

<u>Year 1</u>	<u>Year 2</u>	<u>Year 2 - Deeper Level Tasks</u>
<ul style="list-style-type: none"> • List the key dates from the plot. • Who was Guy Fawkes? • How was the plot discovered? • Describe what is meant by the word 'treason'. 	<ul style="list-style-type: none"> • Explain how the plot ended. • How do you think people in parliament reacted to this plot? • How do people today remember the plot? • Organise information about the plot. • Explain why the Gunpowder Plot is a significant event in history. 	<ul style="list-style-type: none"> • True or false? Guy Fawkes was the leader of the conspiracy. • Suggest reasons why Robert Catesby is not as well remembered as Guy Fawkes.
<ul style="list-style-type: none"> • What is the other name for the Houses of Parliament? • Where are the Houses of Parliament? • Who built the original Houses of Parliament? • What is meant by the word 'residence'? • Who was the last king to live in the Palace of Westminster? 	<ul style="list-style-type: none"> • Explain how the Palace of Westminster is used today. • Why did the plotters choose this location to attack the King? 	<ul style="list-style-type: none"> • Suggest reasons why Henry VIII moved out of the Palace of Westminster. • Investigate the history of the Palace of Westminster from when it was built to modern times.
<ul style="list-style-type: none"> • Why did the plotters want to kill King James I? • What is meant by the word 'persecuted'? • Were the conspirators Protestant or Catholic? • How did life change for Catholics after the plot failed? 	<ul style="list-style-type: none"> • Find evidence that Catholics were persecuted at this time. • Explain the history of Catholic and Protestant rule in England during the century before the Gunpowder Plot. 	<ul style="list-style-type: none"> • Investigate the Protestant Reformation.
<ul style="list-style-type: none"> • Describe some of the possible sources you could use to find out more about the plot. • List some of the artefacts that have survived from the plot. 	<ul style="list-style-type: none"> • Explain how artefacts can help us understand more about the Gunpowder Plot. 	<ul style="list-style-type: none"> • Write a recount of the event by King James or by Guy Fawkes. • True or false? The confessions signed at the time are a useful source of evidence to tell us about the plot. Justify your answer.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 2 - Deeper Level Tasks</u>
<ul style="list-style-type: none">• Find out about what the word 'war' means.• Learn about the two wars that took place that Britain was involved in.• Discover the word 'armistice' means.• Find out about the symbol we have to remember the soldiers who died in the wars.• Learn about the date that Remembrance Day takes place every year.	<ul style="list-style-type: none">• Learn about the First and Second World Wars and why they happened.• Find out about how we remember the soldiers who died in the war - date, time, silence, Remembrance Sunday service in London.• Discover and explain why the poppy became a symbol for Remembrance Day.	

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<ul style="list-style-type: none"> • When was the First World War? • What other names are there for the First World War? • Label a timeline with key dates from the First World War. • Describe what is meant by the word 'armistice'. • Describe what is meant by the word 'nation'. 	<ul style="list-style-type: none"> • Create a timeline using historical vocabulary that shows the key dates of the First World War. Add other events which took place in the decades before and after. • Investigate trench warfare. • Compare and contrast the League of Nations with the United Nations. • Explain what made the First World War a significant event in history. 	<ul style="list-style-type: none"> • Discuss the impact of women working in factories to make weapons. • Investigate the Battles of Verdun and the Somme.
<ul style="list-style-type: none"> • List some of the places where the war took place. • List the names of some famous battles. • Find the locations of these famous battles on a map. Add dates to your map. • Locate Sarajevo on a map. What country is it in? 	<ul style="list-style-type: none"> • Organise information about the allies of Great Britain. • Research and then draw a map of Europe before and after the war. 	<ul style="list-style-type: none"> • True or false? The First World War was the worst conflict in history. Justify your answer. • Do you agree? Countries should offer military support to other countries that are under attack.
<ul style="list-style-type: none"> • Describe what is meant by the word 'patriotic'. • How long did people think that the war would last? 	<ul style="list-style-type: none"> • Explain how the women who stayed at home helped with the war effort. • Why did people think the war would be over quickly? • Explain the legacy of the First World War for British society. 	<ul style="list-style-type: none"> • Present evidence that women got the vote because of events that took place during the First World War. • True or false? The First World War had a significant impact on British society. Justify your answer.
<ul style="list-style-type: none"> • Describe what is meant by the word 'assassination'. • Who invaded Belgium? 	<ul style="list-style-type: none"> • Explain how the First World War started. • Suggest how the war changed the way in which nations behaved towards each other. • Compare and contrast the First World War with another conflict you know about. 	<ul style="list-style-type: none"> • Investigate the allies of Great Britain. • Investigate the allies of Germany.

Year 1

- **Describe** how the fire started.
- **How** many houses were destroyed?
Which cathedral was destroyed in the fire?
- **Name** a famous eyewitness to the event.
- **When** did this happen?
- **What** factors played a key part in the spread of the fire?

- **Describe** what is meant by the word 'congested'.
- **Describe** what is meant by the word 'flammable'.
- **What** material did King Charles II order the city to be rebuilt in?
- **Which** architect drew the plans to rebuild St Paul's Cathedral?

- **Which** country is London the capital city of?
- **Use** a map to show how quickly and how far the fire spread.

- **What** was the name of the writer whose diaries tell us more about events during the fire?
- **Describe** what is meant by the word 'extract'.
- **How** can these diaries be used to learn about the fire?

Year 2

- **Draw** a timeline with key events from the fire and other dates from that century that you know about.
- **Explain** some reasons why the Great Fire of London was so big and spread so quickly.
- **Explain** why the Great Fire of London was a significant event.

- **Create** a map or model for a new London, to be rebuilt after the fire. Remember it is the early 1600s.
- **Write** a diary extract from someone who has just lost their home in the fire.
- **Why** did the King want the city to be rebuilt in stone?

- **Organise** information about the fire and where it spread.

- **Compare** and **contrast** Samuel Pepys's accounts of the fire with two more historical sources.

Year 2 - Deeper Level Tasks

- **Discuss** the effect that the fire had on people's daily lives.

- **Find** evidence that the fire helped to stop another outbreak of the plague.
- **Investigate** the response to the fire by the Mayor of London.
- **Do you agree?** At some point a huge fire was going to happen. It was only a matter of time.

- **Investigate** where people moved to after the fire.

- **True or false?** All the primary sources of evidence were destroyed in the fire. **Justify** your answer.

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<ul style="list-style-type: none"> • When did Florence Nightingale train as a nurse? • List the things that Florence Nightingale did that were important. • What other name is Florence Nightingale known by? • Who was monarch during Florence Nightingale's lifetime? 	<ul style="list-style-type: none"> • Find the name of an empire that no longer exists. • Compare and contrast the conditions inside a hospital during the Crimean War with the conditions you would see today. • Create a timeline using the dates you have about Florence Nightingale. Can you add any other dates that you know? • Explain what makes Florence Nightingale a significant person. 	<ul style="list-style-type: none"> • Investigate the history of the Ottoman empire • Suggest some reasons why Florence Nightingale's parents did not want her to become a nurse. Have those attitudes changed in modern times?
<ul style="list-style-type: none"> • Where was Florence Nightingale born? • Where in the world did Florence Nightingale make her name? • When did the Crimean war take place? • Find and locate Crimea on a map. • What is the name of the country that mad up part of the Ottoman Empire? 	<ul style="list-style-type: none"> • Organise information about the countries where Europe and Asia meet. • Find out about places in Europe or Asia whose names have changed in the last 200 years. 	<ul style="list-style-type: none"> • Investigate the history of the area that used to be called Crimea.
<ul style="list-style-type: none"> • What is the book called that Florence Nightingale published? • Describe what the word 'influential' means. 	<ul style="list-style-type: none"> • Explain what education was like for women during the 1800s. • Why didn't Florence Nightingale's parents want her to be a nurse? • Suggest how Florence Nightingale's book helped make nursing a respected profession. 	<ul style="list-style-type: none"> • True or false? Women had the same opportunities as men in the 1800s in England. • Investigate the history of medicine from 1850 to today.
<ul style="list-style-type: none"> • Which countries started the war? • List the allies of the Ottoman Empire. 	<ul style="list-style-type: none"> • Explain why allies would help each other fight in conflicts with other nations and empires. • Suggest some reasons why the Crimean War began. 	<ul style="list-style-type: none"> • Investigate the Crimean War, its causes and impact. • True or false? Florence Nightingale was the first person to become a nurse. Justify your answer.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 2 - Deeper Level Tasks</u>
<ul style="list-style-type: none"> • When and where was Queen Elizabeth II born? • List Queen Elizabeth II's official titles. • List some important dates in Queen Elizabeth II's life. Add these to a timeline. • Name Queen Elizabeth II's children. • Describe what is meant by the word 'monarch'. 	<ul style="list-style-type: none"> • Compare Queen Elizabeth II with other famous kings or queens you know about. • Create a timeline with key events in Queen Elizabeth II's life and add some other dates you know. • Organise information about the life of Queen Elizabeth II. • Explain what makes Queen Elizabeth II a significant person. 	<ul style="list-style-type: none"> • Find the connection between Victoria I and Elizabeth II. • Discuss some reasons why Queen Elizabeth II is popular.
<ul style="list-style-type: none"> • Describe some of the activities that Queen Elizabeth II takes part in. • Who does the Queen welcome to Great Britain? • What is the Commonwealth? • Describe what is meant by the word 'nation'. 	<ul style="list-style-type: none"> • Why was this group of countries called the Commonwealth? • Summarise some of the main changes to take place in Great Britain during Queen Elizabeth II's reign. 	<ul style="list-style-type: none"> • Investigate the Commonwealth nations. • Suggest why the Queen does not take part in political decisions. • Do you agree? A country should have a monarchy.
<ul style="list-style-type: none"> • Which church is Queen Elizabeth II the Supreme Governor of? • Which monarch was the first leader of the Church of England? 	<ul style="list-style-type: none"> • Explain changes in the main religion of England since Tudor times. • Compare and contrast Queen Elizabeth II's role in the Church with that of the Prime Minister. 	<ul style="list-style-type: none"> • Investigate the history of the Church of England.
<ul style="list-style-type: none"> • Which Queen started many of the traditions that Queen Elizabeth II follows? • When did Queen Elizabeth II give her first Christmas message on television? 	<ul style="list-style-type: none"> • Explain some of the different ways that the public can learn about the lives of the royal family. 	<ul style="list-style-type: none"> • Suggest reasons why Queen Elizabeth II wanted the royal family to be more modern. • True or false? The monarchy in Britain has always been popular with the people. Justify your answer.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 2 - Deeper Level Tasks</u>
<ul style="list-style-type: none"> • When did the Industrial Revolution happen? • How did people live and work before the Industrial Revolution and how did this change? • List some of the new technology that was being used during the Industrial Revolution. 	<ul style="list-style-type: none"> • Why did textiles cost less to buy as a result of the Industrial Revolution? • Compare and contrast trading before and after the Industrial Revolution. • Explain how and why the population of Manchester changed so much. • Explain what makes the Industrial Revolution a significant event. 	<ul style="list-style-type: none"> • Investigate what life was like for children in Britain during the Industrial Revolution. • Present information about the Spinning Jenny.
<ul style="list-style-type: none"> • List the cities that grew quickly during the Industrial Revolution. • Describe what is meant by the word 'poverty'. • Who became wealthy during this time period? • Where did most people work before the Industrial Revolution? 	<ul style="list-style-type: none"> • Explain the changes that needed to be made to support the migration of people from villages to towns and cities. • Compare and contrast types of transport before and after the Industrial Revolution. 	<ul style="list-style-type: none"> • Do you agree? The migration of people into towns and cities was a good thing.
<ul style="list-style-type: none"> • Which other revolution meant that food could be made faster and cheaper? • Why did food need to be produced faster and in different ways? 	<ul style="list-style-type: none"> • Compare and contrast food production before and after the Agricultural Revolution. 	<ul style="list-style-type: none"> • Do you agree? The Industrial Revolution would have been impossible without the Agricultural Revolution.
<ul style="list-style-type: none"> • Where in the world did the Industrial Revolution take place? • List some major cities in the UK at the time of the Industrial Revolution. 	<ul style="list-style-type: none"> • What observations can you make about how the Industrial Revolution changed the map of England? 	<ul style="list-style-type: none"> • Suggest reasons why the Industrial Revolution began in England.

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<ul style="list-style-type: none"> • Describe what a steam engine is. • Name some of the people who helped to develop the steam engine. • Where was the very first steam-powered device made? • Describe what is meant by the word 'turbine'. 	<ul style="list-style-type: none"> • Explain where steam engines were first used. • Compare and contrast the Newcomen engine with the Watt engine. • Organise information about the impact of steam engines during the Industrial Revolution. • Explain what makes the steam engine a significant invention. 	<ul style="list-style-type: none"> • Summarise the development of the steam engine from the first steam turbine to its use in locomotives and steamboats.
<ul style="list-style-type: none"> • List two forms of transport that use steam engines. • Describe what is meant by the word 'transport'. • List the advantages of steam engines for travel. • What is a locomotive? 	<ul style="list-style-type: none"> • Explain how the steam engine changed transport. • Why were steamboats so popular? Justify your answer. • Compare and contrast a steamboat to a sailboat. 	<ul style="list-style-type: none"> • Investigate the history of coal mining and its connection to the steam engine. • Find evidence that steam-powered trains were important during the Industrial Revolution.
<ul style="list-style-type: none"> • Describe how life changed after the steam engine was invented. • List the places of work that began to use James Watt's steam engine. • What job was made easier because of Thomas Newcomen's invention? 	<ul style="list-style-type: none"> • Compare factories of the steam era to modern factories. What were conditions like for people working there? • Suggest some reasons why Watt's steam engine was popular as soon as it was invented. 	<ul style="list-style-type: none"> • Investigate the conditions in factories in the 1700s and 1800s. • True or false? Factories could be built anywhere because of the invention of the steam engine.
<ul style="list-style-type: none"> • Describe what a locomotive is. • What is the Flying Scotsman? • Where is the Flying Scotsman now? 	<ul style="list-style-type: none"> • Organise information about the National Railway Museum. 	<ul style="list-style-type: none"> • Do you agree? There are lots of written sources of evidence to explain what life was like when the steam engine was invented. Justify your answer.

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<ul style="list-style-type: none"> • What does the word 'monarch' mean? • Who was on the throne before Queen Victoria? • When was Queen Victoria's reign? • When was the Victoria and Albert Museum opened? • How did Prince Albert's death in 1861 affect Queen Victoria? • What was Queen Victoria's legacy? 	<ul style="list-style-type: none"> • Explain what Queen Victoria's role in society was during her reign. • Organise information about Queen Victoria. • Suggest some of the influences Prince Albert had on Queen Victoria. • Explain what makes Queen Victoria a significant person. 	<ul style="list-style-type: none"> • Discuss with a friend what a nation is. What makes nations different from each other? • Investigate events that were happening in other parts of the world during Victoria's reign.
<ul style="list-style-type: none"> • How did Queen Victoria change the role of the monarchy? • Describe what the word 'politics' means. • List some of the events Queen Victoria attended. 	<ul style="list-style-type: none"> • Compare and contrast how Queen Victoria was involved in the running of the country to the role of another King or Queen you know about. • Explain the impact Victoria had on future monarchs. 	<ul style="list-style-type: none"> • Give evidence that Queen Victoria wanted people to learn more about the world around them. • True or false? Queen Victoria's attendance at public events and ceremonies helped make her popular with the British public.
<ul style="list-style-type: none"> • How many objects are there in the Victoria and Albert Museum? • List the reasons why the Victoria and Albert Museum was opened. • Describe the Victoria and Albert Museum and its significance. 	<ul style="list-style-type: none"> • Explain why artefacts are important in history. • Suggest how the public reacted when these new public buildings opened. • Compare and contrast newspapers from the Victorian era to today's newspapers. 	<ul style="list-style-type: none"> • Investigate some of the artefacts on display at the Victoria and Albert Museum. • True or false? A secondary source of information is always accurate. Justify your answer.
<ul style="list-style-type: none"> • List some of the events that take place in modern times at the Royal Albert Hall. • Describe what is meant by the word 'memorial'. 	<ul style="list-style-type: none"> • Explain how a museum or building like the Royal Albert Hall can help the public understand more about the arts and sciences. • Why was the Royal Albert Hall built? List two reasons. 	<ul style="list-style-type: none"> • Do you agree? Every town and city should have public libraries, museums and art galleries. • Investigate the Albertopolis. What is it? Where is it?

