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| **ELG** | **Understanding the World.** | | |
|  | **Autumn** | **Spring 1** | **Summer 1** |
| **Nursery Curriculum** | History is discussed throughout topic work in Nursery. The topics are: dinosaurs, space, fairytales, seaside, toys and buildings. When exploring the these themes, History is taught through discussion, comparing, use of vocabulary (then, now etc).  The children celebrate a number of significant celebrates/dates during the year, such as: Remembrance day, Christmas, Easter, Chinese New Year, St. Georges Day etc. If a child talks about an important celebration to them, then this is also celebrated, i.e. Hanukah. | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Reception**  **Curriculum** | Important dates to some religions/cultures.  e.g. celebration of bonfire, Diwali, Hanukah.  Observing seasonal changes - use of past vocabulary. | Chinese New Year  Castles, Knights and royalty.  Celebration of Easter.  Observing seasonal changes - use of past vocabulary. | Commotion in the Ocean.  Look at different types of ships now and in the past.  Observing seasonal changes – use of past vocabulary. |
| **Cross curricular Links** | R.E  Geography  Music | Geography  R.E  D&T | Geography - maps  Science/D&T – sinking and floating materials  PSED |
| **Reading opportunity** |  | Sleeping Beauty, Jack & The Beanstalk. | pirates love underpants; The Pirates next Door; Rainbow Fish; Shark in the Park; 1001 things to spot in the sea; commotion in the ocean |
| **Writing Maths skills** |  |  | Ransom letter from Pirate. |
| **School Values** | 1. Essential knowledge and skills 2. Awareness of global and local issues 3. Relevance of learning. | 1. Essential knowledge and skills 2. Awareness of global and local issues 3. Relevance of learning. | 1. Essential knowledge and skills 2. Awareness of global and local issues 3. Relevance of learning. |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 1**  **Curriculum** | **Why do we have remembrance day?**  What is remembrance day?  Why do we wear poppies?  What happens on remembrance day?  Who do we remember on remembrance day?  Visit to local war memorial. | **How do our toys and games compare with those of children in the 1960s?**  Why do historians divide up time?  What do people remember about the 1960s?  How do the most popular toys and games of the 1960s compare with those of today?  Why were there no smart toys and games in the 1960s?  How can we make sure we play with smart toys and games safely and securely?  What do adults I know remember about the 1960s? | **Did we have female pilots in the past?**  Harriet Quimby  Hilda Hewlett  Bessie Coleman  Who was Harriet Quimby?  Why didn’t Harriet Quimby’s flight across the channel become news?  What jobs did men and women have when building aeroplanes?  Was Hilda Hewlett famous for flying or building aeroplanes?  Why did Bessie Coleman have to go to France? |
| **NC History Links** | Events beyond living memory that are significant nationally or globally | Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life  The lives of significant individuals in the past who have contributed to national and international achievements  Significant historical events, people and places in their own locality. | Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements |
| **Cross curricular Links** |  |  | Art/Geog – what would Harriet have seen from her plane? |
| **Reading opportunity** | Where the poppies now grow  Hilary Robinson and Martin Impey.  The Little Hen and the Great War  Jennifer Beck & Robyn Belton | That Rabbit belongs to Emily Brown – Cressida Cowell & Neal Layton.  Lost in the Toy Museum: An Adventure | Emma Jane’s aeroplane – Katie Haworth and Daniel Rieley.  Amelia Earhart (Little People, Big Dreams) Isabel Sanchez Vegara & Maria Diamantes |
| **Writing Maths skills** |  |  | Newspaper front page for Harriet’s flight. |
| **School Values** | 1. Essential knowledge and skills 2. Awareness of global and local issues 3. Relevance of learning. | 1. Essential knowledge and skills 2. Relevance of learning | 1. Essential knowledge and skills 2. Moral values 3. Careers |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 2**  **Curriculum** | **Did the Great Fire make London a better or worse place?**  What was Stuart London like?  What did people do first?  What was it like at the height of the fire?  Could any have stopped what happened?  What was left of London?  What did the King do to make London better? | **How did the building of Manchester Airport change our local area?**  When and why was the airport built?  What happened to the airport during WWII?  What positives did the building and running of the airport bring for our area?  What negatives did the building and running of the airport bring for our area?  How has the airport changed since it first opened?  Look into whether a trip is possible? | **Have we always had a postal service?**  What happens when we post a letter today?  What happened before there were stamps on letters?  What was the big idea that Rowland Hill had?  How did post arrive?  What happened to the postal service during the war?  What has replaced letters now? |
| **NC History Links** | Events beyond living memory that are significant nationally or globally | Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally  The lives of significant individualsin the past who have contributed to national and international achievements  Significant historical events, people and places in their own locality | Events beyond living memory that are significant nationally or globally  Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life  The lives of significant individualsin the past who have contributed to national and international achievements. |
| **Cross curricular Links** |  | Geography | English – letter writing.  Computing – communication. |
| **Reading opportunity** | Vlad and the Great Fire of London  Kate Cunningham & Sam Cunningham  Toby and The Great Fire Of London  Margaret Nash & Jane Cope | Girls can do anything – Caryl Hart. | The Jolly Postman – Janet & Allan Ahlberg. |
| **Writing Maths skills** |  |  |  |
| **School Values** | 1. Essential knowledge and skills 2. Awareness of national issues | 1. Essential knowledge and skills 2. Current national and global issues including locality | 1. Essential knowledge and skills 2. Awareness of current national and global issues. |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 3**  **Curriculum** | **How did the lives of ancient Britons change during the Stone Age?**  How do people often imagine the Stone Age to be like?  Who left their footprints on the beach and what were they doing these?  What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?  Why did Stone Age Britons spend most of their time living in camps rather than in caves?  Why was the Red Lady of Paviland so important?  How were people living in Britain at the end of the Stone Age compared with the beginning? | **How do artefacts help us understand the lives of people in Iron Age Britain?**  How can we recognise Iron Age hill forts today?  What might hill forts have looked like when they were first built?  How do we know that life wasn’t always very peaceful in the Iron age?  What were staters and how did Iron Age people use them?  Why have so many wonderful Iron Age artefacts been found underwater? | **How did the arrival of the Romans change Britain?**  Why did Emperor Claudius invade Britain?  Why did the Romans almost lose control of Britain? (War with Boudica)  Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?  Why were Claudia and Lepidina living in Vindolanda (Hadrian’s Wall)  How do we know so much about the towns the Romans built in Britain?  Why did the Romans organise gladiatorial games? |
| **NC History Links** | Changes in Britain from the Stone Age to the Iron Age | Changes in Britain from the Stone Age to the Iron Age | The Roman Empire and its impact on Britain |
| **Cross curricular Links** | Art – Prehistoric art. | Geography – settlements. | Geography – invaders and settlers. |
| **Reading opportunity** | Stone Age Boy  Stig of the Dump | The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert | Romans on a Rampage – Jeremy Strong. |
| **Writing Maths skills** |  |  |  |
| **School Values** | 1. Essential knowledge and skills 2. Learning could be built upon in next stages. | 1. Essential knowledge and skills 2. Learning could be built upon in next stages. | 1. Essential knowledge and skills 2. Understand locality in the context of the wider world. |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 4**  **Curriculum** | **Who were the Anglo-Saxons and how do we know what was important to them?**  Why did the Romans leave Britain?  Who were the Anglo Saxons and why didn’t they choose to live in the towns the Romans left behind?  How did the lives of Anglo Saxons change after Ethelbert met Augustine?  (Conversion to Christianity)  How did converting to Christianity change the lives of people in Britain?  What does Sutton Hoo tell us about the Anglo Saxon world? | **What did the Vikings want and how did Alfred help to stop them getting it?**  What was the “terror” that appeared in Britain on June 8th 793?  Why was the design of their longships so important to the Vikings?  What were the two treasures that most Viking Norsemen wanted from Britain?  Viking horned helmets – historical fact or myth?  Why is Alfred the only King or Queen of England to have ‘the Great’ after their name? | **How have railways changed since the Victorian times?**  What did railways look like during the Victorian times?  What key events have occurred that are important to the development of railways?  Why and where did the railway expand across Britain?  How has technology changed in locomotives?  Were these changes necessary?  How do railways compare to the Victorian times? |
| **NC History Links** | Britain’s settlement by Anglo-Saxons and Scots | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. |
| **Cross curricular Links** | **R.E** |  |  |
| **Reading opportunity** | Beowulf  Illustrated Tales of King Arthur. | The Dragon’s Hoard – Lari Don & Cate James.  There’s a Viking in my bed – Jeremy Strong | The Highland Falcon Thief – MG Leonard and Sam Sedgman.  Five go off to camp – Enid Blyton |
| **Writing Maths skills** |  |  |  |
| **School Values** | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of the wider world. | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of the wider world. | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of the wider world. |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 5**  **Curriculum** | **Did the Greg family have a positive impact on our local area?**  Who were the Greg family?  What was the industrial revolution?  Who worked at the mill, what jobs did they have and how much were they paid?  What do sources tell us and how reliable are they?  How did Styal Village develop and what was village life like?  Trip to Styal Mill. | **What can we tell about the Shang Dynasty from Fu Hao’s tomb?**  When and where did the Shang live?  What was found in Fu Hao’s tomb?  What does this tell us about life in Shang times?  What do we still need to know and where might we find the answers to our questions?  How important was Fu Hao? | **Can we thank the Ancient Greeks for anything in our lives today?**  What are the similarities between our schools and schools in Ancient Greece?  What can we learn from our language about Ancient Greece?  What do some of our buildings tells us about how we view Ancient Greece today?  How were the Ancient Greeks governed and are there any similarities with how we are governed today?  How have the Olympic Games changed since they were first held in Ancient Greece?  Which is the most important legacy of the Ancient Greeks? |
| **NC History Links** | A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) | 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 | Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| **Cross curricular Links** | Geography |  |  |
| **Reading opportunity** | Reading about the Greg family. | Tales from China – Cyril Birch | Who let the Gods out – Maz Evans |
| **Writing Maths skills** |  |  |  |
| **School Values** | 1. Essential knowledge and skills 2. Relevance of learning 3. Understand locality | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of global issues. | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of global influences |

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|  | **Autumn** | **Spring 1** | **Summer 1** |
| **Year 6 Curriculum** | **What can we learn from Early Islamic civilization?**  How different was Baghdad to London around 900AD?  What was in the House of Wisdom?  Who was Ibn Battuta and how did his Rihla help us?  Who was Al-Zahrawi and what could we learn from Muslim medicine?  What did early Islamic civilisation leave behind? | **Was the Battle of Britain a key turning point in World War II?**  Were there other key events during World War II?  How serious was the risk of invasion by Nazi Germany in June 1940?  What happened during the Battle Of Britain?  Why did Britain win the Battle of Britain?  What happened after the Battle of Britain? | **How has crime and punishment changed since the Anglo-Saxons to now?**  What types of crimes were committed during the Anglo-Saxon period?  What new laws were introduced after the Norman invasion and what were the punishments?  What are the similarities in crimes committed during different time periods?  Why was the police force formed during the Victorian times?  Is there less or more crime now than in the past? |
| **NC History Links** | 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. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |
| **Cross curricular Links** | R.E - Islam |  | PSHE |
| **Reading opportunity** | Daily life in the Islamic Golden Age – Don Nardo  History Detectives Early Islamic Civilisation – Claudi Martin. | Horrible Histories  Friend or Foe – Michael Morpurgo. | Holes – Louis Sachar  The Highway Man – Alfred Noyes & Charles Keeping  Past in Pictures – Crime and Punishment |
| **Extended writing** |  |  |  |
| **School Values** | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of the wider world. | 1. Essential knowledge and skills 2. Relevance of learning 3. Awareness of the wider world. | 1. Essential knowledge and skills 2. Relevance of learning 3. Development of moral values |