

<u>Cycle 1</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Acorn	AOL: World Talk about special times or events that are important to them. My family Local area Explore the natural world around them, making observations and drawing pictures of animals and plants.	Winter Wonderland – Nursery unit Explore the natural world around them, making observations and drawing pictures Past and Present – the Natural World Dangerous dinosaurs Learn about different time periods Make observations about the world around them.	AOL: World Talk about special times or events that are important to them Big Wide World – people and communities Discuss simple changes as they have grown from being a baby. Talk about the lives of the people around them and their roles.
Willow	AOL: World Talk about past and present events in their own lives and those who are important to them. Family and photographs Traditions – local history Once Upon a Time - Similarities and differences between things in the past and now, drawing on experiences and what has been read. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Winter Wonderland –Reception unit Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. People culture and communities – the Natural World Origins of food	AOL: World Talk about special times or events that are important to them Are we there yet? Holidays Understand the past through settings, characters and events encountered in books read in class and storytelling.
Birch	Childhood – Everyday life and childhood in the 1950s	Events significant nationally - The Great Fire of London - 1	School Days – comparison of own with Victorian School
Chestnut	Comparing life to the 1950's Past and present	Events significant locally The first train and first flight	The Victorian Era
Elm	Timeline of British History Since 1066 Local history unit (Jubilee, Houses, local areas or the high street)	Invasion 4/5 – Anglo Saxon, Vikings and Normans  1066	I am a Warrior 4/5 – Romans
Oak	Timeline of British History Since 1066 Local history unit (Jubilee, Houses, local areas or the high street)	Invasion 5/6 - Anglo Saxon, Vikings and Normans 1066	I am a Warrior 5/6 - Romans
<u>Cycle 2</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Acorn	Animals Safari – People around me Talk about the lives of the people around them and their roles in society.  Exploring Autumn - Explore the natural world around them, making observations and drawing pictures of animals and plants.	Let's Explore Understand the past through settings, characters and events encountered in books read in class and storytelling. Long Ago Build it up Sort and group materials and resources and talk about how they are similar or different. Signs of Spring Know some similarities and differences between different religious and cultural communities in	Marvellous Machines Puppets and Pop UPS Moving on Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Discuss simple changes as they have grown from being a baby.

		this country, drawing on their experiences and what has been read in class.	
Willow	<p>Animals Safari Talk about the lives of the people around them and their roles in society.</p> <p>Exploring Autumn - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Let's Explore Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Long Ago Build it up Sort and group materials and resources and talk about how they are similar or different.</p> <p>Signs of Spring Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Marvellous Machines Puppets and Pop UPS Moving on Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Discuss simple changes as they have grown from being a baby.</p>
Birch	Movers and Shakers 1/2 Neil Armstrong Christopher Columbus	Through the ages 1/2 Archaeology - stone, bronze, iron age	Emperors and Empires 1/2 Romans
Chestnut	Movers and Shakers 2/3 Neil Armstrong Christopher Columbus	Through the ages 2/3 Archaeology - stone, bronze, iron age	Emperors and Empires 2/3 Romans
Elm	Isaac Newton The Race to Space  Off With Her Head 4/5!	Pharaohs 4/5 Ancient civilisations	Ground-breaking Greeks 4/5
Oak	Isaac Newton The Race to Space  Off With Her Head 5/6!	Pharaohs 5/6 Ancient civilisations	Ground-breaking Greeks 5/6
<b>Cycle 3</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Birch	Local Study 1/2 Railways	Magnificent Monarchs 1/2 Anglo-Saxon to the House of Windsor	Stone age to Iron age 1/2
Chestnut	Local Study 2/3 Railways	Magnificent Monarchs 2/3 Anglo-Saxon to the House of Windsor	Stone age to Iron age 2/3
Elm	Mayan Civilization 4/5  The History of Computing	<p>Polar Discovery 4/5 Shackleton Titanic</p> <p>Charles Darwin Mary Anning Timelines</p>	A Child's War – Second World War 4/5
Oak	Mayan Civilization 5/6  The History of Computing	<p>Polar Discovery 5/6 Shackleton Titanic</p> <p>Charles Darwin Mary Anning Timelines</p>	A Child's War – Second World War 5/6

**Why is our History curriculum organised in this way?**

As we have split year groups, we carefully plan to ensure we cover all national curriculum objectives, knowledge and skills in every year group, in a progressive way.

In History, we ensure we develop our key curriculum areas every year:

- Everyday Life
- Hierarchy and Power
- Civilisations
- Report and Conclude
- Communication
- Materials – Artefacts and Sources
- Local History
- Compare and Contrast
- Significant Events
- Significant People
- Changes Over Time
- British History
- Chronology

Each topic is taught ensuring that the skills and knowledge needed in each year group is developed. For example in our year 1/2 class, children in year 1 will focus on year 1 knowledge and skills, whilst children in year 2 work on year 2 skills and knowledge.

History topics are placed alongside other subject projects where there are opportunities for making meaningful connections.

Early Years is where the foundations of History begin through learning about ‘Understanding the World’, where children learn to:

<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> </ul>
<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

**Our intent**

We develop, ‘Be ready, Be respectful and Be safe’ through our History curriculum.

We ensure children:

Have opportunities to...	Demonstrate...	Learn to ...
<ul style="list-style-type: none"> <li>- Be Ambitious</li> <li>- Be Independent</li> <li>- Be Resilient</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful behaviours</li> <li>- Respect rights</li> </ul>	<ul style="list-style-type: none"> <li>- Keep themselves safe</li> </ul>

	<ul style="list-style-type: none"><li>- Respect the environment</li></ul>	<ul style="list-style-type: none"><li>- Be safe in the school and community</li><li>- Be safe online</li></ul>
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