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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?  |