

	Autumn term	Spring term	Summer term
EYFS	<b>Understanding the World (Past and Present)</b>		
	<b>Community</b>	<b>Knowledge</b>	<b>Knowledge, Community</b>
	<b>Who are we?</b> I name and describe people who are familiar to me	<b>What's cooking</b> I understand the past through settings, characters and events encountered in books read in class and storytelling	<b>Scuba Diver Surprise</b> I know some similarities and differences between in the past and now
1/2 Year A	<b>The Lives of Significant People</b>		<b>Significant Historical Events, People &amp; Places (Locality)</b>
	<b>Knowledge, Community</b>		<b>Community</b>
	<b>Similarity &amp; Difference, Significance</b>		<b>Significance, Evidence</b>
	Compare the achievements of two significant individuals including Neil Armstrong	The history of Newton School and its surrounding area.	Compare the lives of Mary Anning & David Attenborough
1/2 Year B	<b>Events Beyond Living Memory</b>		<b>Changes Within Living Memory</b>
	<b>Community, Democracy</b>		<b>Community</b>
	<b>Evidence, Change &amp; Continuity, Cause &amp; Consequence</b>		<b>Change &amp; Continuity, Evidence</b>
	Great Fire of London	Life Stages	Great Fire of London (revisit)
3/4 Year A	<b>Anglo-Saxons &amp; Scots</b>		<b>Viking &amp; Anglo-Saxon Struggles</b>
	<b>Invasion, Power</b>		<b>Invasion, Power</b>
	<b>Cause &amp; Consequence, Change &amp; Continuity</b>		<b>Cause &amp; Consequence, Significance</b>
	Britain's settlement by Anglo-Saxons & Scots	The Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	The impact of Roman Empire on Britain
3/4 Year B	<b>Stone Age to the Iron Age</b>		<b>Local History Study</b>
	<b>Knowledge, Community</b>		<b>Knowledge, Community</b>
	<b>Evidence, Similarity &amp; Difference</b>		<b>Evidence, Similarity &amp; Difference</b>
	Changes in Britain from the Stone Age to the Bronze Age to the Iron Age	Dalton-In-Furness and the history of Mining in the area.	Overview of the 4 Ancient Civilisations and then an in-depth look at Ancient Egypt.
5/6 Year A	<b>Monarchs Through Time</b>		<b>The Windrush Generation</b>
	<b>Power, Democracy</b>		<b>Community, Democracy</b>
	<b>Significance, Similarity &amp; Difference</b>		<b>Significance, Similarity &amp; Difference</b>
	William the Conqueror, Henry VIII, Elizabeth I, Charles II, Queen Victoria.	A study about The Caribbean and the part Caribbean men and women played in WW2. The Windrush pioneers, their struggles, and successes.	A study of Greek life, achievements, and their influence on the western world.

<b>5/6 Year B</b>	<b>The Mayans</b>	<b>Local History Study</b>	<b>Battle of Britain</b>
	<b>Civilisation, Power, Knowledge</b>	<b>Community</b>	<b>Invasion, Community</b>
	<b>Cause &amp; Consequence, Similarities &amp; Difference</b>	<b>Evidence, Significance</b>	<b>Cause &amp; Consequence, Evidence</b>
	Compare non-European society (Maya) with Anglo-Saxons	Victorian Barrow	How the conflict changed society in WW2
<b>Substantive Concepts</b> Community Knowledge Invasion Civilisation Power Democracy		<b>Disciplinary Knowledge / Historical Enquiry</b> Chronology Cause & Consequence Change & Continuity Similarity & Difference Evidence Significance	