

	AUTUMN TERM <i>LOCAL HISTORY</i>	SPRING TERM <i>BRITISH HISTORY</i>	SUMMER TERM <i>GLOBAL HISTORY</i>
EYC	EYC		
New Learning	<p style="text-align: center;">All about me</p> <ul style="list-style-type: none"> *Our own individual histories *Baby photos activity <p>*Starting to understand the meaning of past, present and future</p> <p>*Knowing and talking about significant events in our own experiences</p> <p style="text-align: center;">Festivals and Traditions</p> <ul style="list-style-type: none"> *Our own family traditions 	<p style="text-align: center;">Traditional Stories</p> <p>*Role play familiar routines - making dinner in the role play area.</p> <p>*I know the meaning of past, present and future.</p> <p>*I know some significant events in my family history.</p>	<p style="text-align: center;">Amelia Earhart & John Stringfellow (Travel Topic)</p> <p style="text-align: center;">Pirates</p> <p style="text-align: center;">Transition</p> <ul style="list-style-type: none"> *Discussion of stages of life *Beginning to remember and talk about significant events in my own experience. *Starting to use the words past/present/future in context. *Talk about things that have happened in my family history and things that will happen in the future.
Connections	<p style="text-align: center;">Cross-curricular connections:</p> <p style="text-align: center;">PSHE – My emotions topic</p> <p style="text-align: center;">RE – All about me topic</p> <p>Geography – Walk around the local community</p>	<p style="text-align: center;">Cross-curricular connections:</p> <p style="text-align: center;">Geography – Library Visit</p>	<p style="text-align: center;">Cross-curricular connections:</p> <p style="text-align: center;">Science – Travel topic</p> <p style="text-align: center;">PSHE – Transition</p> <p style="text-align: center;">Geography – Library visit and travel topic</p>
FS	Foundation Stage		
Revisit	EYC – past, present and future. Own experiences. Traditions.	EYC – past, present and future. Routines. Significant events.	EYC – past, present and future. Stages of life. Own experiences.
New Learning	<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> *Look at and comment on images of themselves as a baby and now. *Chard Museum – looking at schools *Vocabulary – past, present and future 	<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> *Compare and contrast characters and items from the past – spinning wheel in Sleeping Beauty 	<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> *Talk about the lives of people around us and their roles in society *Chard Museum *Firestations of the past

	<p>*Guy Fawkes</p> <p>*Talking about previous experiences</p>	<p>*Handa surprise – transporting goods in the past compared to now</p> <p>*History behind important buildings e.g. St Mary’s Church</p>	<p>*Vehicles from the past</p> <p>*Mary Anning/Florence Nightingale</p> <p>*Neil Armstrong and space</p> <p>*People who help us – Kings and Queens</p>
Connections	<p>Cross-curricular connections:</p> <p>PSHE – Special people and different families/home</p> <p>Culture – Bonfire night</p> <p>RE – Special places</p>	<p>Cross-curricular connections:</p> <p>Geography – Handa surprise</p> <p>Science – Traditions</p>	<p>Cross-curricular connections:</p> <p>Culture – Different hospitals then and now</p> <p>Geography – Comparing Chard/Mary Anning/Niel Armstrong</p> <p>PSHE – life stages</p>

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1	Year 1		
Revisit	<p>Links to prior learning:</p> <p>Year 1 History curriculum builds directly on the learning undertaken in the EYFS Understanding The World early learning goal. During EYFS, the children will have talked about the lives and roles of people around them. They will have compared things in the past to how they are now, drawing on their own experiences and on texts they have shared, and they will have used the settings, characters and events they encounter in these stories to develop their understanding of the past.</p>		
New Learning	<p style="text-align: center;"><i>NC objective</i></p> <p style="text-align: center;"><i>Changes within living memory.</i></p> <p style="text-align: center;">Enquiry: How has Chard changed?</p>	<p style="text-align: center;"><i>NC objective</i></p> <p style="text-align: center;">Events beyond living memory that are significant nationally or globally.</p> <p style="text-align: center;">Enquiry: Why did the Great Fire of London destroy so many houses?</p>	<p style="text-align: center;"><i>NC objective</i></p> <p style="text-align: center;">The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p style="text-align: center;">Enquiry: Who was more significant, Christopher Columbus or Neil Armstrong?</p>
Connections	<p>Cross-curricular connections:</p> <p>Y1 Geography-our local area</p>	<p>Cross-curricular connections:</p> <p>Y1 Geography-capital cities</p>	<p>Cross-curricular connections:</p> <p>Y1 Geography-Explorers</p>

2		Year 2	
Revisit	<p>Links to prior learning:</p> <p>Y1- changes within living memory.</p>	<p>Links to prior learning:</p> <p>Y1-significant individuals Columbus vs Armstrong</p>	<p>Links to prior learning:</p> <p>Y1-capital cities</p>
New Learning	<p>NC objective</p> <p><i>Significant historical events, people and places in their own locality.</i></p> <p>Enquiry: How did Stringfellow change the way we live now?</p>	<p>NC objective</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Enquiry: Who was more significant-Mary Anning or Grace Darling?</p>	<p>NC objective</p> <p><i>Events beyond living memory that are significant nationally or globally</i></p> <p>Why was Queen Victoria's reign significant?</p>
Connections	<p>Cross-curricular connections:</p>	<p>Cross-curricular connections:</p> <p>Geography-oceans and seas</p>	<p>Cross-curricular connections:</p> <p>Platinum jubilee Geography-India (Empire)</p>
3		Year 3	
Revisit	<p>Links to prior learning:</p> <p>Y2-Stringfellow Y2- Victorians</p>	<p>Links to prior learning:</p> <p>Y2-Mary Anning</p>	<p>Links to prior learning:</p> <p>Y3-Stone Age to Iron Age</p>
New Learning	<p>NC objective</p> <p><i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality.</i></p> <p>Enquiry: How did the Industrial Revolution change Chard?</p>	<p>NC objective</p> <p><i>Changes in Britain from the Stone Age to the Iron Age.</i></p> <p>Enquiry: How did life change in Britain from the Stone Age to the Iron Age?</p>	<p>NC objective</p> <p><i>The achievements of the earliest civilizations – an in-depth study of the Egyptians.</i></p> <p>Enquiry: What similarities did the Bronze Age and the Egyptians share?</p>
Connections	<p>Cross-curricular connections:</p> <p>Y2-Victorians Y1– changes within living memory</p>	<p>Cross-curricular connections:</p> <p>Science-Rocks and fossils Geography-Extreme Earth</p>	<p>Cross-curricular connections:</p> <p>Previous term – Stone Age/Iron Age, archeology, Bronze Age</p>

4		Year 4	
Revisit	Links to prior learning: Y1-Changes within living memory Y2-Victorians and Empire Y3-Industrial revolution	Links to prior learning: Y3-Stone Age to Iron Age	Links to prior learning: Y4-Roman Empire
New Learning	NC objective <i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality.</i> Enquiry: What was the impact of the slave trade on SouthWest England?	NC objective <i>The Roman Empire and its impact on Britain.</i> Enquiry: How did the Roman Empire change Britain?	NC objective <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i> Enquiry: Did the Ancient Romans or Ancient Greeks achieve more?
Connections	Cross-curricular connections:	Cross-curricular connections: Geography-water and rivers (aqueducts)	Cross-curricular connections: Geography-Greece
5		Year 5	
Revisit	Links to prior learning: Y1-5 - Chard	Links to prior learning: Y4-Romans	Links to prior learning: Y5-Anglo-Saxons
New Learning	NC objective <i>A local history study.</i> Enquiry: How did WW2 change Chard?	NC objective <i>Britain's settlement by Anglo-Saxons.</i> Enquiry: How did the Anglo-Saxons change Britain?	NC objective <i>A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900.</i> Enquiry: How does The Golden Age of Islam contrast with Britain in AD900?
Connections	Cross-curricular connections:	Cross-curricular connections:	Cross-curricular connections:

		Y4 – Roman Britain	Y5 RE-Islam
6		Year 6	
Revisit	Links to prior learning: Y4-Greece Y5-Industrial revolution	Links to prior learning: Y5-Anglo Saxons Y5-Anglo Saxons/Age of Islam	Links to prior learning: Y5-Anglo Saxons Y6-thematic study
New Learning	NC objective <i>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066:</i> Enquiry: Why was Margaret Bondfield significant?	NC objective <i>Viking and Anglo-Saxon struggle for the Kingdom of England:</i> Enquiry: What caused the Viking raids in Britain?	NC objective A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066: Enquiry: How has Crime and Punishment changed from Roman times to now?
Connections	Cross-curricular connections: PSHE-democracy	Cross-curricular connections: Y5 – Anglo-Saxons	Cross-curricular connections: PSHE-law and order