

	Autumn		Spring		Summer	
EYFS	All About Me New and old – past and present teddies / toys / experiences Notice similarities and differences between our and others friends and families Identify and talk about significant events in our own experiences Talk about own homes	Sparkles & Stars	People Who Help Us Chinese New Year 01/02/22 – Year of the Tiger- know some similarities/differences between different religious and cultural communities in this country Jobs in our families -talk to grandparents - how jobs / lives have changed	Heroes & Happily Ever After Investigate the immediate environment Look at illustrations in stories / traditional tales / nursery rhymes and note similarities / differences of now and then	Grow, Grow, Grow Explore and follow butterfly life cycle / frog life cycle	Animal Magic Explore globes / maps / stories – investigating animals/people living in other countries - look at similarities and differences between life in this country and life in other countries and the natural world around them Explore websites for cultures/places - Google Earth
Yr1	Terrific Toys Modern History British /World Change within living memory/ nationally/ internationally Main Concept: Historical enquiry Continuous concepts: Chronology, Characteristic features, Change/ continuity, Cause/ consequence, Significance		Samuel Cody Modern History Local Study/ British Study Significant historical events, people and places in their own locality. Main Concepts: Characteristic features of period/ person/ events studied Continuous concepts: Chronology, Cause/ consequence, Historical enquiry, Significance, Interpretation		Infinity and Beyond Modern History British /World The lives of significant individuals in the past who have contributed to national and international achievements- Neil Armstrong and Tim Peak. Main Concepts: Chronology, Significance Continuous concepts: Characteristic features, Cause/ consequence, interpretation, Historical enquiry,	
	Toys throughout History and different cultures. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions , choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. National and international, cultural, economic differences in toys.		Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements- Samuel Cody Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Local, National, Cultural, economic, Political		<i>Has a man ever been on the moon and how can we know for sure?</i> The lives of significant individuals in the past who have contributed to national and international achievements. Neil Armstrong and Tim Peak. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. National and International history; cultural, economic, political.	
Yr2	Titanic Modern History British /World- Ireland/America Significant historical events local/ national/international event Main Concepts: Cause/ consequence, Interpretation, Historical enquiry Continuous concepts: Chronology, Characteristic features, Significance		The Great Fire of London Modern History British Study A significant national event beyond living memory Main Concepts: Cause/ consequence Continuous concepts: Chronology, Characteristic features: Change/ continuity, Interpretation		Nurturing Nurses and Strong Soldiers (Local History) Modern History Local/British /World- Turkey Lives of significant individuals nationally/ internationally/ Locally Main Concepts: Significance Continuous concepts: Chronology, Characteristic features, interpretation	
	How people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world-Sinking of the Titanic		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] They should know where the people and events they study fit within a		<i>What challenges did nurses/Florence Nightingale overcome to help others?</i>	

	Cause and consequence, frame historically-valid questions, create their own structured accounts, including written narratives and analyses. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. The lives of significant individuals in the past who have contributed to national and international achievements- How evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time- They should use a wide vocabulary of everyday historical terms. National and international history, cultural, economic, social history.	chronological framework and identify similarities and differences between ways of life in different periods. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time structured accounts, including written narratives and analyses- Samuel Pepys They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. They should use a wide vocabulary of everyday historical terms.	Significant individual nationally/Internationally Florence Nightingale, Mary Seacole and Louise Margret Cause and consequence, similarity, difference and significance, create their own structured accounts, including written Characteristic features of past non-European societies; achievements and follies of mankind, narratives and analyses. How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world- Turkey. Significant historical events, people and places in their own locality- Aldershot Military Hospital and Louise Margret. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented- Aldershot Military. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. Some should be used to compare aspects of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Local, economic, military, political
Yr3	Stone Age, Bronze age Iron Age Britain Ancient History British Study Main Concepts: Chronology, Characteristic features, Interpretation, Change & continuity Continuous concept: Connections	The Roman Conquests Impact on Britain Ancient History World/ British Main Concepts: Change & continuity, Significance, Historical Enquiry Continuous concepts: Chronology, Characteristic features, Cause & Consequence, Connections	
	How did life in the Stone Age change through the Bronze Age and Iron Age? Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Tools, technology burials, shelters & settlements, art. Stone, Bronze & Iron Age. Timeline comparison of durations Stone, Bronze and Iron. Between periods e.g. tools, burials, technology, shelters & settlements Scarcity of evidence means gaps have to be filled by reasoned interpretation Refer back to period from later world studies that were Bronze Age cultures	How did the Roman Empire impact our local area? The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Roman Life/Soldier Romanisation What is the most widespread and enduring aspect of their legacy? Why the Romans came to Britain, plus impact – short term long term Roman Soldier box Roman excavation box – Deducing information from objects Examine local impact e.g. Portchester/ Winchester/Silchester etc	
Yr4	Saxon Settlement Medieval History Local Study / British Anglo Main Concepts: Cause & Consequence	Viking and Anglo Saxon Conflict Medieval History Local Study / British Anglo Main Concepts: Interpretation	Frank Whittle- Flight Farnborough Modern History Local/ British Study Main Concepts: Change & continuity and Cause & Consequence Continuous concepts: Chronology, Significance, Historical Enquiry, Connections

	Continuous concepts: Chronology, Characteristic features, Change & continuity, Significance, Interpretation, Historical Enquiry, Connections .	Continuous concept: Chronology, Characteristic features, Change & continuity, Cause & Consequence, Significance, Connections.	
	<i>Was Alfred born great or did he become great?</i> Britain’s settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Why came to Britain. Why/how converted to Christianity Timeline/map work to see when/where from/why they left their homelands Life & Death change from paganism to Christianity/ Saxon culture Changing Saxon kingdoms. Christian conversion from Paganism The ruin of Britain the Saxon legacy - language, learning, Christian centres etc. Alfred the Great Does Alfred deserve his title? Was he great or just lucky Life & Death artefacts to explore Christian conversion/Saxon culture Saxon legacy - language, cultural identity and important Christian centres	<i>Would the Vikings do anything for money?</i> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 Explore where/when Vikings came from/travelled to on world map & timeline Watery places compare to SB&I Ages Vikings: Raiders or Traders Why Vikings came to Britain, conflict with Saxons Alfred the Great- Survival/dominance of Wessex and later Wessex kings Evidence of Viking trading & settlement across the known world. Normans	<i>Why is Farnborough the home of aviation?</i> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. What impact has the development of flight has on Farnborough, flight and the wider world? Explore important historical events that had an impact (changed something) in your locality Explore important historical events/people that are remembered locally Examine how aspects of national history are reflected locally-monuments, Flight Museum, Farnborough Airport Explore how typical your town’s/ Farnborough Airports past is in national term and military terms
Yr5	Early civilizations Egypt, Sumeria, Indus Valley, Overview of ALL + 1 depth study - Shang dynasty China Ancient History World Study Main Concepts: Significance and Characteristic features Continuous concepts: Chronology, Historical Enquiry, Connections		The Mayans Non-Euro contrast with Britain from: Mayans Study Mayan Civilisation Ancient History /History World Main Concepts: Characteristic features, Cause & Consequence Continuous concepts: Chronology, Significance, Interpretation, Historical Enquiry, Connections

	<i>Which civilisation contributed the most and why?</i> Pupils should be taught 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. Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Earliest Civilizations: Overview Enquiry Compare civilizations –what is similar, what is different? Overview Enquiry: Compare/ contrast achievements of each civilization. Historical Enquiry: Egyptian achievements to examine e.g. astronomy, maths, and medicine. All are Bronze Age cultures – compare to Britain in Bronze age	<i>Why should we remember the Maya?</i> Quest for beneficial knowledge driven by Mayan belief <i>Mayan enquiry</i> & Mayan box Compare to Britain c900 via timelines and locate on World map Mayan civilization preserved classical learning <i>Mayan enquiry</i> Misinterpretation of Maya in past e.g. belief that buildings influenced by Egyptians. Impact of Mayan Preservation. Export and trade
Yr6	Ancient Greece <i>Ancient History/ World Study</i> Main Concepts: Significance Continuous concept: Chronology Historical Enquiry, connections	Changing Power of Monarchy British study that extends beyond 1066 – aspect/ theme/ turning point Main Concepts: Historical Enquiry and Connections Continuous concepts: Chronology, Cause & Consequence , Change & continuity
	<i>What did the Greeks do for us?</i> <i>Significance of the Ancient Greeks and the Greek Legacy</i> Explore duration and timing via timeline and locations via World map Many modern ideas and institutions stem from Ancient Greece Contrast with Britain	<i>What impact did the leadership have on the time?</i> Explore/add relevant event dates on timeline Thematic: changing power of monarchy shift of power monarch/ parliament Thematic: changing power of monarchy why we are a constitutional monarchy