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| Year Group | Autumn | Spring | Summer |
| Nursery | **All about me now and then.**  **(Me as a baby and me now)** | **Sequencing** | **(Significant people and significant events in their lives)**  **Garrett Morgan- inventor- improved traffic signals.** |
| Reception | **Grandparents- What it was like when our grandparents were children?** | **Houses in the past** | **(Significant people and significant events in their lives)**  **Amelia Earhart- the first female aviator to fly solo across the Atlantic Ocean.** |
| Year 1 | **My Local Area** | **George Stephenson and the developments of the railway** | **Changes in seaside holidays** |
| Enquiry: | **How has my local area changed since the 1950s?** | **What is the impact of George Stephenson locally, nationally and internationally?** | **How have seaside holidays changed?** |
| National Curriculum Links: | Changes within living memory.  Aspects of change in national life. | Events beyond living memory that are significant nationally or globally.  The lives of significant individuals who have contributed to national and international achievements. | Changes within living memory.  Aspects of change in national life. |
| Year 2 | **Remembrance** | **Florence Nightingale & Mary Seacole** | **Significant local events and people** |
| Enquiry: | **Why is it important to remember?** | **What are the similarities and differences between Florence Nightingale & Mary Seacole?** | **How do we find out about our local history?** |
| National Curriculum Links: | Significant historical events, people and places in their own locality.  Events beyond living memory that are significant nationally or globally. | The lives of significant individuals who have contributed to national and international achievements. | Significant historical events, people and places in their own locality. |
| Year 3 | **The Stone Age** | **The Bronze Age and the Iron Age** | **Introduction to early civilisation and an in depth study of the Ancient Egyptians** |
| Enquiry: | **What was daily life like for those people living in Skara Brae?** | **What were the major changes in Britain from the Stone Age to the Iron Age?** | **What can we learn from ancient civilisations?** |
| National Curriculum Links: | Changes in Britain from the Stone Age to the Iron Age. | Changes in Britain from the Stone Age to the Iron Age. | The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared.  The achievements of the earliest civilisations- a depth study of one. |
| Year 4 | **Ancient Greece** | **Ancient Greece** | **The Roman Empire and Britain** |
| Enquiry: | **What sources should we include in a museum display on the life and achievements of Ancient Greece?** | **Which is the most important legacy of the Ancient Greeks?** | **What impact did the Roman Empire have on** |
| National Curriculum Links: | Ancient Greece- a study of Greek life and achievements and their influence on the western world. | Ancient Greece- a study of Greek life and achievements and their influence on the western world. | The Roman Empire and its impact on Britain. |
| Year 5 | **Anglo- Saxons, Vikings and Scots** | **Anglo- Saxons, Vikings and Scots** | **The Kingdom of Benin** |
| Enquiry: | **If you were a Viking in 793AD, would you invade Britain?** | **Did the Anglo- Saxon and Viking struggle for the Kingdom of England lead to anything positive?** | **What does the evidence suggest life was like in the Kingdom of Benin?** |
| National Curriculum Links: | Britain’s settlement by Anglo- Saxons and Scots.  The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | Britain’s settlement by Anglo- Saxons and Scots.  The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | A non- European society that provides contrasts with British history |
| Year 6 | **Industrial Revolution** | **The Peterloo Massacre** | **The Victorians** |
| Enquiry: | **Why was the Industrial Revolution so important to the progress in the UK?** | **Why was the Peterloo Massacre so important to representation in the UK?** | **What does Victorian art tells us about Victorian life and the Industrial Revolution?** |
| National Curriculum Links: | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  A local history study | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. |