

Year / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR A – 2021-22/ 2023-24</b>						
<b>EYFS</b>	<u>Topic title:</u> Me and my community - <i>People who help us and previous experiences.</i>	<u>Topic title:</u> Once upon a time - <i>Kings and queens.</i>	<u>Topic title:</u> Starry night	<u>Topic title:</u> Dangerous dinosaurs	<u>Topic title:</u> Sunshine and flowers.	<u>Topic title:</u> Big, wide, world
<b>Y 1/2</b>	<p style="text-align: center;"><b><u>Childhood</u></b></p> <p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p> <ul style="list-style-type: none"> <li>○ <b>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></li> <li>○ <b>Learn about events beyond living memory that are significant nationally or globally.</b></li> <li>○ <b>Learn about significant historical events, people and places in their own locality.</b></li> <li>○ <b>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></li> </ul>		<p><b><u>Revision and revisit previous learning.</u></b></p>		<p style="text-align: center;"><b><u>School days</u></b></p> <p>Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p> <ul style="list-style-type: none"> <li>○ <b>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></li> <li>○ <b>Learn about events beyond living memory that are significant nationally or globally</b></li> <li>○ <b>Learn about significant historical events, people and places in their own locality.</b></li> <li>○ <b>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></li> </ul>	
<b>Y 3/4</b>	<p style="text-align: center;"><b><u>Invasion</u></b></p> <p>Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p> <ul style="list-style-type: none"> <li>○ <b>Conduct a local history study.</b></li> <li>○ <b>Learn about Britain's settlement by Anglo-Saxons and Scots.</b></li> <li>○ <b>Learn about the Roman Empire and its impact on Britain.</b></li> <li>○ <b>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></li> <li>○ <b>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></li> </ul>		<p><b><u>Revision and revisit previous learning.</u></b></p>		<p style="text-align: center;"><b><u>Ancient civilisations</u></b></p> <p>Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations1</p> <ul style="list-style-type: none"> <li>○ <b>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.6</b></li> <li>○ <b>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</b></li> </ul>	

<p><b>Y 5/6</b></p>	<p><b><u>Dynamic dynasties</u></b> Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy.</p> <ul style="list-style-type: none"> <li>○ Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<p><b><u>Revision and revisit previous learning.</u></b></p>	<p><b><u>Ground breaking Greeks</u></b> Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy</p> <ul style="list-style-type: none"> <li>○ Conduct a local history study.</li> <li>○ Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>○ Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>
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**YEAR B – 2022-23 / 2024-25**

<p><b>EYFS</b></p>	<p><b><u>Topic title:</u></b> <b>Lets explore</b></p>	<p><b><u>Topic title:</u></b> <b>Marvellous machines.</b> - <i>Machines; then and now.</i></p>	<p><b><u>Topic title:</u></b> <b>Long ago</b></p>	<p><b><u>Topic title:</u></b> <b>Ready, steady grow.</b></p>	<p><b><u>Topic title:</u></b> <b>Animal safari</b></p>	<p><b><u>Topic title:</u></b> <b>On the beach</b></p>
<p><b>Y1/2</b></p>	<p><b><u>Movers and shakers</u></b> Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Emmeline Pankhurst, Florence Nightingale, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Roald Amundsen, Rosa Parks, Vincent van Gogh.</p> <ul style="list-style-type: none"> <li>○ Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>○ Learn about events beyond living memory that are significant nationally or globally.</li> <li>○ Learn about significant historical events, people and places in their own locality.</li> <li>○ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>		<p><b><u>Coastline – geography focus</u></b> Revision and revisit previous learning.</p>		<p><b><u>Magnificent monarchs</u></b> Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p> <ul style="list-style-type: none"> <li>○ Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>○ Learn about events beyond living memory that are significant nationally or globally.</li> <li>○ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	

<p>Y 3/4</p>	<p><b>Through the ages</b>  Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age.  Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry</p> <ul style="list-style-type: none"> <li>○ <b>Conduct a local history study.</b></li> <li>○ <b>Learn about changes in Britain from the Stone Age to the Iron Age</b></li> </ul>	<p style="text-align: center;"><b>Retrieval</b></p>	<p style="text-align: center;"><b>Emperors and empires</b></p> <ul style="list-style-type: none"> <li>○ <b>Conduct a local history study.</b></li> <li>○ <b>Learn about the Roman Empire and its impact on Britain.</b></li> </ul>
<p>Y 5/6</p>	<p><b>Maafa</b>  Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</p> <ul style="list-style-type: none"> <li>○ <b>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</b></li> <li>○ <b>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></li> </ul> <p>-</p>	<p style="text-align: center;"><b>Sticky knowledge/ retrieval</b></p>	<p style="text-align: center;"><b>Britain at war</b></p> <p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain</p> <ul style="list-style-type: none"> <li>○ <b>Conduct a local history study.</b></li> <li>○ <b>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></li> </ul>