

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Senses	Space	Weather	Kings and Queens	The Seaside	
Year 1 History		Explorers		Royal Life		The Seaside – Past & Present
	<p>Children will learn about past events and people that have had a national impact to life in the present such as Tim Peake, Neil Armstrong and Christopher Columbus.</p> <p>Children will have the opportunity to compare and contrast the lives and technologies of people in the past and present.</p> <p>Children will research the lives of Tim Peake, Neil Armstrong and Christopher Columbus and their contributions to the world.</p> <p><i>Children will learn about changes within living memory.</i></p> <p><i>Children will ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</i></p> <p><i>Children will learn to recognise the distinction between past and present.</i></p> <p><i>Children will use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</i></p> <p><i>Children will use a variety of historical terms such as invention, discovery, explorer, history, long ago etc.</i></p> <p><i>Children will talk about who/what was significant/important in a simple historical account.</i></p>		<p>Children will develop their understanding of changes that have happened within their life, gaining an understanding of changes that have happened in national life.</p> <p>Children will learn how events beyond their living memory are significant, both nationally and globally. They will develop an understanding of some of the major kings and queens of England and how their lives impacted on the national life they know today. Children will also get the opportunity to compare the lives of significant people in the past to their life now.</p> <p><i>Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Children will learn to recognise some of the reasons why people in the past acted as they did and ask questions e.g. what was different..?’</i></p> <p><i>Children will learn to recognise the distinction between past and present.</i></p> <p><i>Children will learn to recognise that their own lives are similar/different from the lives of people in the past.</i></p> <p><i>Children will learn to identify some similarities and differences between ways of life at different times.</i></p> <p><i>Children will use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</i></p> <p><i>Children will use a variety of historical terms such as king/queen, history, long ago etc.</i></p>		<p>Children will compare seaside holidays in the recent past with those a long time ago. Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information.</p> <p><i>Children will use sources to answer simple questions about the past e.g. which object is older? How do we know?</i></p> <p><i>Children will consider why things may change over time.</i></p> <p><i>Children will learn to recognise the distinction between past and present.</i></p> <p><i>Children will place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</i></p> <p><i>Children will learn to recognise that their own lives are similar/ different from the lives of people in the past.</i></p> <p><i>Children will use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</i></p> <p><i>Children will learn to use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</i></p> <p><i>Children will describe special or significant events in their own lives.</i></p>	
Year 1 Resources	Lancashire Museum artefacts, newspapers, timelines		iPads, laptops		Seaside artefacts and photographs (past and present)	

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Year 2 Topic	Local Environment	People Who Help Us	Lighthouse Keeper's Lunch	Victorians	Animals	Africa
Year 2 History		The Great Fire of London	People From the Past - Grace Darling & lifeboats	Victorian Life – Home/work/school		
		<p>Children will learn about the events of the Great Fire of London and find answers to their own questions. Children will research and make notes about a significant person from the past (Samuel Pepys). <i>Children will learn about events beyond living memory which are significant nationally or globally. Children will identify some of the basic ways the past can be represented e.g. through pictures. Children will choose parts of stories and other sources to show what they know about significant people and events.</i></p> <p><i>Children will learn to recognise the distinction between past and present. Children will learn that their own lives are similar/ different from the lives of people in the past. Children will use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago. Children will retell simple stories about people and events from the past. Children will talk about who/what was significant/ important in a simple historical account.</i></p>	<p>Children will learn about the life of Grace Darling, what her life was like and the circumstances and events of her rescue of the survivors of the Forfarshire. It then goes on to consider how she subsequently came to be nationally celebrated and is still remembered today. <i>Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Children will choose parts of stories and other sources to show what they know about significant people and events.</i></p> <p><i>Children will learn to recognise the distinction between past and present. Children will recognise that their own lives are similar/ different from the lives of people in the past. Children will use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago. Children will demonstrate simple historical concepts and events through speaking, role-play, and picture stories. Children will retell simple stories about people and events from the past.</i></p>	<p>Children will learn to learn about life in a Victorian school, life as a child worker in the Victorian era, and learn about how wide the gap was between the Victorian rich and the poor. Children will learn about Victorian jobs, including those for children and describe an affluent Victorian household. <i>Children will learn about significant historical events, people and places in the pupils' own locality. Children will use sources to answer simple questions about the past. Children will consider why things may change over time.</i></p> <p><i>Children will learn to recognise the distinction between past and present. Children will place a few events or objects in order using common phrases to show the passing of time. Children will recognise that their own lives are similar/ different from the lives of people in the past. Children will use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago. Children will use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</i></p>		
Year 2 Resources		Lancashire Museum artefacts, fact files, iPads	Musical instruments	iPads, Victorian toys		

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Year 3 Topic	Egypt		Tudors		Rainforest	
Year 3 History	Ancient Egypt		Tudors			
	<p>Children find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of the characteristics of society; identifying their way of life, the role of and treatment of the Pharaohs during life and after death.</p> <p><i>Children will learn about the achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth).</i></p> <p><i>Children will recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</i></p> <p><i>Children will describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.</i></p> <p><i>Children will identify historically significant people and events in different situations</i></p> <p><i>Children will place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, BC, AD, CE, BCE etc.</i></p> <p><i>Children will identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</i></p> <p><i>Children will describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</i></p> <p><i>Children will discuss some of the connections between local, regional, national and international history.</i></p> <p><i>Children will walk and write about historical events and changes by selecting and organising historical information and dates.</i></p>		<p>Children will learn about the Tudors through the story of Henry VIII's marriages. They will use a variety of historical sources both written and pictorial to ask and answer questions regarding Henry VIII, the life of a Tudor monarch and the reasons for his actions and changes in his marital status.</p> <p><i>Children will learn to use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</i></p> <p><i>Children will learn to recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'</i></p> <p><i>Children will place events into different periods using the appropriate historical terminology e.g. decade, century, BC, AD, CE, BCE etc.</i></p> <p><i>Children will identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</i></p> <p><i>Children will discuss historical issues and changes, use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</i></p> <p><i>Children will communicate historical findings through a range of methods including the use of ICT, maps and timelines and produce own accounts that make some connections and describe some contrasts.</i></p>			
Year 3 Resources	Variety of artefacts, netbooks for research, Ancient Egyptians – Music Express song sheets collection		Artefacts, computers, fact sheets, copies of paintings of the Tudor monarchy			

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Year 4 Topic	Roald Dahl English Focus	The Lake District Geography Focus	Probing the Past - Romans		Electricity & Light Science Focus	
Year 4 History			Romans	Anglo Saxons & Vikings		
			<p>Children will learn about the lifestyle of the Ancient Romans in Europe and in Britain. Children will learn about religion at the time of the Romans, who they worshipped and why.</p> <p><i>Children will learn about the Roman Empire and its impact on Britain. Children will use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</i></p> <p><i>Children will recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'</i></p> <p><i>Children will place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, BC, AD, CE, BCE etc.</i></p> <p><i>Children will learn to identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</i></p> <p><i>Children will discuss historical issues and changes, use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</i></p> <p><i>Children will communicate historical findings through a range of methods including the use of ICT, maps and timelines and produce own accounts that make some connections and describe some contrasts.</i></p>	<p>Children will learn about the Roman withdrawal in AD 410. They will describe the Anglo Saxon invasions and settlements and consider the lifestyles and culture of the Anglo Saxons. Children will describe the effects of Viking invasions and raids and describe the Viking's lifestyle and reasons for invading. Children will understand how the Viking and Anglo-Saxon reign came to an end. <i>Children will learn about Britain's settlement by Anglo-Saxons and Scots. Children will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p><i>Children will use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</i></p> <p><i>Children will recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'</i></p> <p><i>Children will recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</i></p> <p><i>Children will explore main events, situations, changes and links within (and across) different periods e.g. differences/ similarities between clothes, food, buildings or transport.</i></p> <p><i>Children will describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</i></p> <p><i>Children will discuss some of the connections between local, regional, national and international history and talk and write about historical events and changes by selecting and organising historical information and dates.</i></p>		
Year 4 Resources			Artefacts, timelines, iPads, maps, atlases,	Lancashire Museum artefacts		

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Year 5 Topic	Around the World	Space	Probing the Past – World War II		Earth Keepers	
Year 5 History		Stone Age to Iron Age	Local History (WWII)			
	<p>Children will learn about the chronology of events including ordering on a timeline.</p> <p>They will examine sources of information about the Stone Age (primary, secondary etc.) and discuss their value and reliability. Children will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p> <p>Children will learn about the differences mining copper brought about from the Stone Age to the Bronze Age. Children will understand how grave goods were used to give us information about the Bronze Age people and life.</p> <p>Children will understand the changes that occurred over the period to how people lived and farmed.</p> <p><i>Children will learn about the changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>Children will use a wide range of sources as a basis for research to answer questions and to test hypotheses.</i></p> <p><i>Children will regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, ‘How did life change..?’ ‘Why do we remember..?’ ‘Why do people disagree..?’</i></p> <p><i>Children will recognise how our knowledge of the past is constructed from a range of different sources.</i></p> <p><i>Children will sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends.</i></p> <p><i>Children will describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales.</i></p> <p><i>Children will choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines.</i></p>	<p>Children will learn when the World War II started. They will learn what primary and secondary source are and begin to use them to make simple observations about the war.</p> <p>Children will describe what happened during evacuation and begin to recognise that it had causes and use sources of information to make simple observations about the war.</p> <p>Children will learn what rationing was and why it was necessary. They will learn how the ROF area has changed over time.</p> <p><i>Children will learn about the local history.</i></p> <p><i>Children will describe the results of historical events, situations and changes e.g. the impact on people’s lives.</i></p> <p><i>Children will learn to evaluate sources and make inferences.</i></p> <p><i>Children will choose relevant sources of evidence to support particular lines of enquiry.</i></p> <p><i>Children will recognise that some events, people and changes are judged as more historically significant than others.</i></p> <p><i>Children will learn to establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.</i></p> <p><i>Children will present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</i></p>				
Year 5 Resources	Timelines, artefacts		Artefacts (gas mask, photos, wartime posters for boys and girls), books about children in wartime (Lancashire museum loan)			

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Year 6 Topic	India		Victorians & the Industrial Revolution		Ancient Greece	
Year 6 History	Islamic Civilisations		The Industrial Revolution			Ancient Greece
	<p>Children will be taught about the lives of people living in the 'Dark Ages' and learn that there are many similarities with our culture and society. Children will learn about inventors and inventions from the 'Dark Ages' and learn how they have affected modern day lives.</p> <p><i>Children will learn about a non-European society that provides contrasts with British history (early Islamic civilization).</i></p> <p><i>Children will describe the results of historical events, situations and changes e.g. the impact on people's lives.</i></p> <p><i>Children will recognise that some events, people and changes are judged as more historically significant than others.</i></p> <p><i>Children will learn to identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</i></p> <p><i>Children will describe and explain significant aspects of non-European societies as well as settlements in Britain.</i></p> <p><i>Children will discuss how Britain has influenced and been influenced by the wider world.</i></p>		<p>Children will learn about the main events of the industrial revolution</p> <p>They will learn about implications and positives during this time and think about how their generation's timeline would look in comparison. Children will learn about the life events of famous Victorians and how certain Victorian inventions changed lives.</p> <p><i>Children will learn about a study or theme in British History that extends pupils' chronological knowledge beyond 1066 (leisure and entertainment).</i></p> <p><i>Children will use a wide range of sources as a basis for research to answer questions and to test hypotheses.</i></p> <p><i>Children will regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</i></p> <p><i>Children will learn to recognise how our knowledge of the past is constructed from a range of different sources.</i></p> <p><i>Children will establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.</i></p> <p><i>Children will produce structured work that makes connections, provides contrasting evidence and analyses trends.</i></p>		<p>Children will find out about the way of life of people living in Ancient Greece. Children will evaluate sources and choose relevant evidence to support their learning. They will learn about the Olympic Games and how this has influenced current life in the western world.</p> <p><i>Children will learn about Ancient Greece, Greek life and achievements and their influence on the western world.</i></p> <p><i>Children will give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'</i></p> <p><i>Children will evaluate sources and make inferences and choose relevant sources of evidence to support particular lines of enquiry.</i></p> <p><i>Children will establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.</i></p> <p><i>Children will describe aspects of cultural, economic, military, political, religious and social history.</i></p>	
Year 6 Resources	iPads, posters, modern day inventions such as cameras		Range of ICT (iPads/computers) to carry out research		iPads, artefacts, Greek pots, DVD (Hercules), timelines	