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History runs through our LMTW curriculum topics; this ensures historical knowledge, concepts and skills are built on across the year groups as well as giving our children the opportunity to see how history has affected the world in which we live and how it links to other curriculum subjects. We plan for enrichment days, visits and visitors to inspire imagination and bring history to life. To ensure full coverage and progression for each year group, we use the Historical Association to enrich our curriculum and to provide a source of CPD for our teachers.





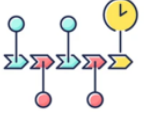







Autumn Term 2023					
	Autumn 1		Autumn 2		
Nursery	<p>N1: Make connections between the features of their family and other families. Notice differences between people</p> <p>N2: Begin to make sense of their own life story and family history.</p> <ul style="list-style-type: none">Identify how we are similar and different			<p>N1: Explore books and songs with a historical aspect</p> <p>N2: Continue developing positive attitudes about the differences between people</p>	
Puffins R	<ul style="list-style-type: none">Talk about members of their immediate family and communityKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classComment on images of familiar situations in the pastTo know what a community is and identify the communities and groups they belong to eg family, school	 <p>Similarities & Differences</p>  <p>Chronology</p>	<ul style="list-style-type: none">Comment on images of familiar situations in the past & compare to their own livesKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classIdentify features about themselves that make them individualsExplore similarities and differences between their own family and the lives of black people living in the early 20th century	 <p>Similarities & Differences</p>	
Puffins 1	<p>Unity in the Community Through this theme, pupils will focus on history in their locality. They will explore a range of sources to help them find out more about the past in their local area and make some comparisons with the present. They will order chronologically the dates of significant events and people and look at reasons why places may have changed in their local area, with a particular focus on their school.</p> <p>Concepts NC - Pupils should be taught about changes within living memory</p> <ul style="list-style-type: none">To know about significant historical events, people and places in their own locality (NC)To know what a community is and identify the communities and groups they belong to eg family, school, Rainbows, sports clubs, religious groups	 <p>Similarities & Differences</p>  <p>Chronology</p>  <p>Cause & Consequence</p>	<p>Dancing Spy- ‘The Story of Josephine Baker’ In this unit, pupils will be sensitively introduced to the term ‘racial segregation’ and explore the impact this had on the lives of black people living in the early 20th century. Pupils will investigate the influence Josephine Baker had on the world of dance at the time and how she used her image and performance skills to help with the war effort. They will look at how Josephine was treated in her early life and compare that with how she was praised and celebrated in her later life and after her death. Pupils will discuss how she changed perceptions of the black community, and indeed society in general, by campaigning against racial inequality.</p> <p>Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none">To know and be able to retell the life story of Josephine BakerTo know what Josephine Baker was famous forTo understand the contribution Josephine Baker made to breaking down racial barriers and promoting cross-cultural relationships <p>To understand what makes Josephine Baker an inspirational figure</p>	 <p>Cause & Consequence</p>  <p>Similarities & Differences</p>  <p>Historical Vocabulary</p>	
Choughs	Light Up the World’		<p>The Visionary- ‘Ada Lovelace’ In this unit, pupils will learn about the life of Ada Lovelace. They will review a range of sources to tell them more about her as a person before investigating some of her work in science and computing. Pupils will discuss her courage at working as a woman in science and mathematics in the Victorian era and recognise the importance of her contributions to computer programming in today’s world.</p> <p>Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none">To know and be able to retell the life story of Ada LovelaceTo know what the main achievements of Ada Lovelace wereTo understand the contribution Ada Lovelace made to computer programming <p>To understand the way in which the past impacts on the present</p>	 <p>Cause & Consequence</p>  <p>Chronology</p>	
Choughs 2					

Choughs 3 Choughs 4			<p>NC- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> To learn about key figures involved in the development of computing To know and understand the life story of Ada Lovelace including the challenges of being a female scientist in the Victorian era To learn about the development of technology during the Victorian era and its impact on Victorian society. 	 <p>Perspectives & Interpretation</p>
Razorbills 5 Razorbills 6	<p>The Rescuers- 'Heroes of the Titanic'</p> <p>In this unit, pupils will learn about the sinking of the Titanic with a focus on two key survivors, turned rescuers. Pupils will begin by exploring changes to methods of communication, both on board ship and on land, since the early 20th century. They will look at how the Titanic was built and use inference to imagine how those involved in the design and launch would feel about hearing about the sinking. They will then analyse evidence surrounding the sinking, drawing their own conclusions on who or what was to blame, and discuss sources relating to Molly Brown and Harold Bride's involvement in the event.</p> <p>Concepts</p> <ul style="list-style-type: none"> To learn about the sinking of the famous ship, the Titanic To learn about the communication on the Titanic and how communication methods changed in the last one hundred years To learn about the chronology of the relevant events leading up to the sinking of the Titanic To draw conclusions about what led to the sinking of the Titanic To understand the role played by Molly Brown in the rescue effort To understand the role played by Harold Bride in the rescue effort 	 <p>Continuity & Change</p>  <p>Perspectives & Interpretation</p>	<p>Mission Control- 'Earth and Beyond'</p> <p>Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.</p> <p>Concepts</p> <p>A. To learn about space exploration and discovery</p> <p>B. To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts</p> <p>To learn about the development and role of satellite communication</p>	 <p>Similarities & Differences</p>  <p>Perspectives & Interpretation</p>  <p>Chronology</p>

Spring Term 2024				
	Spring 1		Spring 2	
Nursery	<p>N1: Repeat actions that have an effect.</p> <p>N2: Show interest in different occupations</p>		<p>N1: Explore books and resources relating to different occupations</p> <p>N2: Show interest in different occupations eg astronaut</p>	
Puffins R	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Compare familiar people with figures from the past Comment on images of familiar situations in the past 		 <p>Similarities & Differences</p>	<ul style="list-style-type: none"> Compare and contrast characters from stories including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comment on images of familiar situations in the past  <p>Similarities & Differences</p>
Puffins 1	<p>Come Fly With Me- Arctic Circle</p> <p>Pupils will explore the traditions and customs of the Inuit people. They will find out that the Inuits are an ancient tribal group that have lived in North America for several thousand years and that many of their ways of life have not changed much over that period of time. Pupils will explore what has changed over time and what has remained the same. They will discuss reasons why some traditions have had to change and how historical vocabulary surrounding the Inuits has also changed, with terms such as 'Eskimo' now considered to be offensive.</p> <p>Concepts</p> <ul style="list-style-type: none"> To know about the Inuit people group and their traditions and customs To identify similarities and differences between their own family and one from the Inuit tribe 		 <p>Continuity & Change</p>  <p>Historical Vocabulary</p>	<p>Royal Patrons</p> <p>Using photographs, pupils will embed their understanding of historical vocabulary relating to the passing of time and how people change over time. Pupils will look at the similarities and differences between aspects of Victorian and modern life through playing with toys and then using comparison skills to look at the lives of the two queens, using a range of sources to compare them, particularly their commitment to community and their courage during challenging times.</p> <p>Concepts</p> <p>NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>NC - Pupils should be taught about changes within living memory</p> <ul style="list-style-type: none"> To know about changes in their own lives, their families lives and others around them To know some differences between how people used to live at different times To know who Queen Victoria and who Queen Elizabeth II were To understand the contribution both Queens have made to British society To understand the way in which the past impacts on the present  <p>Historical Vocabulary</p>  <p>Continuity & Change</p>  <p>Chronology</p>

Choughs	Saxon King- ‘Harold Godwinson’ In this unit, pupils will learn about some aspects of early medieval life in England through the life of a key historical figure, Harold Godwinson. Pupils will have the opportunity to investigate timelines and family trees to understand the chronology of Harold’s life and debate his claim to the throne through available evidence. Pupils will use the Bayeux tapestry to note the events of the Battle of Hastings and will start to explore the use of bias in source materials recognising we should always question what we are looking at when working historically.		Athens V Sparta- ‘Ancient Greece’ Pupils will begin this unit by using inter-disciplinary skills, employing geographical knowledge in locating Greece on a present-day map and noting some its key features, and historical knowledge in comparing it with a map of Ancient Greece. A key focus of this unit is comparing the city states of Athens and Sparta and recognise that their differences meant that they did not live peacefully together. Pupils will explore cause and consequence when learning about key events in Ancient Greek times, such as the Persian Wars. They will also learn about continuity through some Ancient Greek legacies that are still influential today, like democracy and the alphabet.	
Choughs 2	Concepts NC – Pupils should be taught about events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> To gain an understanding of chronology through plotting a timeline of Harold Godwinson’s life To know what Harold Godwinson was famous for To understand the interpretation of some key images from the Bayeux tapestry To understand what makes Harold Godwinson an inspirational historical figure 	 Chronology	Concepts NC - Pupils should be taught about events beyond living memory that are significant nationally or Globally <ul style="list-style-type: none"> To know some differences between how people used to live at different times To know some key facts about life in the Ancient Greek empire and how it compares to their own life. To use different sources of information to find out about Ancient Greece 	 Similarities & Differences
Choughs 3 Choughs 4	Concepts NC - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> To know and be able to retell the life story of Harold Godwinson To know what Harold Godwinson was famous for To understand what makes Harold Godwinson an inspirational historical figure 	 Chronology  Perspectives & Interpretation	Concepts NC - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world <ol style="list-style-type: none"> To know the location of Greece To learn about the Greek Empire To understand the importance of Athens and Sparta To know about some of the important battles e.g. The Persian Wars To learn about Greek mythology To discover the legacy of the Ancient Greeks e.g. democracy and buildings	 Similarities & Differences  Cause & Consequence
Razorbills 5 Razorbills 6	I Have a Dream- ‘Discrimination and Prejudice’ Throughout the pathways, pupils have been made aware of the injustice and segregation imposed on black communities across the globe and throughout history. This unit allows pupils to look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.	 Similarities & Differences  Cause & Consequence	You’re Not Invited- ‘Invaders and Settlers’ In this unit, pupils will take a deeper look at cause and consequence with a focus on Roman invasion and the expansion of the Roman Empire across Europe. Pupils will be expected to think more analytically, giving reasons for invasion and discuss some of the outcomes, recognising that not all outcomes of invasion are negative. Pupils will use timelines to record important battles from the Roman era, noting key people involved. They will also be encouraged to start drawing their own conclusions about historical events, with evidence to support their thinking.	 Cause & Consequence  Perspectives & Interpretation  Chronology
Razorbills 5 Razorbills 6	Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history <ol style="list-style-type: none"> To learn the definition of apartheid To know about the Jim Crow Laws and how they affected black people To learn about Martin Luther King and the impact he had on society To become familiar with Nelson Mandela’s role in the anti-apartheid movement in South Africa To know about and understand other forms of discrimination e.g. anti-Semitism		Concepts NC - Pupils should be taught about the Roman Empire and its impact on Britain <ol style="list-style-type: none"> To learn the meaning of the word ‘invasion’ and understand the possible reasons for and consequences of an invasion To know the location of Italy and the Roman Empire To understand why the Roman Army was so successful in their invasions To learn about some of the famous battles that took place during the Roman era To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded 	

Summer Term 2024			
	Summer 1		Summer 2
Nursery	N1: Show an interest in the changing seasons N2: Understand simple chronology eg over the course of a day in the setting		N1: Observe plants and animals developing over time. N2: Make simple observations, through books, stories and visits how the job of a farmer has changed over time.
Puffins R			<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling Make simple observations linked to the story of the Elephant Bird using historical vocabulary

Puffins 1	Never Eat Shredded Wheat		Going Wild With a focus on the Elephant Bird, pupils will explore the chronology of extinction, learning that extinction means the eradication of a whole species, as opposed to the death of one individual animal. Pupils will learn about the human influence in the extinction of the Elephant Bird by looking at evidence to support this, whilst recognising that some may think that other factors are more influential. Concepts G. To know that some animals are endangered, the reasons why and what is being done to preserve these species	 Chronology  Cause & Consequence  Perspectives & Interpretation
Choughs 2	Lightning Speed- 'Technology and the World Wide Web' Pupils will learn about the development of communication over 200 years and then look at the creation of the Internet. They will explore how communication has grown from requiring people to be close by to one another, to sending post to the development of email and the internet as a communication tool. Pupils will learn about Tim Berners-Lee as the creator of the world wide web Concepts <ul style="list-style-type: none"> To recognise why people did things and why events happened To identify differences between past and present and show how ways of life at different times were different to their own To identify different ways in which the past is represented To observe and handle a range of sources of information to find out about the past To place events and objects in chronological order 	 Similarities & Differences  Chronology	Cry Freedom- 'Slavery Past and Present' Pupils will be introduced to the concept of slavery in a sensitive manner, initially discussing some of the historical vocabulary surrounding slavery. Pupils will also learn that slavery has been a feature of societies across the globe for several centuries and they will compare, contrast, and discuss changes to how slavery occurred. Pupils will develop their chronology skills by comparing key events in Sojourner Truth and William Wilberforce's lives and how both these people worked to abolish slavery. Finally, pupils will research, assess, and draw conclusions on the issue of modern-day slavery. Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> To know and be able to retell the stories of Sojourner Truth and William Wilberforce To know what Sojourner Truth and William Wilberforce were famous for and to understand the contribution they made to the abolition of slavery To understand what makes Sojourner Truth and William Wilberforce inspirational figures 	 Historical Vocabulary  Chronology
Choughs 3 Choughs 4	Concepts <ul style="list-style-type: none"> To identify different ways in which the past can be represented To recognise similarities and differences between people's lives during different periods of time To use sources of information including ICT to find out about events, people and changes To ask and answer a variety of perceptive historical questions To identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past To place events, people and changes into correct periods of time on a timeline 	 Continuity & Change  Chronology	Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> To know and understand what slavery is and recognise its different forms To learn about the history of slavery around the world - Europe, Asia, Africa, America To learn about key figures involved in the abolition of slavery To learn about modern-day slavery 	 Historical Vocabulary  Similarities & Differences  Chronology

<div>Razorbills</div> <div>5</div> <div>Razorbills</div> <div>6</div>	<div>Global Warning- ‘Tackling Global Waste and Pollution’</div>	<div>Time Team- ‘Local Area Study’</div> <div>This is a multi-disciplinary study of the local area. The geographical aspect includes a disciplinary focus on processes and changes, linking with a historical disciplinary focus on continuity and change, helping pupils understand how the events of history shape a locality. They also further develop their mapping skills as part of this project.</div> <div>Concepts</div> <div>NC - Pupils should be taught a local history study</div> <div><div>A. To identify and research a famous historical figure who lived in your local area</div><div>B. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</div><div>C. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time.</div><div>D. To know how to apply their knowledge when giving a guided tour of the local area</div></div>
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Continuity &
Change



Cause &
Consequence