






Timeline of events

100BC	Iron Age hill fort	
10th Century	Saxon ditch rampart	
11 th Century	Motte and Bailey	
12 th Century	Stone keep and curtain	
14 th Century	Concentric castles	
Early 14 th Century	Medieval fortified	




Key Local Links

Staindrop	Raby Castle
Middlesbrough	Transporter Bridge
Yarm	Viaduct Bridge
Helmsley	Helmsley Castle

Vocabulary Dozen

Bridge	a structure carrying a road, path, railway, etc. across a river, road, or other obstacle
Castle	A large building, usually with towers and tunnels, built to withstand an attack.
Drawbridge	A bridge, which is hinged at one end, that can be raised.
Engineer	A person who designs, builds or maintains structures.
Human features	Features of an area caused by people e.g. towns, roads etc.
Man-made	Made or caused by human beings.
material	The matter from which a thing is made.
Physical features	Features of an area that are natural e.g. hills and volcanoes.
Structure	A building or other object constructed of several parts.
Tower	A tall structure.
Tunnel	An underground passage.
Turret	A small tower on top of a larger tower or at a corner of a building.

Important People

	Lord and Lady Barnard
	Isambard Kingdom Brunel
	Arthur Dorman

Important Places

Newcastle	Tyne tunnel
London	Tower bridge
Scotland	Forth Rail Bridge
China	Bund Sightseeing Tunnel
San Francisco	Golden Gate
Australia	Sydney Harbour Bridge
Middlesbrough	Transporter

Science	History	Geography	Computing	Music	Art	DT	PE	RE	PSHE
distinguish between an object and the material from which it is made	Begin to order artefacts and pictures from significantly different time periods	Locate countries on a UK map.	Identify different devices that can go online, and separate those that do not		Handle and manipulate ridged and malleable materials and say how they feel	Select and explain their choice of materials, sometimes with help.	To master basic movements including running, jumping, throwing and catching.	Believing: Who is a Christian and what do they believe? What can we learn from sacred books?	Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up
identify and name a variety of everyday materials	Describe in simple terms, why a significant individual acted the way they did	Use maps, pictures and stories to find out about different places	Understand rules around e-safety and know who to tell if something concerns them online		Cut and tear paper and glue it to a surface	Build simple structures.	To develop balance, agility and co-ordination, and begin to apply these in a range of activities in the context of moving at different speeds.	Talk about some simple ideas about Christian beliefs about God and Jesus.	Begin to give simple reasons for their own views/opinions
observe changes across the four seasons	Ask and respond to simple questions about the past, using sources of information	Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.				Talk about their own and others' work identifying strengths or weakness.		Recognise that sacred texts contain stories, which are special to many people and should be treated with respect.	Suggest how they could make a positive contribution to their class, schools or community. Explain how they belong to various groups or communities and contribute to the development of class and group rules.
observe and describe weather associated with the seasons and how day length varies		Use the correct terms for simple geographical features in the local environment.				Draw simple pictures of an intended design with simple labelling.		Talk about issues of good and bad, right and wrong arising from the stories.	