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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Countries & Celebrations**  **Culture Similarities and Difference**  **People who help Us: Farmers**  **Agriculture Significance**  **Welcoming Others/ Hospitality**  **Migration Historical significance**  **People who help us, e.g., Head teachers**  **Leadership Historical significance**  **Toys Through Time**  **Technology Similarities and Difference** | | | | | |
| **Year 1** | NC: Changes within living memory:  **Local Migration**  **Migration Change and Continuity**  Where did I grow up?  Where did my family grow up?  Why do people move house and/ or town? | NC: Events beyond living memory:  **The Race to the South Pole**  **Leadership Cause**  Why did Captain Scott's mission to the South Pole fail? | NC: The lives of significant individuals in the past who have contributed to national and international achievements.  **Ella Fitzgerald**  **(Jazz Music)**  **Culture Significance**  Why was Ella Fitzgerald significant? | NC: Significant historical events, people, and places in their own locality.  **Digmoor Farm**  **Agriculture Sources and Evidence**  What do local sources reveal about Digmoor Farm? | NC: Changes within living memory:  **Toys**  **Culture/ Change and Continuity**  What did my grandparents play with when they were little?  How are my grandparents' toys similar/ different to mine? | NC: Significant historical events, people, and places in their own locality.  **Skelmersdale Mines**  **Technology/ Migration** **Change and Continuity**  Why did Skelmersdale have mines? How did the mines change Skelmersdale? |
| **Year 2** | NC: Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.  **Agriculture and the Development of local farming.**  **Agriculture Sources and Evidence**  How has agriculture/ farming in the local area changed?  How has agriculture changed other villages and towns? | NC: Events beyond living memory:  **The Gunpowder Plot**  **Leadership Cause**  Why did the Gunpowder Plot happen? | NC: the lives of significant individuals in the past who have contributed to national and international achievements.  **Corazon Aquino**  **Leadership Significance**  Why do we remember Corazon Aquino?  How did she change her country for the better?  What can we learn from her? | NC: Events beyond living memory:  **The Wind Rush Generation**  **Migration Cause**  Why did people migrate to Britain during the Windrush generation? | Events beyond living memory that are significant nationally or globally  **The Great Fire of London**  **Culture/ Cause**  What features of London, a long time ago, might have helped cause The  Great Fire of London? | NC: Significant historical events, people, and places in their own locality.  **Skelmersdale Railway**  **Technology Cause**  Why don’t we have a train station anymore? |
| **Year 3** |  | NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.  **Ancient Egypt, Ancient Sumer, Indus Valley**  **Agriculture Significance**  Why was agriculture so important to the earliest civilisations? |  | NC: The achievements of the earliest civilizations – **a depth study of Shang Dynasty**  **Agriculture Significance**  Why was agriculture so important to the Shang Dynasty? |  | NC: Changes in Britain from the **Stone Age to Iron Age**  **Agriculture Change and Continuity**  How did life change for people in Britain in Prehistory (from hunter-gatherer to settled farmer)? |
| **Year 4** |  | NC: Ancient Greece – a study of Greek life and achievements and their influence on the  western world  **Ancient Greece**  **Leadership Similarities and Differences**  What values were of importance to the Athenians and Spartans?  How did these values influence their different styles of leadership?  How has Ancient Greece influenced styles of leadership in our country? |  | NC: The Roman Empire and its impact on Britain  **Roman Ribchester**  **Culture Sources and Evidence**  What have the various discoveries and excavations revealed about life in Roman Ribchester? |  | NC: The Roman Empire and its impact on Britain  **Boudicca's Resistance**  **Leadership Consequences**  What were the consequences of Boudicca's resistance to the Romans? |
| **Year 5** |  | NC: Britain’s settlement by Anglo-Saxons and Scots  **Sutton Hoo & The Book of Kells**  **Culture Sources and Evidence**  What do sources and evidence reveal about the Anglo-Saxon and Scots Culture? |  | NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  **The Vikings**  **Migration Historical Interpretations**  Is it fair to describe all Vikings as Brutal Invaders? |  | A non-European society:  **The Maya**  **Technology Sources and Evidence**  How did the Ancient Mayan people adapt to their environment? |
| **Year 6** |  | NC: A study of an aspect or theme in British history that extends pupils’ chronological  knowledge beyond 1066  **World War Two: The Home Front**  **Culture Historical Significance**  How did British civilians contribute to the war effort in WWII? |  | NC: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  **Medicine Evolution**  **Technology Change and Continuity**  How has medicine changed over time? |  | Local history study:  **Skelmersdale: A New Town**  **Migration Consequences**  Why did we need a new town? |