

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n	<b>Cycle 2</b> <b>Look At Me</b>  <b>Cycle 1</b> <b>Marvellous Me</b>  <u>Community and Family</u>	Me and My World  My Heroes  Where we live  <u>Community and Family</u>	<b>What was life like for people in the past?</b> <b>[Aut 2]</b> <i>An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time</i> <u>Community and Family</u>	<b>Local history: community &amp; family</b> <i>Exploring how our community has changed over time through one lens like food or music</i> <u>Community and Family</u>	<b>European history: Prehistoric Britain</b> <i>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</i> <u>Quest for Knowledge</u> <u>Community and Family</u>	<b>North American history: Ancient Maya</b> <i>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</i> <u>Quest for Knowledge</u>	<b>European history: Ancient Rome</b> <i>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</i> <u>Community and Family</u>	<b>European history: Settlement by Anglo-Saxons</b> <b>[Aut 1]</b> <i>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</i>  <u>Power, Empire and democracy</u>
		Castles, Knights and Dragons  <u>Power, Empire and democracy</u>	<b>How did people travel in the past?</b> <i>The development of transport by land, sea, air and space and the roles of key individuals</i> <u>Community and Family</u>	<b>Great Fire of London</b> <i>Life in London 1660s, and the causes and effects of the Great Fire of London</i> <u>Power, Empire and democracy</u>	<b>African history: Ancient Egypt</b> <i>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</i> <u>Power, Empire and democracy</u>	<b>Asian history: Early Islamic Civilisation</b> <i>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</i> <u>Quest for Knowledge</u> <u>Community and Family</u>	<b>European history: Roman Empire in Britain</b> <i>The Roman conquest of Britain, and how the Romans maintained power in Britannia</i> <u>Power, Empire and democracy</u>	<b>European history: Viking invasions</b> <b>[Spr 2]</b> <i>Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</i> <u>Community and Family</u>
		Where we live  <u>Quest for Knowledge</u>	<b>Where did people live in the past?</b> <i>How homes looked different in the past, using pictures and videos</i> <u>Quest for Knowledge</u>	<b>Comparison of explorers</b> <i>The similarities and differences between the lives of Sacagawea and Michael Collins</i> <u>Quest for Knowledge</u> <u>Community and Family</u>	<b>European history: Ancient Greece</b> <i>The contributions made by the city-states of Ancient Greece, and how these are influence our lives today</i> <u>Power, Empire and democracy</u>	<b>European history: Local History</b> <i>Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</i> <u>Community and Family</u>	<b>Global history: Quest for knowledge</b> <i>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</i> <u>Quest for Knowledge</u>	<b>Global history: Power, empire and democracy</b> <i>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</i> <u>Power, Empire and democracy</u>

Vertical concept

Substantiate knowledge

---

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----	-----	--------	--------	--------	--------	--------	--------