: Introduce the Roman period – create a timeline of this period. Mark the Roman empire on a map.</p> <p>Lesson 2: Investigate Roman day-to-day life, including food and clothing. Tie dye activity with plant dyes (as the Romans did).</p> <p>Lesson 3: Write and research a famous Roman site, such as Pompeii or Hadrian’s wall. Create a leaflet.</p> <p>Lesson 4: Find out about how Roman Oil Lamps provide light and draw a diagram of one.</p> <p>Lesson 5: Investigate Roman Numerals.</p> <p>Lesson 6: Make a roman mosaic using squares of paper.</p> <p>Lesson 7: Learn about Roman musical instruments.</p> <p>Lesson 8: Looking at Latin words still used today.</p> | <p>Develop knowledge and understanding of the Roman Empire</p> <p>Evaluate what life was like during the Roman Empire</p> <p>Understand a variety of key Roman landmarks</p> <p>Apply your knowledge of Roman Oil lamps</p> <p>Develop knowledge and understanding of Roman Numbers</p> <p>Use your knowledge to create a Roman mosaic</p> <p>Apply your knowledge and understanding of Roman music</p> <p>Develop knowledge and understanding of where Latin came from.</p> | <p>Empire Roman</p> <p>Dye</p> <p>Landmark Pompeii Hadrian’s Wall</p> <p>Roman Numerals Figures</p> <p>Mosaic</p> <p>Latin Language</p> | <p>History, Geography.</p> <p>Art History</p> <p>English Language</p> <p>Art Science</p> <p>Maths</p> <p>Art Maths</p> <p>Music</p> <p>English</p> |

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| | <p>Lesson 9: Roman Gods – create a cartoon strip telling a story.</p> <p>Lesson 10: Decorate a Roman clay pot.</p> <p>Lesson 11: The Legacy of the Romans, e.g. libraries and sewers.</p> <p>Lesson 12: Review the period – celebrate with a Roman banquet.</p> <p>Lesson 13: Introduction to the Dark Ages, history, and timeline.</p> <p>Lesson 14: Where did the Anglo Saxons come from and why did they settle here? Discuss Angle, Saxon and Jute tribes</p> <p>Lesson 15: Anglo-Saxon Hobbies and Leisure time – trip advisor activity.</p> <p>Lesson 16: Key properties of Anglo-Saxon house – create a diagram.</p> <p>Lesson 17: Anglo-Saxon weaving.</p> <p>Lesson 18:</p> | <p>To describe the story of the Roman Gods.</p> <p>Create a clay pot demonstrating your knowledge of the roman empire</p> <p>Evaluate the impact of the Roman Empire on modern day Britain.</p> <p>Research different roman foods and create a roman meal.</p> <p>To describe the period of the dark ages.</p> <p>To develop knowledge and understanding of the Anglo- Saxons and evaluate where they came from.</p> <p>To develop knowledge and understanding of the Anglo-Saxons.</p> <p>To analyse the structure of an Anglo-Saxon house and create your own structure.</p> <p>To create your own Anglo-Saxon weaving.</p> | <p>Anglo-Saxon Angle Saxon Jute Tribe</p> <p>Leisure</p> <p>Weaving</p> | <p>Art, English</p> <p>Art</p> <p>History</p> <p>Food Technology</p> <p>Geography and History</p> <p>Geography and History</p> <p>English, PSHE, ICT.</p> <p>Art, History.</p> <p>Art</p> |
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| | | <p>Consider whether Alfred the Great was a great king? Debate.</p> <p>Lesson 19 Make some Anglo-Saxon honey bread.</p> <p>Lesson 20: The Mystery of Sutton Hoo – 1300 years rotted away, investigate materials that would have delayed or encouraged decomposition.</p> <p>Lesson 21: Review of how dark the dark ages actually were, self-reflection time.</p> | <p>To evaluate the reign of Alfred the Great and justify whether he was a Great King</p> <p>To create your own Anglo-Saxon bread.</p> <p>To remember the facts of Sutton Hoo and apply this to Anglo Saxon era.</p> <p>To apply knowledge and understanding of the dark ages era</p> | <p>Reign</p> <p>Sutton Hoo Decomposition</p> | <p>English, History.</p> <p>Food Tech, Maths.</p> <p>Science.</p> <p>English, PSHE.</p> |
| 2 | Medieval Britain | <p>Lesson 1: Introduce to Medieval Britain - Contenders to the throne in 1066.</p> <p>Lesson 2: Learn about the Battle of Hastings. Debate different accounts of what occurred.</p> <p>Lesson 3 and 4: Make your own Bayeux Tapestry.</p> <p>Lesson 5: Discuss why the Domesday book was written and argue pros and cons of this document.</p> <p>Lesson 6: Understanding the structure of feudalism – being a peasant. Compare lives and outcomes.</p> | <p>To remember key facts and events associated with Medieval Britain.</p> <p>Evaluate the battle of Hastings and recall the key facts of the battle.</p> <p>Create your own Bayeux Tapestry.</p> <p>To explain why the Domesday book was written.</p> <p>Compare the life the of a peasant with a member of the royal family.</p> | <p>Medieval</p> <p>Hastings Battle War</p> <p>Bayeux Tapestry</p> <p>Domesday Book</p> <p>Feudalism Peasant</p> | <p>History, Drama, English.</p> <p>English, Drama, History.</p> <p>Art.</p> <p>English, History.</p> <p>English. RE, Geography.</p> |

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| | <p>Lesson 7: The Crusades – promoting Christianity in the middle East.</p> <p>Lesson 8 and 9: Design and make a Norman Castle.</p> <p>Lesson 10: The Murder of Thomas a Beckett – news report.</p> <p>Lesson 11: The Hundred Years War. Timeline/graph – success or defeat diagram.</p> <p>Lesson 12 and 13: Sundials, candle clocks and water clocks – telling time in Medieval times. Create a sundial – experiment.</p> <p>Lesson 14: Create a map of how the black death spread.</p> <p>Lesson 15: The worst jobs of Medieval times - you have to pick one, what would be your choice and why?</p> <p>Lesson 16: Eat like a King – medieval food for the rich compared to a healthy plate!</p> <p>Lesson 17: The art of Calligraphy – monks created books this way.</p> <p>Lesson 18</p> | <p>Analyse the reasons why the crusades took place.</p> <p>To define the key properties of a Norman Castle.</p> <p>To describe the key events in the murder of Thomas A Beckett.</p> <p>To compare the successes and defeats in the Hundred Years War.</p> <p>To create a sundial to calculate the time.</p> <p>To evaluate how the Black Death spread on a map.</p> <p>To analyse jobs popular in medieval times, and reason which would be your favourite.</p> <p>To justify what a healthy plate should look like.</p> <p>To apply understanding of Calligraphy to create an artistic piece.</p> | <p>Christianity</p> <p>Normans</p> <p>Success Defeat</p> <p>Sundial</p> <p>Black Death</p> <p>Career</p> <p>Healthy Carbohydrates Fats</p> <p>Calligraphy</p> | <p>Art.</p> <p>English, History.</p> <p>History, English.</p> <p>Science.</p> <p>Geography.</p> <p>English.</p> <p>Science, Food Tech.</p> <p>Art.</p> |
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| | | <p>Good, bad or unlucky King John? Read different sources and conclude.</p> <p>Lesson 19: Magna Carta – negotiating limits to his power. How has this impacted our future?</p> <p>Lesson 20: Review of Medieval Britain.</p> | <p>To conclude the differences between how a person can be portrayed by different sources.</p> <p>To discuss the impact of the Magna Carta and how this affected our future.</p> <p>To review our learning of Medieval Britain.</p> | <p>Negotiation</p> | <p>English, History.</p> <p>PSHE, English.</p> <p>PSHE, English.</p> |
| 3 | The Tudors & Stuarts Era | <p>Lesson 1: Introduce to the Tudors.</p> <p>Lesson 2: How did the Tudors come to power.</p> <p>Lesson 3 and 4: The start of Henry VIII's reign.</p> <p>Lesson 5: Draw a map of the British Empire.</p> <p>Lesson 6: The Spanish Armada. How they used sails to harvest the wind and travel?</p> <p>Lesson 7: Reformation- Investigate traditional British Religions.</p> <p>Lesson 8: The Great Fire of London- What are the key components of a fire.</p> <p>Lesson 9:</p> | <p>To introduce key facts and events of the Tudor era.</p> <p>To develop knowledge and understanding of how the Tudors came to power.</p> <p>To describe the reign of Henry VIII.</p> <p>To apply your knowledge of the British Empire</p> <p>To investigate how the wind can be used to navigate boats.</p> <p>To develop new knowledge of the reformation of England.</p> <p>To analyse what components are needed to produce fire,</p> | <p>Tudor</p> <p>Reign</p> <p>Navigate Spanish Armada</p> <p>Reformation</p> <p>Components Fire</p> | <p>English</p> <p>History</p> <p>History</p> <p>Geography</p> <p>Science</p> <p>History RE</p> <p>Science</p> <p>Science and IT.</p> |

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| | | <p>The Gunpowder Plot- Research how fireworks are made?</p> <p>Lesson 10: Different dances of the Tudor times.</p> <p>Lesson 11: What was life like in the Stuart era?</p> <p>Lesson 12: Debate why James I of England failed to unite England and Scotland</p> <p>Lesson 13: Mary Queen of Scots- Create a letter using a code</p> <p>Lesson 14: Create an Educational Leaflet of the life of Oliver Cromwell.</p> <p>Lesson 15: What happened in the Great Puritan Migration?</p> <p>Lesson 16: Create a timeline of the British Civil War</p> <p>Lesson 17: Research what The Interregnum is and how this would work in modern times</p> <p>Lesson 18: Review of Stuarts.</p> | <p>To evaluate what chemicals are needed to produce a firework.</p> <p>To perform a Tudor dance.</p> <p>To investigate what life was like in the Stuart era.</p> <p>To discuss the failings of James I as he tried to unite England and Scotland.</p> <p>To investigate different codes and create a letter using your own.</p> <p>To design a leaflet discussing the life of Oliver Cromwell.</p> <p>To evaluate the events that happened in the Great Puritan Migration.</p> <p>To develop a timeline of the British Civil War.</p> <p>To apply knowledge of the Interregnum to modern times.</p> <p>To recall key facts of the Stuart era.</p> | <p>Chemicals</p> <p>United</p> <p>Coding</p> <p>Great Puritan Migration</p> <p>Civil War</p> <p>Interregnum</p> | <p>Music</p> <p>English History</p> <p>English Geography</p> <p>Maths</p> <p>IT</p> <p>Art, History, English</p> <p>RE, Geography</p> <p>Art</p> <p>History</p> <p>English and History</p> |
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| 4 | The Georgian and Victorian Era | <p>Lesson 1: Introduce to the Georgian era.</p> <p>Lesson 2: Research and compare the lives of George I, George II, George III and George IV.</p> <p>Lesson 3: Create your own Whig. Learn about the Whig party being elected the main party in 1715.</p> <p>Lesson 4: The Expansion of the British Empire- Draw on a map.</p> <p>Lesson 5: The War of Independence begins in 1775.</p> <p>Lesson 6: Write a surrender letter to George Washington.</p> <p>Lesson 7: Create a timeline for the Battle of Waterloo</p> <p>Lesson 8: The Peterloo Massacre. Debate the reasons for and against going to war.</p> <p>Lesson 9: Research Queen Victoria's rise to the throne.</p> <p>Lesson 10: Write a memoir of the life of a slave.</p> | <p>To introduce key facts of the Georgian Era.</p> <p>To compare and contrast the lives of the 4 King Georges.</p> <p>To design and create your own Whig.</p> <p>To highlight the countries involved in the expansion of the British Empire.</p> <p>To determine the reasons for the war of independence and make connections to this in the modern era.</p> <p>To create a surrender letter to George Washington, giving clear reasons for your decision.</p> <p>To investigate the key events of the Battle of Waterloo.</p> <p>To debate the reasons for and against going to any war.</p> <p>To evaluate Queen Victoria's rise to the throne.</p> <p>To design a memoir of the life of a slave.</p> | <p>Whig Election</p> <p>Expansion</p> <p>Surrender</p> <p>Massacre</p> <p>Throne</p> <p>Memoir</p> | <p>History</p> <p>IT, History</p> <p>Art</p> <p>Geography</p> <p>English, PSHE</p> <p>History</p> <p>IT</p> <p>English</p> <p>IT</p> <p>English</p> |

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| | | <p>Lesson 11: Create a Victorian headscarf.</p> <p>Lesson 12: Industrial Revolution- Produce a model of an industrial Mill</p> <p>Lesson 13: Research Victoria Prisons and some of their criminals</p> <p>Lesson 14: The Cholera Epidemic- What are the differences between bacteria and viral diseases?</p> <p>Lesson 15: Produce a campaign illustrating the need for hygiene relating this to the cholera epidemic or any other epidemic</p> <p>Lesson 16: How did Victorian schooling differ to now?</p> <p>Lesson 17: Participate in some Victorian Hobbies.</p> <p>Lesson 18: What were the weather conditions like during the Victorian era?</p> | <p>To create a Victorian headscarf.</p> <p>To understand the key properties of an Industrial Mill.</p> <p>To research and present the key facts about Victorian Prisons.</p> <p>To evaluate the differences between bacterial and viral diseases.</p> <p>To apply your knowledge and understanding of cholera to create an informational brochure.</p> <p>Compare the difference between Victorian and modern-day school life.</p> <p>To demonstrate a variety of Victorian hobbies.</p> <p>To understand how climate and weather patterns have changed since the Victorian era.</p> | <p>Slave</p> <p>Victorian</p> <p>Industrial Mill</p> <p>Bacterial Viral Disease</p> <p>Campaign Brochure</p> <p>Patterns Climate</p> | <p>Art</p> <p>Art, History</p> <p>IT</p> <p>Science</p> <p>Science</p> <p>History</p> <p>History</p> <p>Geography</p> |
| 5 | The Edwardian Era | <p>Lesson 1: Introduction to the Edwardian era.</p> <p>Lesson 2:</p> | <p>To investigate what life was like in the Edwardian era.</p> | <p>Edwardian</p> | <p>History</p> |

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| | Edwardian VII Succeeds on the throne after the Death of Queen Victoria- How do people become air to the throne? | To develop knowledge and understanding of how people succeed on the throne. | | History |
| | Lesson 3: The formation of the Labour Party- Draw a leaflet promoting the Labour Party to the workers | Evaluate how the Labour Party was formed following the trade union reforms. | Labour Conservative Trade Union Reform | History |
| | Lesson 4: The End of the Boar war | Analyse why the Boar War ended. | | English Lit |
| | Lesson 5: Formation of the Suffragettes- Poems by Alice Duer Miller | To describe the true meaning of the Suffragettes movement. | Suffragettes Movement | PSHE History |
| | Lesson 6: Create a model of the First petrol powered flight plane | To discuss the key elements of a petrol powered flight plane. | Petrol Power | Science, Art |
| | Lesson 7: Women able to stand for election | To explore the reasons why women were allowed to stand for election. | Election | History PSHE |
| | Lesson 8: Who started the boy Scout Movement? Draw a poster advertising the scouts. | To discuss the Boy Scout Movement and who was involved. | | PSHE |
| | Lesson 9: George V takes the throne- What happens at a Coronation? | To investigate the Coronation of George V. | Coronation | History PSHE |
| | Lesson 10: Legislation of the 60-hr week- Workers Rights | To explore Workers Rights and how these have been exploited through history. | Rights Exploit | PSHE |
| | Lesson 11: | | | |

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| | | <p>Why did the Titanic sink?</p> <p>Lesson 12: Cat and Mouse Act Introduced</p> <p>Lesson 13: What happened to Emily Davison?</p> <p>Lesson 14: Who was Franz Ferdinand?</p> <p>Lesson 15: Events leading up to WW1- Create a timeline of events.</p> <p>Lesson 16: Review of the Edwardian era.</p> | <p>To discuss the reasons why the Titanic sank and consider ways this could have been avoided.</p> <p>To examine the Cat and Mouse Act and it's impact.</p> <p>To explore the events leading up to Emily Davison's death.</p> <p>To discover Franz Ferdinand and the impact this had on Society.</p> <p>To determine the key events leading to WW1.</p> <p>To recall key facts from the Edwardian era.</p> | <p>Titanic</p> <p>Act Impact</p> <p>Society</p> | <p>Science</p> <p>History</p> <p>History</p> <p>History</p> <p>History</p> |
| 6 | Modern Britain | <p>Lesson 1: Introduction to Modern Britain</p> <p>Lesson 2: The start of WW1-design your own WW1 fighter plane.</p> <p>Lesson 3: Design a mural showing what happened in the armistice.</p> <p>Lesson 4: Women over 21 receive the vote</p> <p>Lesson 5: Why did Edward III abdicate? Research the reasons why</p> | <p>To introduce the years we call Modern Britain and visit key events on the internet.</p> <p>To design a WW1 fighter plane including the key properties identified.</p> <p>To create a mural displaying what occurred in the Armistice.</p> <p>To discover the struggle to allow women over 21 to receive the vote and the impact of this today.</p> <p>To describe the reasons why Edward III abdicated and the meaning of the word abdicate.</p> | <p>21st Century</p> <p>Mural</p> <p>Vote</p> <p>Abdicate</p> | <p>IT</p> <p>Technology</p> <p>Art</p> <p>PSHE</p> <p>IT</p> |

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| | <p>Lesson 6: WWII Begins- Write a soldier's letter to a loved one</p> <p>Lesson 7: How did Winston Churchill become prime minister? Design a factfile.</p> <p>Lesson 8: Victory in Europe Day- Cook a WW2 meal</p> <p>Lesson 9 Introduction of the NHS. Why is health important?</p> <p>Lesson 10: Elizabeth II succeeds George VI-</p> <p>Lesson 11: Abolition of the Death Penalty- Debate whether you agree or disagree.</p> <p>Lesson 12: Britain joins the European Union- Research which other countries joined the EU.</p> <p>Lesson 13: The Rise of Margaret Thatcher, Why was she called the Iron Lady?</p> <p>Lesson 14: What triggered the Miners' Strike- Draw a poster trying to recruit volunteers</p> <p>Lesson 15:</p> | <p>To imagine the life of a soldier by writing a letter to a loved one.</p> <p>To conclude the key qualities needed to be a prime minister/ leader.</p> <p>To plan and create a traditional WW2 meal.</p> <p>To compare good and bad health; and how different contributing factors affect you.</p> <p>To explain the reasons why Elizabeth II came to throne</p> <p>To debate the reasons for and against the Death Penalty.</p> <p>To identify the countries that joined the European Union.</p> <p>To determine the reasons why Margaret Thatcher was nicknamed 'The Iron Lady'?</p> <p>To discover the triggers of the Miners' strike.</p> | <p>Soldier</p> <p>Leader Prime Minister</p> <p>Health</p> <p>Thrones</p> <p>Abolition</p> <p>European Union</p> <p>Trigger Strike</p> | <p>English</p> <p>IT History</p> <p>Food Tech</p> <p>Science</p> <p>History</p> <p>PSHE</p> <p>Geography</p> <p>History</p> <p>Art</p> |
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| | | <p>The creation of the World Wide Web- Use the internet to research who and how it started</p> <p>Lesson 16: 9/11- What is a terrorist?</p> <p>Lesson 17: COP26- What have been the effects of global warming?</p> <p>Lesson 18: Review of Modern Britain era.</p> | <p>To investigate how the World Wide Web started and how rapidly this has developed.</p> <p>To discuss extremist views and understand how these can influence others.</p> <p>To identify the effects of global warming and discuss how we can help.</p> <p>To recall the key facts of Modern era.</p> | <p>Terrorist Extremism</p> <p>Global Warming</p> | <p>IT</p> <p>PSHE</p> <p>Science Geography</p> <p>History PSHE</p> |
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