

History	Autumn Term CLJ	Spring Term CLJ	Summer Term CLJ
EYFS	N:Getting to know you N:Celebrations R:All about me R:People who help us	N:Traditional Stories R:Pets and Animals R:Bears	N&R: Around the world N:In the garden R:Tell me a tale
Year 1	Heroes <u>My Family - Who is in my family? How has life changed since my Grandparents were born?</u> I can identify changes within living memory, and where appropriate, these should be used to reveal aspects of change in national life.	Scales, Fur & Feathers	Towers, Tunnels & Turrets <u>Kings & Queens - Who are Kings and Queens? Why do we remember them?</u> I can identify 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. <u>The Great Fire of London - What happened in the Great Fire of London and how do we know?</u> <u>Samuel Pepys</u> I can identify significant historical events, people and places in my own locality. I can identify events beyond living memory that are significant nationally or globally.
Year 2	Animals, Astronauts & Aliens <u>The History of Space Travel - Why was the Apollo 11 Moon landing so important?</u> I can identify events beyond living memory that are significant nationally or globally. I can identify 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 I can identify significant historical events, people and places in my own locality.	Engineering Excellence <u>Isambard Kingdom Brunel - Why do we remember Isambard Kingdom Brunel</u> <u>Toys - How have developed since the Victorian Age?</u> I can identify 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.	Around the World in 80 Days
Year 3	Tomb Raiders <u>Ancient Egypt - Why were the Ancient Egyptians successful?</u> 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:	Through the Ages <u>The Stone Age to the Iron Age - When was it better to live? How did Britain Change? How did their discoveries impact our lives today?</u> <u>Pre-Roman Britain</u> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age, this could include: Late Neolithic hunter-gathers and early farmers: Skara Brae Bronze Age religion technology and travel: Stonehenge Iron Age hill forts, farming, art and culture	Flash! Bang! What a picture
Year 4	Eureka <u>Ancient Greece - How has the Ancient Greek Civilisation influenced democracy today?</u> Pupils should be taught a study of Greek life and achievement and their influence on the western world To include: Constellation / planets Gods and Goddesses, Mount Olympus, Key people: Archimedes, Pythagoras, Plato	Bright Sparks	Empire Strikes Back <u>Roman Britain - How did the Romans contribute to modern communication and the British lifestyle?</u> Pupils should be taught about the Roman Empire and its impact on Britain <u>This could include:</u> a. Julius Caesar's attempted invasion in 55-54BC b. the Roman Empire by AD42 and the power of its army c. Successful invasion by Claudius and conquest, including Hadrian's wall d. British resistance, for example, Boudicca
Year 5	All Change <u>Anglo Saxon and Scots - How have the Anglo-Saxons and Scot impacted on life today?</u> Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots: This could include: Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire b. Scots invasion from Ireland to north Britain (now Scotland) c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life d. Anglo-Saxon art and culture	Central Force <u>Baghdad c. AD 900 - Why was Ancient Baghdad seen as the centre of learning? Non-European Study</u> Pupils should be taught about a non-European society that provides contrast with British history: early Islamic civilization, including a study of Baghdad c. AD 900	Our Place in Space

Year 6	<p style="text-align: center;">Go with the Flow</p> <p>Viking - Why did the Vikings seek to invade Britain? Pupils should be taught about the Viking and Anglo Saxon Struggle for the kingdom of England to the time of Edward the Confessor This could include: 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</p>	<p style="text-align: center;">Conflict & Combat</p> <p>World War1 & World War 2 - - Why Did WW1 occur? - How did WW 2 affect ordinary people? <u>Extended Chronological study</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066: <u>A significant turning point in British history</u></p> <table border="1" data-bbox="837 264 1487 496"> <tr> <td data-bbox="837 264 1178 496"> Start of the WW1 - political issues Causes of WW1 Trench Warfare The Christmas Truce Animals in WW1 Shell shock Desertion </td> <td data-bbox="1178 264 1487 496"> The Blitz The night the clock stopped Spies and codes Evacuation Rationing D-Day VE-Day </td> </tr> </table>		Start of the WW1 - political issues Causes of WW1 Trench Warfare The Christmas Truce Animals in WW1 Shell shock Desertion	The Blitz The night the clock stopped Spies and codes Evacuation Rationing D-Day VE-Day
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	<p style="text-align: center;">Survival of the Fittest</p> <p>Charles Darwin and Evolution - How did Charles Darwin's work on Evolution influence Scientific thinking today? Note connections, contrasts and trends over time and develop the appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources.</p>				