

Weeton St Michael's Primary School

Monarchy Golden Thread

Storybooks:

- The Queen's Knickers by Nicholas Allan
- The Queen's Handbag by Steve Antony
- Cinderella
- Emma Jane's Aeroplane by Katie Haworth

| EYFS |
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| To know what a monarch is and that kings and queens rule countries. |
| To recognise that Queen Elizabeth II was our queen until recently and is remembered. |
| To know that King Charles III is our current monarch. |

| Year 1/2 |
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| To know that William the Conqueror became king after 1066. |
| To recognise that monarchs used castles to show their power and defend their lands. |
| To know why coronations take place. |

| Year 3/4 |
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| To know that Ancient Egypt was an early example of monarchy. |
| To understand that Anglo-Saxon England was divided into kingdoms, each with a king. |
| To recognise that Maya cities were ruled by kings or queens. |

| Year 5/6 |
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| To know facts about Henry VIII and Elizabeth I as significant Tudor monarchs. |
| To recognise that the Victorian period is named after Queen Victoria. |
| To understand the struggle between monarch and parliament in the English Civil War (roundheads vs cavaliers). |
| To know that Maharaja Ranjit Singh led the Sikh Empire. |

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Trade Golden Thread

Storybooks:

- Lemonade in Winter by Emily Jenkins
- The High Street by Alice Melvin
- Spend It! by Cinders McLeod
- Joseph Had a Little Overcoat by Simms Taback

EYFS

To know that people make and sell things, and that goods can be swapped or bought.

Year 1/2

To recognise that toys and clothes in the past were made by hand and could be traded or sold.

To know that different jobs in the past produced things to sell (spinners, weavers, farmers).

Year 3/4

To know that trade was important in the Iron Age (e.g., metals, salt).

To recognise that the Romans valued Britain's resources (tin, gold, grain) for trade.

To know that the Ancient Egyptians and Maya traded goods across regions.

To recognise how work and industry affected children's lives in Tudor and Victorian times.

Year 5/6

To know common Greek trade goods (olives, wine, pottery, honey).

To know that the Vikings maintained a trading network across northern and western Europe.

To recognise that census records show work and trade in the past.

To know that Lahore was a key trade centre in the Sikh Empire.

To understand links between migration and work/trade opportunities.

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Invention & Innovation Golden Thread

Storybooks:

- An Engineer Like Me by Shini Somara
- The Crayon Man by Natascha Biebow
- Be a Maker by Katey Howes
- Going Places by Paul A. Reynolds

| EYFS |
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| To know that toys have changed over time, from wooden to electronic. |
| To know that machines like aeroplanes were invented to help people travel. |

| Year 1/2 |
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| To know about the Wright Brothers and the invention of the aeroplane. |
| To know why the Moon landing is remembered as an important step in space travel. |
| To recognise how school equipment and classrooms have changed with new inventions. |
| To know that firefighting equipment and building rules changed after the Great Fire of London. |

| Year 3/4 |
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| To know that the invention of bronze transformed prehistoric life. |
| To know that the wheel was an important invention in prehistory. |
| To recognise Roman innovations such as roads, aqueducts and concrete. |
| To know that Egyptians developed new building methods for pyramids and monuments. |
| To recognise Maya inventions, including their calendar and games. |

| Year 5/6 |
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| To know about Greek achievements (e.g., democracy, the Olympic Games). |
| To recognise the use of propaganda in Tudor England as an innovation in communication. |
| To understand inventions developed in World War Two (e.g., medicines, radar) and their impact on daily life. |
| To know about the census as an innovation for collecting information. |

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War Golden Thread

Storybooks:

- Where the Poppies Now Grow by Hilary Robinson & Martin Impey
- Stubby: A True Story of Friendship by Michael Foreman
- Peace at Last by Jill Murphy
- Why the Whales Came by Michael Morpurgo

| EYFS |
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| To know that wars affect families, homes and communities. |
| To listen to stories about remembrance and why we wear poppies. |

| Year 1/2 |
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| To know that castles were built for defence and sometimes for war. |
| To understand that kings and queens fought wars to protect or expand their land. |
| To know that aeroplanes were later used in war. |

| Year 3/4 |
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| To know that Iron Age communities built hillforts to defend their settlements. |
| To know that the Anglo-Saxons and Vikings fought to control land in Britain. |
| To recognise reasons for invasion and settlement in this period. |

| Year 5/6 |
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| To know that the Ancient Greeks fought wars such as the Trojan and Peloponnesian wars. |
| To understand the causes and consequences of World War Two for people in Britain. |
| To recognise the impact of war on different groups (evacuees, women, soldiers). |
| To know that the Sikh Empire used military strength to unify and defend its lands. |