

2-3 Yr Olds	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Understanding the World					
New Learning	Past and Present I am beginning to make sense of my own life-story and family history.		Past and Present I can show some awareness of the time of day.		Past and Present I can talk about some things that are different about other families.	
Connections	Cross-curricular connections: The Natural World and PSHE Cornerstones Projects:		Cross-curricular connections: The Natural World and PSHE Cornerstones Projects:		Cross-curricular connections: The Natural World and PSHE Cornerstones Projects:	
	Let's Explore / Build It Up	Marvellous Machines / Puppets & Pop-Ups	Long Ago / Stories & Rhymes	Ready, Steady, Grow / Signs of Spring	Animal Safari / Creep, Crawl, Wiggle	On the Beach / Moving It / Moving On
Key Knowledge	I know who is in my family and know that some people are older than others.		I know that some things happen at certain times of the day e.g. breakfast, lunch, dinner, bedtime.		I know that not all families do the same things at the same time.	
3-4 Yr Olds	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Understanding the World					
New Learning	Past and Present I can comment on historical figures, objects or situations from the past. I can sequence family members according to name (baby, child, adult) I can use words to sequence (first, then, next...)		Past and Present I can share my likes and dislikes about historical figures, objects or situations from the past. I can explain what family members can and cannot do based on their age. I can describe memories that have happened in my own life.		Past and Present I can make comparisons about historical figures, objects or situations from the past. I am beginning to sequence memories in the lives of family members. I understand that there are special dates and times that repeat every year.	
Connections	Cross-curricular connections: The Natural World and PSHE Cornerstones Projects:		Cross-curricular connections: The Natural World and PSHE Cornerstones Projects:		Cross-curricular connections: The Natural World and PSHE Cornerstones Projects:	
	Let's Explore / Build It Up	Marvellous Machines / Puppets & Pop-Ups	Long Ago / Stories & Rhymes	Ready, Steady, Grow / Signs of Spring	Animal Safari / Creep, Crawl, Wiggle	On the Beach / Moving It / Moving On
Key Knowledge	I know that some people lived in the past. I know that there are people in my family are not the same age.		I know that people can do different things based on their age. I know that memories are events that happened in the past.		I know that some events happen at the same time every year. I know that memories were made in a particular order.	

Reception	AUTUMN TERM	SPRING TERM	SUMMER TERM
Understanding the World			
Revisit	<p>Links to prior learning: EYFS Geography curriculum builds directly on the learning undertaken in Pre-School.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps. • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. 		
New Learning	<p>Childhood (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now; then, yesterday, last week, last year, years ago and a long time ago). • Historical artefacts are objects that were made and used in the past. 	<p>Continuous Provision Opportunities (Cornerstones: CYCLE A: R)</p> <ul style="list-style-type: none"> • School looked different in the past. • Recognise photos from the past. • Recognise when a story is set in the past. 	<p>School Days (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> • In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. • The Victorian era is named after Queen Victoria.
Key Knowledge	<ul style="list-style-type: none"> • I can make comparisons about historical figures, objects or situations from the past. • I am beginning to sequence memories in the lives of family members. • I understand that there are special dates and times that repeat every year. 	<ul style="list-style-type: none"> • I can use books and accounts to make comparisons between familiar objects, situations and people from the past. • I understand the past through settings, characters and events encountered in books read in class. • I know some similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> • I know some similarities and differences between things in the past and now. • I understand the past through settings, characters and events encountered in books read in class.
Disciplinary Knowledge	<ul style="list-style-type: none"> • Significant Events • Civilisations • Changes Over Time 	<ul style="list-style-type: none"> • Changes Over Time 	<ul style="list-style-type: none"> • Changes Over Time • Hierarchy & Power • Significant Events
Connections	<p style="text-align: center;">Cross-curricular connections: Understanding of the World – All about me/ festivals. PSHE</p>	<p style="text-align: center;">Cross-curricular connections: Understanding of the World – people who help us PSHE</p>	<p style="text-align: center;">Cross-curricular connections: Understanding of the world Literacy – story telling. PSHE</p>

Key Stage 1	AUTUMN TERM	SPRING TERM	SUMMER TERM
Revisit	<ul style="list-style-type: none"> I can make comparisons about historical figures, objects or situations from the past. I am beginning to sequence memories in the lives of family members. I understand that there are special dates and times that repeat every year. 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> Know that the past means a long time ago Talk about things that are old and new Say that people lived before they were born Recall simple examples of the past (e.g. when they were a baby, grandparents, old toys) Understand the past through stories and familiar settings 	<ul style="list-style-type: none"> I understand the past through settings, characters and events encountered I know some similarities and differences between things in the past and now
New Learning Cycle A	<p>Childhood</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Historical artefacts are objects that were made and used in the past. A decade is 10 years. The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. 	<p>Local History</p> <ul style="list-style-type: none"> Barwick House is a significant historic building in our local area It was built a long time ago (over 200 years ago) It has been a family home, a school and is now apartments Buildings can change use and appearance over time The present is different from the past. There are four follies at Barwick: Jack the Treacle Eater, Fish Tower, Rose Tower, Obelisk and they are built for decoration. 	<p>School Days</p> <ul style="list-style-type: none"> In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. The Victorian era is named after Queen Victoria. By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines. In Victorian schools, boys and girls were separated into large classes. Samuel Wilderspoon opened schools with playgrounds during the Victorian era.
New Learning Cycle B	<p>Movers and Shakers</p> <ul style="list-style-type: none"> Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past. Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon. Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism. Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today. Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century. Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries. Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas. Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections. 		<p>Marvellous Monarchs</p> <ul style="list-style-type: none"> Places can be significant because religious or historic events that have happened there in the past. Artefacts provide evidence about the past. A historical period is the duration of a monarch's reign. Alfred the Great was an Anglo-Saxon king who defeated Viking invaders William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch. Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England. Henry VIII married six times. Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era
Disciplinary Knowledge	<ul style="list-style-type: none"> Significant Events - Identify some key features of a significant historical event beyond living memory. Artefacts & Sources - Use a range of historical artefacts to find out about the past. Changes Over Time - Describe changes within or beyond living memory. 	<ul style="list-style-type: none"> Artefacts & Sources - Use a range of historical artefacts to find out about the past. Local History - Describe important events in the local area's history. 	<ul style="list-style-type: none"> Chronology - Order information on a timeline. British History - Describe a significant historical event in British history. Hierarchy & Power - Describe the role of a monarch.

Lower Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
History			
Revisit Cycle A	Childhood <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Historical artefacts are objects that were made and used in the past. A decade is 10 years. The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. 	Local History <ul style="list-style-type: none"> Barwick House is a significant historic building in our local area. It was built a long time ago (over 200 years ago) It has been a family home, a school and is now apartments. Buildings can change use and appearance over time. The present is different from the past. There are four follies at Barwick: Jack the Treacle Eater, Fish Tower, Rose Tower, Obelisk and they are built for decoration. 	School Days <ul style="list-style-type: none"> In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. The Victorian era is named after Queen Victoria. By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines. In Victorian schools, boys and girls were separated into large classes. Samuel Wilderspoon opened schools with playgrounds during the Victorian era.
Revisit Cycle B	Movers and Shakers <ul style="list-style-type: none"> Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past. Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon. Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism. Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today. Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century. Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries. Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas. Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections. 		Marvellous Monarchs <ul style="list-style-type: none"> Places can be significant because religious or historic events that have happened there in the past. Artefacts provide evidence about the past. A historical period is the duration of a monarch's reign. Alfred the Great was an Anglo-Saxon king who defeated Viking invaders. William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch. Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England. Henry VIII married six times. Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era.
New Learning Cycle A	Through the Ages <ul style="list-style-type: none"> The Stone Age began more than 10,000 years ago when humans started using stone tools. Around 4000 years ago, the Bronze Age began when people learned how to make tools from Bronze. By 700BCE people were living in villages defending themselves with hillforts and farming plants and animals. We call this the Iron Age. 		Emperors and Empires <ul style="list-style-type: none"> Emperor Claudius invaded and conquered Iron Age Britain in 43CE. Boudicca, as Queen of the Iceni Tribe, rebelled against the Romans in 60CE but lost. The Roman Empire withdrew from Britain by 410CE. The Romans brought their way of life to Britain, including Latin, Roman building techniques, the military and roads.
New Learning Cycle B	Invasion <ul style="list-style-type: none"> During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans. As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power. The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'. Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. 	Local History – Barwick and Stafford School <ul style="list-style-type: none"> Understand how a primary source is created. Know that bias can be applied to primary sources. Compare life at school in different decades. Give reasons for why life at school changed over time. 	Ancient Civilisations <ul style="list-style-type: none"> Ancient Sumer was the first civilisation to develop c4500 BC. Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems. Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.

Disciplinary Knowledge

- **Significant Events** - Explain the cause and effect of a significant historical event.
- **Civilisations** - Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.
- **Changes Over Time** - Summarise how an aspect of British or world history has changed over time.

- **Local History** - Analyse a range of historical information to explain how a national or international event has impacted the locality.

- **British History** - Explain the cause, consequence and impact of invasion and settlement in Britain.
- **Hierarchy & Power** - Describe the roles of tribal communities and explain how this influenced everyday life.
- **Everyday Life** - Describe the everyday lives of people from past historical periods. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.

Upper Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
Revisit Cycle A	<p>Through the Ages</p> <ul style="list-style-type: none"> The Stone Age began more than 10,000 years ago when humans started using stone tools. Around 4000 years ago, the Bronze Age began when people learned how to make tools from Bronze. By 700BCE people were living in villages defending themselves with hillforts and farming plants and animals. We call this the Iron Age. 	<h2 style="margin: 0;">History</h2>	<p>Emperors and Empires</p> <ul style="list-style-type: none"> Emperor Claudius invaded and conquered Iron Age Britain in 43CE. Boudicca, as Queen of the Iceni Tribe, rebelled against the Romans in 60CE but lost. The Roman Empire withdrew from Britain by 410CE. The Romans brought their way of life to Britain, including Latin, Roman building techniques, the military and roads.
Revisit Cycle B	<p>Invasion</p> <ul style="list-style-type: none"> During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans. As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power. The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'. Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. 		<p>Local History</p> <ul style="list-style-type: none"> Understand how a primary source is created. Know that bias can be applied to primary sources. Compare life at school in different decades. Give reasons for why life at school changed over time.
New Learning Cycle A	<p>Dynamic Dynasties</p> <ul style="list-style-type: none"> China is the longest lasting civilisation starting with the Xia Dynasty in c2070BCE. The bronze casting technique in the Shang Dynasty was technologically advanced. Misuse of power and poor leadership has caused civilisations to decline. 		<p>Groundbreaking Greeks</p> <ul style="list-style-type: none"> Ancient Greek civilisation existed from 1200BC until 323BC coinciding with Bronze Age Britain. Ancient Greece was organised into city states of which the most powerful were Athens and Sparta. Ancient Greek civilisation continues to influence the Western World in terms of democracy, architecture, science, language and the Olympic Games.
New Learning Cycle B	<p>Maaifa</p> <ul style="list-style-type: none"> The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status – Gold, God and Glory. Britain played a key role in the maaifa, which is a term meaning the history and effects of the transatlantic slave trade. The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit. Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. 	<p>Local History - Yeovil</p> <ul style="list-style-type: none"> Yeovil began as a Saxon settlement over 1,000 years ago. Medieval Yeovil grew because of its busy markets and fairs. Yeovil suffered several major fires that changed how the town was built. Glove-making became Yeovil's most important industry for centuries. In the 20th century, aircraft and defence industries transformed Yeovil. 	<p>Britain At War</p> <ul style="list-style-type: none"> The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front. The First World War ended when Germany signed a peace agreement (The Treaty of Versailles) at 11am on the 11th of November 1918. The day was called Armistice Day. The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. The Battle of Britain was a major air campaign fought over southern Britain in 1940. People in Britain celebrated VE day on 8th May 1945. The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.
Disciplinary Knowledge	<ul style="list-style-type: none"> Civilisations - Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Study a feature of a past civilisation or society. Changes Over Time – Frame historically valid questions about continuity and change and construct informed responses. 	<ul style="list-style-type: none"> Local History - Analyse a range of historical information to explain how a national or international event has impacted the locality. 	<ul style="list-style-type: none"> Local History - Investigate an aspect of history or a site dating from beyond 1066 that is significant to the locality Hierarchy & Power - Describe the significance, impact and legacy of power in ancient civilisations. Everyday Life - Explain how everyday life in an ancient civilisation changed or continued during different periods.

