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H	istory						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		All About Me POR: Grace & Family	Cold Climates POR: The Emperor's Egg	London POR: Claude in the City	Spring POR: The Secret Sky Garden	Africa POR: Lila & the Secret of Rain	Oh, I do like to be beside the seaside! POR: The Storm Whale
		Learning about ourselves, our families, our local area and living history.	Learning about Antarctica versus the Arctic, Animals and colder climates.	Learning about the features of a city, simple maps and the Great Fire of London	Learning about plants, changes in weather and map skills	Learning about the continent, with a focus on Nelson Mandela and Africa animals.	Learning about the seaside past and present. Our town now and then and coastal towns.
Year	POR = Power of Reading	My Family changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Linked home learning topic.	Linked provision	Linked provision	The Great Fire of London (Stand- alone mini topic) + Samuel Pepys events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Nelson Mandela 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and	Southend on Sea – Changes to the seaside changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated



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			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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.	Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Once upon a Time	Looking Back	Amazing Journeys	Move it!	Let's Explore	Land Ahoy!
	Learning about traditional	Learning about the	Author Study – Anthony	Learning about the	Learning about	Learning about
	tales	geography and history	Browne	history of transport	explorers	another country –
		of our Local Area				Australia and the
						impact of plastic on the Great Barrier Reef
	Comparing our lives	Local Area – local	Amelia Earhart	Florence	Ernest Shackleton	James Cook
	with parents/carers	study,	Thomas Ford	Nightingale	Robert Falcon	
		Shoeburyness –		George	Scott	the lives of significant
		past and present	events beyond living memory	Stephenson	Felicity Aston	individuals in the past
	changes within living		that are significant nationally or globally [for example, the Great	The Titanic		who have contributed to national and international
	memory. Where appropriate,	Know where the people	Fire of London, the first		the lives of significant	achievements. Some
	these should be used to reveal aspects of change in	and events they study fit	aeroplane flight or events	the lives of significant	individuals in the past	should be used to
	national life	within a chronological framework and identify	commemorated through festivals or anniversaries]	individuals in the past who have contributed to	who have contributed to national and international	compare aspects of life in
	Making comparisons between	similarities and differences		national and	achievements. Some	different periods [for example, Elizabeth I and
\sim	Making comparisons between toys and schools now and the	between ways of life in	the lives of significant individuals in the past who have	international	should be used to	Queen Victoria,
<u> </u>	past	different periods, using a wide vocabulary of	contributed to national and	achievements. Some should be used to	compare aspects of life in different periods [for	Christopher Columbus
Year		everyday historical terms	international achievements.	compare aspects of life	example, Elizabeth I and	and Neil Armstrong, William Caxton and Tim
Ū.			Some should be used to compare aspects of life in	in different periods [for example, Elizabeth I and	Queen Victoria,	Berners-Lee, Pieter
			different periods [for example,	Queen Victoria, Christopher	Christopher Columbus and Neil Armstrong,	Bruegel the Elder and LS Lowry, Rosa Parks and
		Using artefact, local	Elizabeth I and Queen Victoria,	Columbus and Neil Armstrong, William Caxton	William Caxton and Tim	Emily Davison, Mary
		buildings and photographs of the local area to learn	Christopher Columbus and Neil	and Tim Berners-Lee, Pieter	Berners-Lee, Pieter	Seacole and/or Florence
		about the past	Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel	Bruegel the Elder and LS Lowry, Rosa Parks and	Bruegel the Elder and LS Lowry, Rosa Parks and	Nightingale and Edith
			the Elder and LS Lowry, Rosa	Emily Davison, Mary	Emily Davison, Mary	Cavell]
			Parks and Emily Davison, Mary	Seacole and/or Florence Nightingale and Edith Cavell]	Seacole and/or Florence	
			Seacole and/or Florence Nightingale and Edith Cavell]		Nightingale and Edith	
			Nightingale and Edith Cavenj	Changes in	Cavell]	
				Transport		
				changes within living		
				memory. Where		
				appropriate, these should be used to reveal		
				aspects of change in		
				national life		
	Continuous throughout the ye	ear	1	1	1	<u> </u>
	Develop an awareness of the pa	ast using common words and µ	ohrases related to the passing of tim	е		



Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Image: Collection of the form Man Healthy Me Shake, Ratile and Roll The Romans Dragons! Plant Life Learning about the Terd Hughes book and linking to magnetic objects and more collection and more set on the set of th	End Healthy Me Shake, Rattle and Roli The Romans Dragons! Plant Life Learning about the Ted Hughes book and linking to magnetic objects and forces. Learning about the digestive system Learning about volcances, and why Engine about the archaeology helps us learn and why Engine about the subsort the past. Learning about capital cities of European countries and why Engine about wisitors from the contained Learning about magnetic objects and our family history Learning about digestive system Learning about and why Engine about wisitors from the contained Learning about magnetic dust be exploring the stone as a stimulus Learning about and why Engine wisitors from the Contention Learning about magnetic dust be exploring the stone as a stimulus Learning about and why Engine and culture, Exploring the Engine and why Engine and Capital Cities of Engine and engine and culture, Learning about and cult						
Earning about the Ted Hughes book and linking to magnetic objects and lores. Learning about the digestive system, health and finises and our family history Learning about volcances. earthquekes and how archaeology helps us learn about the past. Learning about the capital cities of European countries and why England wis imaded by visitors from the continent Learning about the reaprised using bouts as a stimulus Learning about the degons real and magnet using bouts as a stimulus Learning about the reaprised using bout and their function how they help the environment and why wisitors from the continent Exploring the stone age Exploring the stone age Exploring the stone age Exploring the finant from the scone Age to the torn Age i.e. then Nealth and finans from Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age i.e. then Nealth cities on Age is to the torn Age is is match to the torn Age is is not advised. For sample, Stare Brows and explores for samand explores for sample, Stare Brows and explores for sample, Star	Earning about the Ted Hughes book and linking to magnetic objects and forces. Learning about the digestice system, health and firess and our family history Learning about violcances. earthquakes and how archaeology helps us learn about the past. Learning about the capital cities of European countries and why England was inveded by visitors from the continent Learning about the digestice system, health and firess and our family history Learning about the digestice system, about the past. Learning about the capital cities of European countries and why England was inveded by visitors from the continent Learning about may be a simulus Learning about and the protect the rainformets and why we need to protect the rainformets and why we need to protect the rainformets and awy the force station Exploring the stone age Exploring the stone age Exploring the Bronze Age Romans Learn about changes in Brain from the stone Age to be from Age is liste Meditic heroin Age religion, seample, Stara Brea, Bronze Hardwer for enamestic Age religion, seample, Stara Brea, Bronze Hardwer for estarea, for example, Brea, Brea, Brea, Bronze Hardwer for es	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hughes book and inking to magnet cologics and forces. adjustive system, health and finess and our family history earthquakes and how archaeology helps us low archaeology helps us low about the past. capital cites of Europen countries and why England and their function how environment and why visitors from the continent and their function how environment and why environment and why visitors from the continent Exploring the stone age Exploring the stone age Exploring the Stone Age is the for Age is a fast wheat the Age age store the for Age is a fast wheat furmers, for example, Stars and early farmers, for example, StoneAge full on Age is conserving. Romans Colchester Castle visit. Learn about changes in brain from the Stone Age to the for Age is a fast wheat furmers, for example, Stars and early farmers, for example, StoneAge full on; for Age bill fors: tribal and culture, Romans Cases as altempted for hearing, est and culture, Exploring the store brain for the store and explore the forman example. StoreAge full for store and explore the forman and culture, Learn about the forman Empire and is impact on Britial in the forman example. StoreAge full for store and explore the forman and culture, Imagined using furthers, for example, StoreAge full for store and explore for Age bill fors: tribal and culture, Imagined using furthers, for example, StoreAge full for store and explore for Age bill fors: tribal and culture, Imagined using furthers, for example, StoreAge for a fast for example, StoreAge for example, StoreAge	Hughes book and linking to magnetic objects and lorces. digestive system, health and filteness and our family history earthquakes and how archaeology helps us low archaeology helps us low archaeology helps us low archaeology helps us low archaeology helps us low and help help help how sitors from the continent and their function how environment and why environment and why sitors from the continent Exploring the stone age Exploring the stone age Exploring the stone Age to be for Age is late Note that Age and the power of the Brown for Age is late that Age and culture. Imaginet on that and culture that and culture that and culture, that Age and the power of the Brown for Age is late that and culture, that and culture that and culture, that and culture, that and culture that and culture that and culture that and culture that and culture that and culture Imageris Age Age that that that that that that that	The Iron Man	Healthy Me	Shake, Rattle and Roll	The Romans	Dragons!	Plant Life
age Learn about changes in Britain from the Store Age to the from Age i.e. late Neolihich hurter-gatherers and early farmers, for example, Store Brae, Bronze Age religion, technology and travel, for example, Storeherege, Iron Age hult forst: trials inform, the Store Age to the iron Age i.e. late Neolitic hunter-gatherers ample, Storeherege, Iron Age hult forst: trials inform, be store Age trinology and travel, for example, Storeherege, Iron Age hult forst: trials inform, be store indication, age hult lots: tribal kingens, farming, att and culture, Bronze Age Britain from the Store example, Storeherege, Iron Age hult lots: tribal kingens, farming, att and culture, Learn about the Roman Empire and its impact on Britain in c. Julius Caesar's attempted invasion by Claudus and culture, K Description (Ling) Description (Ling) Description (Ling) K Description (Ling)	age Bronze Áge Learn about charges in Brita from the Stone Age thattor agabeers and early farmers, for example, Stora Brae, Bronze Age religion, technology and travel, for example, Stonehenge, tron Age hill torst: tribal kingdorst, farming, art and culture, Learn about charges in Brita in form the Stone Age to the Iron Age i.e. late Neultitic hunter-gatherers anaple, Stara Brae, Bronze Age religion, technology and travel, for example, Stara Brae, Bronze Age religion, technology, torn Age hill forts: tribal invasion by Claudus and culture, Learn about the Roman Empire and the power of the Roman Empire by AD 42 and the Impact of technology, culture and beliefs, including entry Christianity	Hughes book and linking to magnetic objects and	digestive system, health and fitness and	earthquakes and how archaeology helps us learn	capital cities of European countries and why England was invaded by visitors from the	dragons real and imagined using books	and their function how they help the environment and why we need to protect the rainforests from de-
		age Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms,	Bronze Age Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art		Colchester Castle visit. Learn about the Roman Empire and its impact on Britain i.e. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Learn about Britain's settlement by Anglo- Saxons and Scots i.e Roman withdrawal from Britain in c. AD 410 and the fall of the western		

Thore y hadonal carnoalam covorage by toal croup 2020 21
Continuous throughout the year
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Understand how our knowledge of the past is constructed from a range of sources.



	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
	Invaders!	It's all Greek to Me!	WarWhat is it good for?	River Deep, Mountain High!	Seven WorldsOne Planet
	Learning about key moments in British History such as The Vikings, Anglo Saxons	Learning about the Ancient Greek influence on our lives today	Learning about the impact of the Second World War especially focusing on the local area	Learning about the geography and history of a mountainous region around the world	Learning about the effects of humans on the environment
Year 4	The Vikings, comparing past to modern day Re-create a Viking raid, Viking struggle for the kingdom of England at the time of Edward the Confessor, Resistance by Alfred the Great, Athleston, Edward the Confessors death 1066, Viking trade	Ancient Greek Hook Day Comparing Ancient Greek lifestyle to present day Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world	WW2 Hook Day Lifestyle comparison past and present Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain		The Vikings, comparing past to modern day Re-create a Viking raid, Viking struggle for the kingdom of England at the time of Edward the Confessor, Resistance by Alfred the Great, Athleston, Edward the Confessors death 1066, Viking trade



	Autumn	1&2	Spring 1	Spring 2	Summe	er 1 & 2
	Walk like an Egyptian Learning about the Ancient Egyptians and how they lived.		Challenge Planet Earth	Plague!	Oh He	
			Learning about global warming, impact on the environment and the challenge to protect our planet	Learning about life in medieval Britain during the time of The Black Death	live	
	Research Ancient	Research Ancient	The Environment –	Research the	Research – The	Research
	Egyptian life	Egyptian life	What has changed?	Plague – The	Tudors 1485-1603	Shakespearean
Year 5	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	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. 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	Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Black Death – 1340's develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain	develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain	life – 1564 - 1616 develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms. Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo- Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain

Theory Hallonal Carnedian Coverage by Tear Croup 2020 21
Continuous throughout the year
develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
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regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
construct informed responses that involve thoughtful selection and organisation of relevant historical information.
understand how our knowledge of the past is constructed from a range of sources.



	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
	The Victorian Age	Extreme Earth	Mayan Mayhem	And now, the end is near, and so I face, the final curtain
	Learning about the Victorian Age and their impact on our lives	Learning about the extreme climates found on Planet Earth and how people have overcome them	Learning the great historical time of The Mayans and how they lived.	Preparing for the transition to secondary school and leaving Friars.
	Victorian Study		Mayan Study	Local Study
Year 6	 develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, including the present day, a significant turning point in British history, including the present day. 		develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources.	Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality



THOLOTY		n oovolugo sy	i cui Oloup	
			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 Learn about a non- European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	
	roughout the year	ohrases related to the passing of tim	ie	