

EYFS

Autumn	Spring	Summer
<p><i>Understanding the World ELG (Past and Present): Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>Autumn Term:</p> <p>All about me: Children will learn how humans and families change over time and what they can do now that they couldn't do in the past. They will look at photos of when they were younger and be introduced to the concept of 'the past'.</p> <p>Spring term:</p> <p>Kings and Queens: Children will be introduced to 'monarchy' and our monarch, King Charles. They will become familiar with the Royal Family and special places such as Buckingham Palace and Windsor Castle. They will read stories such as 'Cinderella' as an introduction to social hierarchy.</p> <p>Summer Term: Children will read stories about farming as part of their unit on 'Growing food'. This will prepare them for learning in KS2 about farming/agriculture in British history.</p> <p>Celebrations: Bonfire night/Christmas/Diwali/Chinese New Year</p>		
<p>Chronology: Interactive Class Timeline showing months of the year. Key events for each month will be placed pictorially on this and referred to throughout the year, using the language of 'now', 'past' and 'further in the past'.</p>		

Cycle A (Year 1 and Year 2) 2024/2025

Autumn	Spring	Summer
<p><i>Changes within Living Memory</i></p> <p>Enquiry Question: How has life changed since my Great Grandparents were young?</p> <p>*Including a focus on Toys</p> <ul style="list-style-type: none"> • Introducing a timeline • What do people remember about the 1960s? • What was life like in the 1960s? • Did your parents and Grandparents play with the same toys as you? (1960s) • What were toys like in the past (1960s) • What is similar and different about toys now and in the past (1960s) • How have toys changed over time? <p>Historical Concept: Similarity and Difference/Continuity and Change</p>	<p><i>Lives of significant individuals</i></p> <p>MONARCHS</p> <ul style="list-style-type: none"> • Queen Elizabeth I • Queen Victoria <ul style="list-style-type: none"> • What is a monarch and what does a monarch do? • Who was Queen Elizabeth I and what was life like during her reign? • Who was Queen Victoria and what was life like during her reign? • How were their homes the same and different? • What did the Queens wear? • What did the Queens value? <p>Historical Concept: Similarity and difference</p> <p>Enquiry Question: How were Queen Elizabeth I and Queen Victoria the same, and how were they different?</p>	<p><i>Lives of Significant Individuals</i></p> <p>EXPLORERS</p> <ul style="list-style-type: none"> • Neil Armstrong • Amy Johnson • Ibn Battuta <ul style="list-style-type: none"> • Who are explorers and how did they travel? • When did explorations take place? • What happened in July 1969? • Who was Matthew Henson and what did he do? • Who was Ibn Battuta and why was he significant? • Why was Amy Johnson significant? • How has exploration changed? <p>Historical Concept: Significance</p> <p>Enquiry Question: Who was the greatest explorer?</p>
<p>Chronology: Interactive Class Timeline divided into 'Within living memory' and 'Beyond living memory'. As different events or significant people are studied, these are added to the timeline.</p>		

Cycle B (Year 1 and Year 2)

Autumn	Spring	Summer
<p><i>Changes within Living Memory</i></p> <p>HISTORY OF COMMUNICATION</p> <ul style="list-style-type: none"> • What methods did humans first invent for sending messages long distances? • How did the penny black stamp change the world? • How have telephones changed over time? • Who was Alexander Graham bell and why was he significant? • What forms of communication are popular now, including email? <p>Historical Concept: Continuity and Change/ Similarity and Difference</p> <p>Enquiry Question: What is communication and how has it changed over time?</p>	<p><i>Significant events, people or places in their locality</i></p> <p>THE SUGAR BEET FACTORY (our school is built on an old Sugar Beet factory site) (1926-1999)</p> <ul style="list-style-type: none"> • How long ago was the Flitch Green Academy built? • What do photographs tell us about how the FGA has changed since 2008? • What was it like to come to my school in the past (interview ex pupils) • What would it have been like on the site of Flitch Green in 1926? • How was the sugar beet transported? (old maps of the Flitch Railway). <p>Historical Concept: Continuity and Change</p> <p>Enquiry Question 1: Why is the history of my locality important?</p> <p>Enquiry Question: How has it changed in the last 100 years?</p>	<p><i>Events beyond living memory that are significant nationally</i></p> <p>THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> • Where is London and how has it changed over time? • How do we know what London was like in 1666? • What was firefighting like in 1666 and how does it compare to today? • Why did the Great Fire of London spread so quickly? • How did the fire change London? • How has the Great Fire been remembered? <p>Historical Concept: Cause and Consequence</p> <p>Enquiry Question 1: What happened to London during the fire of 1666?</p> <p>Enquiry Question 2: What changed because of the Great Fire of London?</p>
<p>Chronology: Interactive Class Timeline divided into 'Within living memory' and 'Beyond living memory'. As different events or significant people are studied, these are added to the timeline.</p>		

Cycle A (Year 3 and Year 4) 2024/2025

Autumn	Spring	Summer
<p>The Roman Empire and its impact on Britain</p> <p>THE ROMAN EMPIRE</p> <ul style="list-style-type: none"> • Why did Emperor Claudius invade Britain? • How did Britons respond to the invasion? • Why was the Roman Army so successful? • Why were Claudia and Sulpicia living at Hadrian's wall? • What do artefacts tell us about life in Roman times? • How do we know so much about the towns the Romans built in Britain? • How did the Romans change modern Britain? <p>Historical Concept: Cause and Consequence/significance</p> <p>*Ensure Year 3 are given knowledge of Stone - Iron Age prior to starting the unit</p> <p>Enquiry 1: How did the arrival of the Romans change Britain?</p>	<p><i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>ANGLO SAXONS AND SCOTS</p> <ul style="list-style-type: none"> • Who were the Anglo Saxons and Scots? • How did the Anglo Saxons settle in Britain? • What does Sutton Hoo tell us about Anglo Saxon life? • How did Christianity arrive in Britain? • Was King Alfred really great? • How did Anglo Saxon rule end? <p>Enquiry 1: How hard was it to invade and settle in Britain?</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>VIKING INVASIONS</p> <ul style="list-style-type: none"> • Who were the Vikings and why did they come to Britain? • What do we know about the Vikings? • How did the Vikings travel? • Were the Vikings raiders or traders? • What were the consequences of the Anglo Saxon and Vikings' struggle for Britain? • What was Viking life in Britain like? <p>Enquiry 1: Were the Vikings raiders, traders or settlers?</p>

Cycle B (Year 3 and Year 4)

Autumn	Spring	Summer
<p style="text-align: center;">Changes in Britain from the Stone Age to the Iron Age</p> <p style="text-align: center;">STONE AGE TO IRON AGE</p> <ul style="list-style-type: none"> • How long ago did prehistoric man live? • What does Skara Brae tell us about life in the Stone Age? • Who was this Bronze Age man? • What was the impact of Bronze in prehistoric Britain? • How did trade change lives in Iron Age Britain? • What changed between the Stone Age and the Iron Age? <p>Enquiry 1: Would you have preferred to live in the Stone, Bronze or Iron Age?</p> <p style="text-align: center;">Historical Concept: Continuity and Change (across a duration of time)</p>		<p style="text-align: center;">The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of:</p> <p style="text-align: center;">ANCIENT EGYPT</p> <ul style="list-style-type: none"> • Overview of the Earliest civilisations • Who were the Ancient Egyptians and when did they live? • What did the Ancient Egyptians believe? (Gods and Goddesses) • Why and how did the Ancient Egyptians build pyramids? • How and why did the Ancient Egyptians mummify people? • What does the Book of the Dead tell us about Ancient Egyptian beliefs? • What did the Ancient Egyptians believe? (significance of beliefs) <p>Enquiry 1: Who were the Ancient Egyptians and what did they believe?</p> <p style="text-align: center;">Historical Concept: Significance</p>

Cycle A (Year 5 and Year 6) 2024/2025

Autumn	Spring	Summer
<p><i>A non-European society that provides contrasts with British history.</i></p> <p>EARLY ISLAMIC CIVILISATION <i>(Ancient Baghdad)</i></p> <ul style="list-style-type: none"> • When was the Early Islamic Civilisation? • What did Abu Jafar al Mansur's 'City of Peace' look like? • Why was Baghdad in AD900 called the 'Cross Roads of the Universe'? • What was Bayt al-Hikma and why was it significant? • Which of Al-Jazari's great inventions is vital to our everyday life? • What can we learn about what the people of Baghdad knew of the world from the travels of Ibn Hawqal? • How did Anglo Saxon England contrast with Ancient Baghdad? <p>Enquiry Question: What was life like in Baghdad during the Golden Age of Islam?</p> <p>Historical Concept: Significance/Similarity and Difference</p>	<p><i>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</i></p> <p><i>A significant turning point in British History:</i></p> <p>THE BATTLE OF BRITAIN</p> <ul style="list-style-type: none"> • Why did Britain go to war in 1939? • What do sources tell us about the Blitz? • What was evacuation like for children? • What was the role of propaganda in World War 2? • What impact did WW2 have on women? • What was the impact of WW2 on the people in our locality? • Who won the Battle of Britain? • Why did people migrate to Britain during and after the war? <p>Enquiry Question: What was the impact of World War 2 on the people of Britain?</p> <p>Historical Concept: Cause and consequence</p>	

Cycle B (Year 5 and Year 6)

Autumn	Spring	Summer
<p>A study of a site dating from a period beyond 1066 that is significant in the locality.</p> <p>LOCAL HISTORY STUDY: The Flitch Way (Railway)</p> <ul style="list-style-type: none"> • How were people and goods moved before the railways came? • When did the railway arrive in the locality and why? What did those building the local railway hope to achieve? • What were the main changes that the railway brought? • Why did so many people stop using the local railway? • What can we learn about the railway from what survives today? <p>Enquiry Question: What impact did the Flitch Way have in the locality?</p> <p>Historical Concept: Cause and consequence</p>	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>ANCIENT GREECE</p> <ul style="list-style-type: none"> • Who were the Ancient Greeks and when did they live? • What did the Greeks believe? • How was Ancient Greece governed? • Did the Ancient Greeks give us democracy? • How do Greek philosophers influence us today? • What did the Greeks do for us? <p>Enquiry Question: 1. How was life different in the Ancient Greek city states? Historical Concept: Similarity and difference</p> <p>2. What did the Greeks do for us? Historical Concept: Significance</p>	