



# History Progression of Learning

## Wootton St Peter's CE Primary School

*"We are not makers of history. We are made by history." Martin Luther King Jnr.*

### National Curriculum Overview

Key Stage 1	Key Stage 2
<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>☆ Changes within living memory. Where appropriate, these should be used to <del>be</del> aspects of change in national life</li> <li>☆ Events beyond living memory that are significant nationally or globally [for example, <del>to</del> the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>☆ The lives of significant individuals in the past who have contributed to national <del>a</del> international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>☆ Significant historical events, people and places in their own locality.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>☆ Changes in Britain from the Stone Age to the Iron Age</li> <li>☆ The Roman Empire and its impact on Britain</li> <li>☆ Britain's settlement by Anglo-Saxons and Scots</li> <li>☆ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of <del>Edwa</del> the Confessor</li> <li>☆ A local history study</li> <li>☆ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>☆ The achievements of the earliest civilizations – an overview of where and when the <del>to</del> civilizations appeared and a depth study of: <b>Ancient Egypt</b></li> <li>☆ Ancient Greece – a study of Greek life and achievements and their influence on <del>to</del> western world</li> <li>☆ A non-European society that provides contrasts with British history: <b>Mayan Civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>

### Historical Knowledge

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
All Units			

<ul style="list-style-type: none"> <li>★ Talk about members of their immediate family and community</li> <li>★ Name and describe people who are familiar to them.</li> <li>★ Comment on images of familiar situations in the past.</li> <li>★ Compare and contrast characters from stories including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>★ Changes within living memory, revealing aspects of change in national life.</li> <li>★ Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>★ Events beyond living memory that are significant nationally or globally.</li> <li>★ The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>★ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul> <p>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</p>	<ul style="list-style-type: none"> <li>★ Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.</li> <li>★ A local history study and the development of Oxford City</li> </ul>	<ul style="list-style-type: none"> <li>★ Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul>	<ul style="list-style-type: none"> <li>★ A study of an aspect of a theme in British history that extends pupils' chronological knowledge beyond 1066 - War and Peace.</li> <li>★ A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</li> </ul>
--	--	---	--	--	---	---

<ul style="list-style-type: none"> <li>★ Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>			
---	--	--	--

Chronology						
EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
<b>All Units</b>						
<ul style="list-style-type: none"> <li>★ That time passes in sequential order. Use of sand timers to mark passage of time during CP activities.</li> <li>★ Model use of language of time through daily calendar (now, next, yesterday, tomorrow).</li> <li>★ To know that days of the week, seasons and times of the day go in order and repeat in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</li> <li>★ Put a few events, photos or objects in order of when they happened.</li> <li>★ Order events and people, I have studied using a simple timeline.</li> <li>★</li> </ul>	<ul style="list-style-type: none"> <li>★ Use words and phrases to describe when things happened e.g. decade, century.</li> <li>★ Compare when the events took place (those I am studying in relation to those studied before e.g. Victorians)</li> <li>★ Give reasons for the order of events or people using vocabulary relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>★ Describe events and periods of time using the words; BC, AD, century, decade, ancient.</li> <li>★ Describe events from the past using dates when things happened.</li> <li>★ Order the periods I am studying on a timeline and compare to events I already know about.</li> <li>★ Use a timeline to order events and significant people for the period of time I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied.</li> <li>★ Place periods of history on a timeline showing periods of time.</li> <li>★ Use a timeline to order events and significant people for the period of time I am studying.</li> <li>★ Use chronology to explain how an aspect of life has changed over more than one historical era.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use dates and historical vocabulary when ordering and comparing events from the past.</li> <li>★ Draw timelines to show a range of information e.g. periods of history, events, significant people.</li> <li>★ Use chronological skills to show when places developed and how life has changed in the local area and an aspect of history e.g. Wootton, Oxford space exploration.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use a timeline and dates to demonstrate changes and developments in aspects of life over time.</li> <li>★ Use a timeline to compare periods of history that I have studied so far.</li> <li>★ Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Day to place events in the right place.</li> </ul>

Interpretation of History			
EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
<b>All Units</b>			

<ul style="list-style-type: none"> <li>★ To know the passage of time changes us all and the world around us in different ways.</li> <li>★ To understand that we need to change what we do/wear in response to this passage of time.</li> </ul>	<ul style="list-style-type: none"> <li>★ Talk about things that happened to me in living memory.</li> <li>★ Name some things that happened to other people or events in living memory.</li> </ul>	<ul style="list-style-type: none"> <li>★ Recount the life of someone famous who lived in the past and what they did.</li> <li>★ Make comparisons between some aspects of life in different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>★ Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past.</li> <li>★ Describe some similarities and</li> </ul>	<ul style="list-style-type: none"> <li>★ Suggest why certain events happened or people acted as they did in history.</li> <li>★ Explain some similarities and differences between people, events and</li> </ul>	<ul style="list-style-type: none"> <li>★ Research two versions of an event, identifying differences between them.</li> <li>★ Explain with clear reasons why there may be different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>★ Explain how significant events have helped shape the country we have today.</li> <li>★ Summarise the main events from a specific period in history,</li> </ul>
--	---	---	--	---	--	---

	<ul style="list-style-type: none"> <li>★ Identify objects from the past and say how I know.</li> <li>★ Identify the main differences between old and new objects/photos.</li> <li>★ Explain how my local area was different in the past.</li> <li>★ Say why one person's memories of events might be different to that of someone else.</li> </ul>	<ul style="list-style-type: none"> <li>★ Recall facts about significant local people from the past and explain how they have influenced life today.</li> <li>★ Suggest why people acted as they did,</li> <li>★ Identify some of the ways we find out about the past and know that some are more reliable than others.</li> </ul>	<p>differences between people, events and artefacts from the past.</p> <ul style="list-style-type: none"> <li>★ Explain how events from the past have shaped our lives today.</li> <li>★ Say what is similar and different about two different accounts of the same event and how this can affect our understanding of history.</li> <li>★ Provide examples of how events in the past shaped people's lives over time and have influences how we live today.</li> </ul>	<p>artefacts from the past and explain the significance of these.</p> <ul style="list-style-type: none"> <li>★ Suggest the causes of key events and changes in the time periods I am studying.</li> <li>★ Identify differences in accounts of history and suggest reasons for these.</li> <li>★ Use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</li> </ul>	<ul style="list-style-type: none"> <li>★ Use historical sources to understand bias/contrasting arguments</li> <li>★ Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</li> <li>★ Make comparisons between different events in history; explaining things that have changed and things that have stayed the same.</li> <li>★ Explain why this might have happened using evidence.</li> <li>★ Explain how events in history are significant in British and World history.</li> </ul>	<p>explaining the order in which they happened.</p> <ul style="list-style-type: none"> <li>★ Summarise how Britain has had a major influence on world history.</li> <li>★ Explain what Britain may have learnt from other countries and civilisations through time.</li> <li>★ Recognise and describe differences and similarities / changes and continuity between periods of history.</li> <li>★ Evaluate evidence to choose which is the most reliable form.</li> <li>★ Explain how people have points of view and this can affect their interpretation of the past.</li> <li>★ Give clear reasons where there might be different accounts of history.</li> </ul>
--	--	---	---	---	--	--

# Historical Enquiry

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6			
<b>All Units</b>						
<ul style="list-style-type: none"> <li>★ To build understanding through historical role play scenarios, memory boxes, historical stories and personal experiences.</li> <li>★ To begin to ask questions about what they</li> </ul>	<ul style="list-style-type: none"> <li>★ Recall events from the past from stories that have been read to me.</li> <li>★ Ask and answer questions about artefacts and pictures from the past.</li> <li>★ Give a plausible explanation about what an object was used for in the past.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</li> <li>★ Use books to help me find out about the events I am studying.</li> <li>★ Ask questions to find out about people/events in the past (who, what, when,</li> </ul>	<ul style="list-style-type: none"> <li>★ Ask and answer questions about how things were different in the past and how aspects of life have changed over time.</li> <li>★ Suggest various sources of evidence to help me answer questions about the past.</li> <li>★ Use more than one source to collect</li> </ul>	<ul style="list-style-type: none"> <li>★ Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</li> <li>★ Lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use a range of primary and secondary evidence.</li> <li>★ Use artefacts to pose questions/hypotheses, which I back up using other sources.</li> <li>★ Distinguish between reliable and unreliable sources if evidence to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>★ Give more than one reason to support an historical argument.</li> <li>★ Confidently use a range of sources of evidence to change and continuity during periods studied.</li> <li>★ Identify and explain propaganda and why someone might want to persuade another</li> </ul>

<p>experience and see and extend their familiarity with historical words, supporting understanding across the domains.</p>	<ul style="list-style-type: none"> <li>★ Use pictures and artefacts to say what was different in the past.</li> <li>★ Find out about something in the past by asking someone who can remember the event.</li> </ul>	<p>why, where) (beyond living memory).</p>	<p>evidence about the past e.g. photographs, written accounts, artefacts.</p> <ul style="list-style-type: none"> <li>★ Ask historical questions based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>★ Ask and answer questions about change, causes, difference and significance.</li> <li>★ Lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.</li> </ul>	<p>person about a version of events.</p> <ul style="list-style-type: none"> <li>★ Lead my own enquiry into an aspect of World history and present my findings in a range of ways.</li> </ul>
--	---	--	---	---	--

## Organisation & Communication

EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6	
<b>All Units</b>						
<ul style="list-style-type: none"> <li>★ To know that there are key words/vocabulary associated with the passage of time. For example: before, after, first, next, verbs with past tense</li> <li>★ To understand the concept of before and after.</li> </ul>	<ul style="list-style-type: none"> <li>★ Explain my historical understanding through a range of practical and written activities.</li> <li>★ Use pictures, drama, role play, build models and use timelines to present my work.</li> </ul>	<ul style="list-style-type: none"> <li>★ Explain my historical through a range of practical and written activities.</li> <li>★ Can use photographs, written accounts and stories to present my understanding.</li> </ul>	<ul style="list-style-type: none"> <li>★ Use historical sources to create written narrative and structure accounts.</li> <li>★ Select and organise information to answer a question, communicated for example, as a presentation, a poster, written form</li> <li>★ Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</li> </ul>	<ul style="list-style-type: none"> <li>★ Present my findings about the past using speaking, writing, ICT, drama and drawing skills</li> <li>★ Communicate knowledge and understanding orally and in writing and offer points of view based on what I have found out.</li> </ul>	<p><b>As in previous year groups but with greater depth and sophistication:</b></p> <ul style="list-style-type: none"> <li>★ Choose the most appropriate way to present my information, for an intended audience and purpose.</li> <li>★ Use extended writing and presentations to explain key aspects of a time period.</li> </ul>	

## History Long Term Overview

KEY STAGE 1			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><b>History of the Teddy Bear.</b> Famous Teddies in history. <b>Rationale:</b> Linked to whole school book Bears and Paddington and The Teddy Robber. Starts term with something that is familiar to the children. To build confidence and encourage Independent learning.</p>	<p><b>London - How it has changed throughout history</b> <b>Tudor Houses and Tudor Times.</b> <b>Rationale:</b> Related to our Topic - The Great Fire of London. Create an ethos of curiosity.</p>	<p><b>History of the Circus</b> - how have they changed throughout History. How have the acts changed. Use of Animals in the Circus. <b>Rationale:</b> Linked to Topic The Circus and our Circus Workshop Day. It inspires and excites children. Encourages self belief.</p>



			<b>The History of the Seaside</b> Swimming costumes Bathing Huts Punch and Judy <b>Rationale:</b> It develops an enquiring mind. It ensures the children are able to ask questions. Link to our topic The Seaside
B	<b>History of Wootton Village &amp; School</b> Some houses in our village were built a long time ago – what different features do they have? History of our school with a focus on the Victorian era. Linking our learning to our local area. <b>Rationale:</b> Children develop an enquiring mind, and are able to ask questions. They learn about our community and our local church.	<b>Scott and Amunsden’s journey to the Pole</b> Place events and historical figures on a timeline. Use dates and terms to describe events. <b>Rationale:</b> Related to our topic for the term. Gives chn the aspiration to go on adventures later in their lives.	<b>History of Toys</b> What do we mean by old fashioned? Look at the history of Toys and how they have developed. Create a toy museum to be visited by other classes throughout the school. Children bring in toys that belong to parents and grandparents which ensures they participate fully <b>Rationale:</b> Involves the wider community and families in our learning to see how things have changed in their Parents and Grandparents lifetime. Make learning fun, and exciting and accessible to everyone. Provides excellent writing opportunities.
		<b>The history of Castles</b> and the history surrounding them. Focus on Oxford Castle. Children learn about life in a castle and key parts of a castle. Includes visit to Oxford Castles. <b>Rationale:</b> Provides knowledge of our local area.	

### KEY STAGE 2: YEARS 3 & 4

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
	Stone Age	Romans	Anglo-Saxons and Vikings
A	This unit focuses on British prehistory from early occupation and hunter-gatherer lifestyles up to the introduction of settlements (including monument construction) and farming in the Neolithic. Children are introduced to the traditional tripartite division of the ‘Stone Age’ into Paleolithic, Mesolithic and Neolithic.	In this unit the children learn about the impact the Roman empire had on life in Britain. They learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they	In this Anglo-Saxons unit the children learn about the invasions of Anglo-Saxons and Vikings in the 5th and 9 <sup>th</sup> -11 <sup>th</sup> centuries respectively. They will find out where the invaders came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. We learn how the Anglo-Saxons and Vikings influenced

	<p>Rationale: This unit complements the other LKS2 unit on British prehistory (Bronze Age and Iron Age). The separation of this units allows a more comprehensive treatment of such a large period of time.</p> <p>This unit also establishes early points on the historical timeline which children will become more familiar with as they move through the school.</p> <p>Stone Age Britain (as well as Bronze Age and Iron Age Britain) also provides interesting parallels when studying the Egyptians in LKS2.</p> <p>This unit also complements the book being used in English – Ug: Boy genius of the Stone Age, aiding background knowledge for comprehension and to stimulate ideas for writing.</p> <p>As with other units, this unit continues to develop the children’s chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p>will have the opportunity to learn about the British resistance to Roman rule. The children will also investigate key extant monuments, such as Hadrian’s Wall. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people.</p> <p>Rationale: This unit relates to a number of other history units, especially Bronze Age to Iron Age, as well as Anglo-Saxons in LKS2, hereby giving a fuller understanding of the continuity and transformation in British history. It also relates to the Ancient Greece unit in UKS2.</p> <p>It also informs our English book – Romulus and Remus, aiding understanding and background knowledge for comprehension, as well as to stimulate ideas for writing.</p> <p>The exploration of polytheistic belief also provides and interesting parallel for other historical (e.g. Anglo-Saxon and Viking, Egyptian) and current (e.g. Hinduism) examples studied in LKS2.</p> <p>This unit also contributes to the national curriculum objective to learn about the achievements of the earliest civilisations.</p> <p>As with other units, this unit continues to develop the children’s chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p>the English language, with an emphasis on the origins of some place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Early Medieval Britain. In addition to this they will also learn what life was like in a typical Early Medieval village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of both the early Anglo-Saxons and later Vikings and learn about the many gods they worshipped. Finally, they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century.</p> <p>Rationale: This unit follows on from the Romans topic of the previous term, adding seamlessly to the children’s understanding of the historical timeline of Britain.</p> <p>This unit also provides a local history dimension, with many Anglo-Saxon artefacts and settlements found nearby, including the first ever excavated (at Sutton Courtenay).</p> <p>Aspects of this unit also support and consolidate geographical mapwork skills.</p> <p>This unit also relates to our book in English – Arthur and the Golden Rope, informing the children’s ideas about the text, giving them greater background knowledge from comprehension, as well as acting as a stimulus for creative writing ideas.</p> <p>As with other units, this unit continues to develop the children’s chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>
B	<p><b>Bronze Age to Iron Age</b></p> <p>This unit complements the other prehistoric unit in LKS2 (Stone Age). In this unit we focus on Bronze Age and Iron Age periods. We look at what made these periods in history special exploring the discoveries and inventions. We examine the types of homes</p>	<p><b>Railways</b></p> <p>In this unit, the children learn about the development of the Railways in Great Britain, giving them the opportunity to learn about the history of the railways (including in our local area) and significant early locomotives. They also investigate some important</p>	<p><b>Egyptians</b></p> <p>In this unit the children learn about the Ancient Egyptian empire. They will find out where it was and the importance of the Nile, as well as finding out what life was like during Ancient Egyptian times. This</p>

	<p>people used to live in, what they ate and how they farmed. We also learn why historical artefacts are important and how we can use them to help us discover information about the past.</p> <p>Rationale: This unit complements the other LKS2 unit on British prehistory (Stone Age). The separation of this units allows a more comprehensive treatment of such a large period of time.</p> <p>This unit also establishes early points on the historical timeline which children will become more familiar with as they move through the school.</p> <p>Bronze Age and Iron Age Britain also provide interesting parallels when studying the Egyptians and Romans in LKS2, as well as the Greeks and Shang Dynasty in UKS2.</p> <p>As with other units, this unit continues to develop the children’s chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p>historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and they learn about some of the key people who were influential in the development of the railways (including Isambard Kingdom Brunel in the local area).</p> <p>In addition to the children learn about the development of locomotive technology and examine the differences between steam, diesel and electric locomotives. The children also learn about the growth and development of the railway network in Great Britain and use their geographical skills to map out some key routes. They also use their speaking and listening skills to debate the positive and negative effects of the railways on different aspects of society.</p> <p>Rationale: This unit provides another important specific local element to the history curriculum. The children learn about the importance of the Great Western Railway to the area and visit the STEAM museum in Swindon to learn more about how the construction and operation of this line impacted upon local people.</p> <p>Aspects of this unit also support and consolidate geographical mapwork skills.</p> <p>This unit also relates to our English book – Libba, informing the children’s ideas about the text, giving them greater background knowledge from comprehension, as well as acting as a stimulus for creative writing ideas.</p>	<p>includes learning about mummification, the pyramids and hieroglyphics. The children will also learn about Egyptian pharaohs and gods.</p> <p>Rationale: This is another opportunity to learn about a past civilisation. Here we focus on a civilisation with no British dimension.</p> <p>Aspects of this unit also support and consolidate geographical mapwork skills.</p> <p>The exploration of polytheistic belief also provides and interesting parallel for other historical (e.g. Anglo-Saxon and Viking, Egyptian) and current (e.g. Hinduism) examples studied in LKS2.</p> <p>As with other units, this unit continues to develop the children’s chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>This unit also relates to our English book – Varjak Paw, informing the children’s ideas about the text, giving them greater background knowledge from comprehension, as well as acting as a stimulus for creative writing ideas.</p> <p>This unit also informs and provides useful comparative material for the study of ancient civilisations in UKS2, particularly Ancient Greece and the Shang Dynasty.</p>
--	---	---	--

## KEY STAGE 2: YEARS 5 & 6

CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p><b>Ancient Greece</b></p> <p><b>Rationale:</b> Links to class text ‘Odysseus’. An exciting and innervational topic for the children as the Ancient Greeks founded the Olympics and began democracy as we know it today. They were one of the first western civilizations.</p>		<p><b>Mayans</b></p> <p><b>Rationale:</b> Link to Ancient Civilizations this term to compare two happening at the same time in different parts of the world. Links to class text ‘The Curse of the Maya’. The children will be inspired and curious about this exciting topic, especially after a visit to the Pitt Rivers Museum.</p>

			<p><b>Shang Dynasty</b>  <b>Rationale:</b> Link to Ancient Civilizations this term to compare two happening at the same time in different parts of the world.</p>
B		<p><b>WW2</b>  <b>Rationale:</b> Links to history in our local community. Links to class text 'Goodnight Mr Tom'. Learn about British history and how our ancestors would have been effected such as evacuees.</p>	
	<p><b>The Victorians</b>  <b>Rationale:</b> Links to class text 'Street Child'. Links to our school and community history as our school was a Victorian school. Learn about British history and history about our school and local community.</p>		<p><b>Leisure and Entertainment</b>  <b>Rationale:</b> Links to DT topic, creating and building fairground rides. Children will be inspired to see how over the last 100 years our country has undergone huge changes, from no days off a year, to one week, to holidays as we know them today. They will be interested to learn how many of the changes happened in their grandparents or parents lifetimes.</p>

EYFS			
CYCLE	AUTUMN TERM	SPRING TERM	SUMMER TERM
A	<p>Who am I? Who is in my family. Compare to friends' family.            Harvest celebrations            Bonfire night            Remembrance Day            Winter</p> <p><b>Rationale:</b>            Provide knowledge of the world in which they live            Develop an enquiring mind.            To acquire knowledge            Talk about members of their immediate family and community            Name and describe people who are familiar to</p>	<p>New year (UK, Chinese, Vietnamese)            Mother's Day            Spring</p> <p><b>Rationale:</b>            To know that there are key words/vocabulary associated with the passage of time. For example: before, after, first, next, verbs with past tense            To understand the concept of before and after.</p>	<p>Father's Day</p> <p><b>Rationale:</b>            Talk about members of their immediate family and community            Name and describe people who are familiar to them.            Comment on images of familiar situations in the past.            Compare and contrast characters from stories including figures from</p>

	<p>them.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories including figures from the past.  Link to topic 'me and my family'</p>		<p>the past.</p>
<b>B</b>	<p>Who am I? Who is in my family. Compare to friends' family.  Harvest celebrations  Bonfire night  Remembrance Day  Winter</p> <p>Rationale:  Provide knowledge of the world in which they live  Develop an enquiring mind.  To acquire knowledge  Talk about members of their immediate family and community  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories including figures from the past.  Link to topic 'all about me'</p>	<p>Talk about roles of fairy story characters. Compare and contrast to people around them.  Talk about aspects of stories which depict the past. Compared to now.  Clothes in fairy stories, compared to now  Watch change over time (butterflies)  Learn language related to time and time passing (maths)  Make Mother's Day cards. Talk about members of our families and the different generations.  Rationale; linked to fairy stories' and 'minibeasts' topics.  Provide knowledge of the world in which they live  Develop an enquiring mind.  To acquire knowledge</p>	<p>Look at photos of the seaside in the past, compare to now.  PSHE topic 'growing and changing'</p> <p>Rationale; linked to 'at the seaside' topic and our PSHE theme for this term.  Provide knowledge of the world in which they live  Develop an enquiring mind.  To acquire knowledge</p>