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|  | Autumn | Spring | Summer |
| Year 1 | My Family HistoryIn this unit, the children will explore similarities and differences between their own lives and those of people their grandparents’ age. The unit focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors, as well as trips to the local area and museums. | The Greatest ExplorersIn this unit, the children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer ‘great’. | Great Inventions: TransportIn this unit, the children will explore the stories of two significant events in the history of travel, and the impact they had on people’s lives, back then and in the future. They will begin by learning about the first aeroplane flight, before looking at early aeroplanes in greater depth. They will then focus on the Rainhill Trials of Stephenson’s Rocket , using sources from the time to provide context. |
| Year 2 | Bonfire Night & The Great Fire of LondonIn this unit, the children will explore two very different events within the Stuart period. Each event offers three weeks’ teaching and learning. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there | HolidaysIn this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. | Our Local HeroesIn this unit, the children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant. The children will use a range of sources of evidence, including oral history, visual images and written documents. They will also visit the locality to investigate places of interest related to the significant figures. |
| Year 3  | The Stone AgeIn this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. | The Bronze Age and the Iron AgeIn this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period, which they may have studied in the autumn term. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. | Local HistoryIn this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building’s construction. |
| Year 4 | The Ancient EgyptiansIn this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. | Roman BritainIn this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts and archaeological sites. The children will analyse written sources from writers. | Crime & PunishmentIn this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. |
| Year 5 | The Anglo SaxonsIn this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the ‘Dark Ages’. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard. | The VikingsIn this unit, the children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred’s struggle and victory over the Vikings. | JourneysIn this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush . Finally, they will examine why refugees make dangerous journeys today. |
| Year 6 | The Maya CivilisationIn this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. | Ancient GreeceIn this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. | The Impact of WarIn this unit, the children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. |