

	Autumn	Spring	Summer
Whole school theme (1)	This is me; I have a voice!	Heritage & Culture	Building our Sustainable World
Whole school theme (2)	a Citizen of the World	Innovation, Inventions and Ideas	Discovery, Health & Wellbeing
Whole school Christian Value	Friendship Justice	Wisdom Forgiveness	Perseverance Thankfulness
<b>Reception</b>  <i>EYFS Curriculum</i>	<b>We're going on a bear hunt</b> <i>What journeys have you been on with your family?</i>  <b>Billy and the Pirates</b> What a pirate is and how the fit into History	<b>The Three Little Pigs</b> Homes past and present  <b>Whatever Next</b> Space Exploration past and present	<b>The Hungry caterpillar</b> Life cycles  <b>What the Ladybird heard?</b> Farming past and present
<b>Y1</b>  <i>KS1 National Curriculum</i>	<b>What makes "Me" marvellous?</b> <i>Have things always been as they are now?</i> Sequence some events. Tell the difference between past and present. Identify sources from the past. Use sources to find answers to questions about the past. Communicate knowledge and understanding about the past in different ways- role play, pictures, discussion What a timeline is. Understand methods of historical inquiry and evidence. Understand the process of change and diversity of societies.	<b>Light and dark</b> <i>How can we find out about lights through time?</i> The lives of significant individuals in the past (Thomas Edison and Lewis Latimer)  Comparing aspects of life in times of Thomas Edison and Lewis Latimer and now.  The history has light has developed from a candle to LED light.	<b>Significant Person: Queen Elizabeth II</b> <i>Is a castle the same as a palace?</i> Understand the term 'monarch'  Know who the Queen Elizabeth II is and how she fits into the royal family. Making connections to her family tree. Making connections to King Charles III  What is a coronation? Showing comparisons between Queen Elizabeth II and King Charles III coronations.
<b>Y2</b>  <i>KS1 National Curriculum</i>	<b>Great Fire of London</b> <i>Were there any positives to the Great Fire of London?</i> The children will explore significant people such as Samuel Pepys and Charles II and their impact on the Great Fire of London. The children will put the Great Fire of London in place in time. The roles of Firefighters and how it has changed over time. How the roles of women has changed since 1600/1700's.	<b>Schools now and then</b> <i>How can we find out about how the life of children changed over the last 100 years?</i> The children will explore changes in childhood 'now' and 'then'. They will explore and discuss how school has changed over time and describe 'childhood crazes' from the past.	<b>Nurturing Nurses</b> <i>Who made the most significant contribution to nursing?</i> The children will explore significant nurses during the period of the Crimean War- Florence Nightingale and Mary Seacole.
<b>Y3</b>  <i>KS2 National Curriculum</i>	<b>Ancient Britain</b> <i>Which time period would you prefer to live in: Stone Age, Bronze Age or Iron Age?</i> Research and summarise the early history of Britain and research life during the Stone. Age; Bronze Age and Iron Age Investigate, through sources of evidence, housing, settlements, things of importance, clothing and way of life. Identify how people, objects and events changed during this period of history. Investigate how this time period has influenced modern life.	<b>Romans</b> <i>Is there one thing The Romans gave us that you are grateful for?</i> Identify and understand the meaning of the words 'invade' and 'settle'. Use a timeline to discover when the Romans invaded Britain. Understand why and where the Romans decided to settle in Britain. Know who Boudicca was and how she influenced life for the Celts Investigate the life of the Roman soldier. Understand the impact Romans had upon life in Britain then and now.	<b>Edward Elgar</b> <i>What is the impact Edward Elgar has had on Worcester?</i> Children will investigate what the impact Edward Elgar has had on Worcester. Children will also link this to our local area and the impact of this significant person.

<p><b>Y4</b></p> <p><b>KS2 National Curriculum</b></p>	<p><b>Anglo Saxons</b>  <i>How was the Justice system different in Anglo-Saxon times? Did women have the same rights as men in Anglo-Saxon times?</i>          History of Great Britain from the Romans to the invasion of Anglo-Saxons.          Settlements- kingdoms and place names.          Anglo- Saxons village life.          Diet and recreation.          From Pagans to Christianity.</p>	<p><b>Vikings</b>  <i>How did the Viking Era affect Britain today? Why were the Vikings successful raiders?</i>          History of Great Britain from the Romans to the invasion of the Vikings.          Experiencing daily life in Viking times.          Diet and recreation.          Viking trade and transport.          Viking crime and punishment.</p>	<p><b>Tudors</b>  <i>Who was punished the most during the Tudor period?</i>          Explain how The Battle of Bosworth changed the course of History in Britain          Explore and explain different crimes and punishments in Tudor Times.          Who was punished the most?          Research the changing power of monarchs.          Henry VIII and becoming the Head of the Church of England.</p>
<p><b>Y5</b></p> <p><b>KS2 National Curriculum</b></p>	<p><b>English Civil War</b>  <i>What was the impact of the English Civil War on Worcester? What role did different buildings and places of Worcester play during the English Civil War?</i>          The role of Worcester in the English Civil War and the legacy of the war on our Faithful City.          Who King Charles I was and his involvement in the development of the war.          Who the Cavaliers and Roundheads were and the role of a soldier.          Role of the parliament in 17<sup>th</sup> Century Britain</p>	<p><b>Ancient Egyptians</b>  <i>How did religion affect life in Ancient Egypt and how did Civilisation adapt to the needs of Egyptian life?</i>          Make links across different time periods          Identify and research Egyptian Gods          Recognise why Egyptians built temples, tombs and pyramids          Compare Ancient Egyptian festivals to modern day festivals          Investigate how religion affected life in Ancient Egypt</p>	<p><b>Victorians</b>  <i>What were the lives of Victorian children like? What are the differences and similarities between now and then?</i>          Exploring Queen Victoria and her life/ family          Comparing lives of rich and poor children          Comparing schools now and then          Jobs and roles of children during Victorian times          Emersion into a Victorian Day</p>
<p><b>Y6</b></p> <p><b>KS2 National Curriculum</b></p>	<p><b>World War 2</b>  <i>Does your country need you? Why was World War II the most important war in World History? How did women's role in society change after World War II? What impact did WWII have on children and families? What role did other nations play in winning World War II?</i>          Learning around life during World War II          Battle of Britain and the blitz          Key areas of conflict          Allies and Axis          Evacuation and life as a child in WWII in Britain and occupied nations          Food supplies and rationing.</p>	<p><b>English focus:</b></p> <p><b>Ernest Shackleton-Significant Person</b>  <i>Do you have what it takes to survive?</i>          Understand who Shackleton is and why he is a significant person to history.          Discuss where he is in history and the changes happening such as technology and the first world war.</p>	<p><b>Ancient Greece</b>  <i>How did the Ancient Greeks influence our modern world?</i>          Research skills using the iPads and during ICT sessions to explore the Ancient Civilisation and how it has impacted on modern times.          Explore what daily life was like, their beliefs, the Olympics, the Spartans and Athenians.</p>



## PREHISTORY

### Stone Age

15,000-2500 BC

Year 3

Term 1  
Which time period would you prefer to live in: Stone Age, Bronze Age or Iron Age?

3000 BC - 332AD

### Bronze Age

Year 3  
Term 1

3000 BC - 332AD

### Ancient Egypt

Year 5 Term 2

How did religion affect life in Ancient Egypt and how did Civilisation adapt to the needs of Egyptian life?



### Iron Age

Year 3 Term 1

800 BC - 43AD

800 BC - 410AD

### Romans

Year 3

Term 2  
How has this time period influenced modern life?



### Ancient Greece

2200 BC Year 6 Term 3  
-1450 BC

### Anglo Saxons

Year 4

Term 1 How was the Justice system different in Anglo-Saxon times? Did women have the same rights as men in Anglo-Saxon times?

410-1066

800-1066

### Vikings

Year 4

Term 2 Why were the Vikings successful raiders?



### Tudors

Year 4

Term 3 Who was punished the most during the Tudor period?

1485-1603

1642-1648

### English Civil War

Year 5 Term 1

What was the impact of the English Civil War on Worcester?



1666

### Great Fire of London

Year 2 Term 1

Were there any positives to the Great Fire of London?



### Florence Nightingale

Year 2 Term 3

1820

1857

### Edward Elgar

Year 3 Term 3

### Victorians

Year 5 Term 3

What were the lives of Victorian children like? What are the differences and similarities between now and then?

1837-1901



1939-1945

### Second World War

Year 6

Term 1 Does your country need you?



### Childhood - Then and now

Year 2 Term 2

How can we find out about how the life of children changed over the last 100 years?

1920-2020



NOW!

### Marvellous Me!

Year 1 Term 1

Have things always been as they are now?







Development of Core Concepts:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Time, Change and Chronology</b>	How present day compares our recent past: Journeys Homes Farming Pirates	<u>Marvellous Me</u> Have things always been as they are now? 1960's to 2020's  <u>Queen Elizabeth II</u> 1952-2022	<u>Great Fire of London</u> 1666 compared to 2020's <u>Schools now and then</u> Childhood now and then 1920's to 2020's <u>Nursing nurses</u> Nursing now and then 1850's	<u>Prehistoric Britain</u> 15,000BC- 43AD  <u>Romans</u> 800BC- 410AD	<u>Anglo Saxons</u> 410AD-1066  <u>Viking</u> 800- 1066  <u>Tudors</u> 1485- 1603	<u>English Civil War (Stuarts)</u> 1642- 1648  <u>Victorians</u> 1837- 1901  <u>Ancient Egypt</u> 3,000BC- 332AD	<u>World War II</u> 1939- 1945  <u>Ancient Greece</u> 200BC and 1450BC.
<b>Reasons and results (cause and consequence)</b>	Homes past and present Farming past and present	<u>Marvellous Me</u> Begin to understand changes over time. Past, present and future.  <u>Light and dark</u> development of key inventions and how they impact our modern lives.  <u>Queen Elizabeth II</u> Queen Elizabeth II's family tree and it's impact on the monarchy and people of Britain.	<u>Great Fire of London</u> What has been learnt and changed because of the fire.  <u>Nursing nurses</u> Impact of nursing now and then and how medicine has changed over time	<u>Prehistoric Britain</u> Understanding the significance of Stone, Iron and Bronze Age and it's impact on the modern world.  <u>Romans</u> Understanding the significance of Roman and it's impact on the modern world.	<u>Crime and Punishment</u> Investigating the impact of crime and punishment throughout the Anglo-Saxons, Vikings and Tudors.  Understanding how Anglo Saxons, Vikings and Tudors have impacted law, society and the comparison of today.	<u>English Civil War</u> How the impact of the English Civil War changed Britain and how it was ruled through parliament and monarchy. The effects and impact of Worcester locally.  <u>Victorians</u> Understanding the cause and consequences of the Victorian era. Focusing on the significance of Queen Victoria's reign.  <u>Ancient Egypt</u> The importance of religion, civilisation in Ancient Egypt.	<u>World War 2</u> The impact of the 2 <sup>nd</sup> World War on the world and how it has changed History. The role of women in the 2 <sup>nd</sup> World War and the impact on society.  <u>Ancient Greece</u> The impact of the Ancient Greeks and how their influence impacted the modern world.
<b>Interpretations (similarities and differences)</b>	Famous Pirates Homes past and present Farming past and present	<u>Marvellous Me</u> Comparison of past and present. How toys have changed over time.  <u>Light and dark</u> Significant people in the development of light and how it has impacted the world.  <u>Queen Elizabeth II</u> Similarities and differences between Queen Elizabeth II coronation and King Charles III.	<u>Great fire of London</u> Comparing fire brigades, women's involvement to the modern fire brigade.  <u>Schools now and then</u> Comparing childhoods from the 1920's to now. What significant changes have happened.	<u>Prehistoric Britain</u> Comparing Stone age, Bronze age and Iron age and the importance of invention and development such as tools, housing and hunting.  <u>Romans</u> Comparing Roman British civilisation and how it impacts the modern world.	<u>Crime and Punishment</u> Comparing Anglo Saxon, Viking and Tudor life with modern life looking at: law, crime and punishment, everyday life, religion, entertainment and monarchy/ leadership.	<u>Victorians</u> Comparing Victorian school/ work life for children to modern day. Comparing life under a monarchy then and now.  <u>Ancient Egypt</u> Comparing religious beliefs and civilisation to Ancient Egypt.	<u>World War 2</u> Comparison of life now and during Blitz and World War 2.  Looking at the changing role of Women during WW2.  <u>Ancient Greece</u> Comparing Athens and Sparta and their similarities and differences. Comparing the Trojan war and religious beliefs.
<b>Historical Evidence (sources)</b>	Famous Pirates Farming past and present	<u>Marvellous Me</u> Have things always been as they are now? Toys Visit by Historian (primary source)	<u>Great Fire of London:</u> Secondary sources – diary, paintings Visit by Historian (secondary source)	<u>Prehistoric Britain:</u> Visit by Historian (secondary sources) replicas <u>Romans</u> Visit to the Roman Baths (primary/ secondary sources)	<u>Anglo-Saxon Britain</u> Visit by Historian (secondary source) <u>Vikings</u> (secondary source) <u>Tudors</u> Battle of Bosworth Trip Secondary sources (Internet/ books)	<u>Civil War</u> Cathedral trip Walk around local Worcester area <u>Victorian</u> Victorian Day-secondary sources. Full emersion into Victorian School life. <u>Ancient Egypt</u> Secondary sources (Internet research/ books)	<u>World War 2:</u> Tudor House Musuem Secondary Sources (Internet and Books)  <u>Ancient Greece</u> Secondary sources (Internet and books)
<b>Significant Person</b>		Thomas Edison/Lewis Latimer  Elizabeth II	Samuel Peyps. Florence Nightingale/ Mary Seacole	Boudicca Edward Elgar Mary Anning		Queen Victoria Hidden Figures Dorothy Vaughn, Katerine Parkinson,	Ernest Shackelton

History is mapped against whole school themes to ensure progression and breadth of study

<p><b>This is me; I have a voice!</b></p>	<p>Through our historical sequences of learning, children gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through understanding of past events children are equipped to understand their place in the world, shaped by past events and communicate their knowledge and understanding about the past in different ways. The children are consistently given opportunities to review, reflect and share their understanding which supports their progress.</p>
<p><b>A Citizen of the World</b></p>	<p>Historical knowledge is enhanced by considering famous historical people from the past, along with case study and role play examples of how people from the past would have felt and reacted. Children are encouraged to empathise with historical events and build personal responses if they were faced with similar situations – for example being a refugee, being a member of court in Tudor Britain and the differences in lifestyles in ancient civilisations.</p>
<p><b>Heritage and Culture</b></p>	<p>Historical knowledge supports the development of heritage and culture. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Children learn about key historical women through society 'hidden figures' - women who influenced past inventions who have been recently recognised for example Dorothy Vaughn NASA scientist.</p>
<p><b>Innovation, Inventions and Ideas</b></p>	<p>Children will build on their ability to understand significant milestones of inventions through our British History. Children consider what can we learn from the past to take forward into our future. From the earliest historical learning with our younger children, based on recent past, children are able to piece together how homes, journeys, farming and toys have changed. Children develop an understanding of inventors and explorers including Thomas Edison, Samuel Pepys, the work of Mary Seacole, Florence Nightingale, Mary Anning, Ernest Shackleton and inventions during the reign of Queen Victoria.</p>
<p><b>Building our Sustainable World</b></p>	<p>Children explore and develop the skills and knowledge needed to benefit and improve our planet throughout their lifetimes by reflecting on past events. This pupil led theme encourages children to consider big questions, begin to understand the impact that they and others have on our world and learn and grow from our history.</p>
<p><b>Discovery, Health &amp; Wellbeing*</b></p>	<p>History gives children the opportunity to complete local studies and discover Worcester's past. Through different historical sequences of learning children build understanding of how humans have influenced society linked back from prehistoric Britain right up to present day. Children reflect on when to build on historical events, discoveries and inventions.</p>
<p><b>Historical contextual links and skills:</b></p>	<p>Contextual and purposeful links are made between science, history and geography, for example, the theme of inventors in science can be used to contextualise development of a modern world; the study of WW2 can consolidate children's prior knowledge of our capital city, the counties of Great Britain and exploring maps past and present. This benefits learning by creating links and meaningful conceptual development.</p>