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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 2 | Summer 2 | |
| Reception | Me and My Community – Including Exploring Autumn | Will You Read Me a Story? | Dangerous Dinosaurs | Why do zebras have stripes? | Why do Ladybirds have spots? | Who lives in a Rock Pool? What Can I see in Summer? | |
| Year 1 Chaffinch | School Days (Y1)  (History)   * 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 structured accounts, including written narratives and analyses. * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | The seven Continents  (Y1 OAK unit)  (Geography) | Movers and Shakers (Y2)  (History)   * 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. * Learn about significant historical events, people and places in their own locality. * 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. * 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. * Learn about events beyond living memory that are significant nationally or globally. | Coastline (Y2)  (Geography)   * 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. | Magnificent Monarchs (Y2)  (History)   * 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 structured accounts, including written narratives and analyses. * Learn about events beyond living memory that are significant nationally or globally. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. | Street Detectives (Y2)  (Local History)   * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | |
| Year 2 Chaffinch | School Days (Y1)  (History)   * 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 structured accounts, including written narratives and analyses. * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | The seven Continents  (Y1 OAK unit)  (Geography) | Movers and Shakers (Y2)  (History)   * 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. * Learn about significant historical events, people and places in their own locality. * 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. * 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. * Learn about events beyond living memory that are significant nationally or globally. | * Coastline (Y2) * (Geography) * 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. | * Magnificent Monarchs (Y2) * (History) * 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 structured accounts, including written narratives and analyses. * Learn about events beyond living memory that are significant nationally or globally. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. | Street Detectives (Y2)  (Local History)   * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | |
| Year 2 Kingfisher | Movers and Shakers (Y2)  (History)   * 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. * 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. * Learn about events beyond living memory that are significant nationally or globally. | Rocks, Relics and Rumbles (Y3)  (Geography)   * 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 structured accounts, including written narratives and analyses. * 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. | | Coastline (Y2)  (Geography)   * 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. | Magnificent Monarchs (Y2)  (History)   * 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 structured accounts, including written narratives and analyses. * Learn about events beyond living memory that are significant nationally or globally. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. | Street Detectives (Y2)  (Local History)   * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | |
| Year 3 Kingfisher | Movers and Shakers (Y2)  (History)   * 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. * 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. * Learn about events beyond living memory that are significant nationally or globally. | Rocks, Relics and Rumbles (Y3)  (Geography)   * 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 structured accounts, including written narratives and analyses.   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. | | Coastline (Y2)  (Geography)   * 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. | Magnificent Monarchs (Y2)  (History)   * 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 structured accounts, including written narratives and analyses. * Learn about events beyond living memory that are significant nationally or globally. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. | Street Detectives (Y2)  (Local History)   * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | |
| Year 4 Owl | Ancient civilisations (Y4)  (History)  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 structured accounts, including written narratives and analyses. | | Location, Location, Location  (UK and Americas)  (Geography)  (OAK Year 3/4 unit) | Traders and Raiders (Y4)  (History)   * Learn about Britain’s settlement by Anglo-Saxons and Scots. * 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 structured accounts, including written narratives and analyses. * Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * 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. | | Marvellous maps  (Geography)  (2 weeks) | * Local History study (2 wee Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   ks) |
| Year 5 Kestrel | Ancient civilisations (Y4)  (History)   * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. * 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. * 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. * 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 structured accounts, including written narratives and analyses. * Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | Location, Location, Location  (UK and Americas)  (Geography)  (OAK Year 3/4 unit) | Traders and Raiders (Y4)  (History)   * + Learn about Britain’s settlement by Anglo-Saxons and Scots.   + 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 structured accounts, including written narratives and analyses.   + Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * • 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. | | Marvellous maps  (Geography)  (2 weeks) | Local History study (2 weeks)   * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |
| Year 6 Eagle | Frozen Kingdom (Y6)  (Geography) (Biomes OAK) | Location, Location, Location  UK, Europe and Hemispheres and Tropics (OAK) | I Am Warrior (Y4)  (History)   * Learn about the Roman Empire and its impact on Britain. * 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 structured accounts, including written narratives and analyses. * 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. | | Hola Mexico (Y6)  (Building locational knowledge South America)  (Geography) | | Local History study (2 weeks)   * Learn about significant historical events, people and places in their own locality. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |

**Blank LTP**