



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery A (23-24)	<p><u>All about me</u> <u>Parent engagement day</u></p> <ol style="list-style-type: none"> 1. Studying our families and ourselves, family trees 2. Make connections between features of their family and other families 3. Begin to make sense of their own life story and family history 4. Continue developing positive attitudes about the differences between people 	<p><u>Winter Wonderland</u></p> <p><u>Science Topic</u></p>	<p><u>People Who Help Us</u> <u>Visitors e.g. policeman, crossing patrol etc</u></p> <ol style="list-style-type: none"> 1. Make connections between the features of their family and other families. 2. Notice differences between people. 3. Talk about what they see, using a wide vocabulary. 4. Show interest in different occupations. 5. Continue developing positive attitudes about the differences between people. 	<p><u>Nature Detectives</u></p> <p><u>Science Topic</u></p>	<p><u>Let's Go On Holiday</u></p> <p><u>Geography Topic</u></p>	<p><u>Under The Sea</u></p> <p><u>Science Topic</u></p>	
Reception	<p><u>It's good to be me!</u> <u>Parent engagement day</u></p> <ol style="list-style-type: none"> 1. Talk about members of their immediate family and community 2. Name and describe people who are familiar to them 3. Comment on images of familiar situations in the past 4. Compare and contrast characters from stories, including figures from the past 	<p><u>Celebrations.</u> <u>Diwali Workshop</u></p> <ol style="list-style-type: none"> 1. Talk about the lives of people around them and their roles in society 2. Comment on images of familiar situations in the past 3. Compare and contrast characters from stories, including figures from the past 4. Recognise that people have different beliefs and celebrate special times in different ways 	<p><u>Dinosaurs</u> <u>Dinosaur workshop</u></p> <ol style="list-style-type: none"> 1. Talk about what they see, using a wide range of vocabulary 2. Know some similarities and differences between things in the past and now 3. Understand the past through settings, characters and events encountered in books read in class and storytelling 		<p><u>Science Topic</u></p>	<p><u>Geography Topic</u></p>	
<p>By the end of EYFS our children will -</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Explain how they have changed since they were born <p>Range and depth of historical understanding</p> <ul style="list-style-type: none"> • Understand that some things happened a long time ago and that no one remembers e.g. dinosaurs <p>Interpretations of history</p> <ul style="list-style-type: none"> • Know the key differences between my life and the lives of family members of different ages <p>Historical enquiry</p> <ul style="list-style-type: none"> • Show curiosity about the past <p>Organisation and communication</p> <ul style="list-style-type: none"> • Talk about the lives of family and people around them • Use language such as today, yesterday, when I was little 							
1	<p><u>Geography Topic</u></p>		<p><u>History</u> <u>Everybody's Playing</u> <u>History of technology and toys within living memory</u> <i>How have technology and toys changed across living memory?</i></p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To demonstrate an understanding of different forms of technology 2. To begin to understand what life was like 100 years ago 3. To investigate how toys have changed over living memory 4. To understand how and when television was invented 		<p><u>History</u> <u>Steam Power</u> <u>Middleton Railway and Matthew Murray</u> <i>How has transport changed in our local area?</i></p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To demonstrate an understanding of modern train travel 		<p><u>Geography Topic</u></p>

		<ol style="list-style-type: none"> 5. To understand how computers have developed and changed 6. To understand how home computers and gaming devices have changed 7. To understand how telephones have developed and changed 8. To understand how the world wide web got invented. 9. To understand how the first tablets and smartphones were developed. 10. To compare the lives of John Logie Baird and Steve Jobs 	<ol style="list-style-type: none"> 2. To understand what travel was like in the 1700s 3. To learn about the Middleton Railway 4. To begin to understand the achievements of Matthew Murray 5. To learn about our school train 	
2	<p style="text-align: center;">History Up Up and Away! <i>How did our skies get so busy?</i></p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To demonstrate an understanding of why aviation was developed 2. To know that the first human flight was in a hot air balloon invented by the Montgolfier brothers 3. To know that the first glider was invented by George Cayley 4. To know that the first powered flight was invented by the Wright brothers 5. To know that Hilda Hewlett was the first British woman to hold a pilot's licence and open a flying school. 	<p>Geography Topic</p>	<p style="text-align: center;">History Nurturing Nurses History of nursing - Florence Nightingale/Edith Cavell/Nellie Spindler (Wakefield)/Hanna Chrzanowska (Warsaw)/Mary Seacole) <i>How did conflict help develop modern nursing?</i></p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To be able to discuss the importance of nursing today and the job they do 2. To develop an understanding of nursing in the early 18th century 3. To be able to discuss Florence Nightingale and her life 4. To develop an understanding of Florence Nightingale and the impact she had on nursing 5. To be able to discuss Mary Seacole and her life 6. To develop an understanding of Mary Seacole ad the impact she had on nursing 7. To compare the lives of Florence Nightingale and Mary Seacole 8. To develop an understanding of the life of Edith Cavell 9. To develop an understanding of the life of Nellie Spindler 10. To develop an understanding of the life of Hannah Chrzanowska 	<p>Geography Topic</p>
<p>By the end of KS1 our children will -</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Explain where the people and events they study fit within a chronological framework • Talk about changes within living memory and beyond living memory and explain the difference <p>Range and depth of historical understanding</p> <ul style="list-style-type: none"> • Understand key events in history and the impact they had on what we do now. <p>Interpretations of history</p> <ul style="list-style-type: none"> • Relate their own account of an event and understand that others may give a different version. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Speak to people about their experiences of the past and how things have changed. • Identify similarities and differences between ways of life in different periods of history • Ask and answer questions <p>Organisation and communication</p> <ul style="list-style-type: none"> • Use a wide range of everyday historical terms • Have an awareness of the past using common words and phrases relating to the passing of time 				
3	<p>Geography Topic</p>	<p style="text-align: center;">History The changing face of Leeds and Bradford Saltire and the Industrial Revolution <i>How did the Industrial Revolution change Leeds and Bradford?</i></p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To be able to talk about live in Leeds before the industrial revolution 2. To begin to understand what the industrial revolution was 3. To understand some of the inventions that made the industrial revolution possible. 4. To understand how transport and trade links evolved during the industrial revolution 	<p>Geography Topic</p>	

		<ol style="list-style-type: none"> 5. To understand what life was like for a Victorian child working in a cotton mill 6. To begin to understand the immigration of people to Leeds and Bradford during the industrial revolution 7. To understand who Sir Titus Salt was and what he did 8. To talk about the building of Saltaire and why it was so important 9. To discuss the rules and conditions of living in Saltaire 10. To compare Leeds and Bradford then and now 		
4	<p>Geography Topic</p>	<p style="text-align: center;"><u>History</u> Scavengers and Settlers Stone Age to Iron Age (4000BC – 600BC) <i>How did life change from the Stone Age to the Iron Age?</i></p> <p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To begin to understand the concept of prehistory and chronology in BCE 2. To understand what life would have been like as a hunter gatherer 3. To discuss why cave art was important in the Stone Age 4. To discuss what we can learn from stone age artefacts 5. To learn about stonehenge 6. To learn about the settlement of Skara Brae 7. To understand how the bronze age differed to the stone age 8. To understand what life was like in the bronze age 9. To understand what life was like in the Iron age 10. To learn about iron age art 	<p style="text-align: center;"><u>History</u> Powerful Civilisations overview of Ancient Sumer, The Indus Valley and The Shang Dynasty <i>What did Ancient Civilisations give us?</i></p> <p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To explore where and when the first civilisations appeared 2. To learn about early writing systems 3. To explore trade in early civilisations 4. To explore the technology and inventions of early civilisations 5. To explore the buildings and architecture of Early Civilisations 	<p style="text-align: center;"><u>History</u> Pharaohs, Pyramids and Papyrus Ancient Egypt (1600BC +) <i>How civilized were the Ancient Egyptians?</i></p> <p><u>Objectives</u></p> <ol style="list-style-type: none"> 6. To use historic terms related to the period of study 7. To describe the achievements of the earliest civilizations - Ancient Egypt 8. To use a variety of resources to find out about aspects of life in the past 9. To communicate his/her learning in an organised and structured way, using appropriate terminology 10. To understand that sources can contradict each other
<p>By the end of Lower KS2 our children will -</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Identify where people and events fit into a chronological framework • Understand that some events took place before the year 1CE and show an understanding of how an Ancient history timeline works <p>Range and depth of historical understanding</p> <ul style="list-style-type: none"> • Recognise what happened as a result of events that happened a long time ago around the world and locally <p>Interpretations of history</p> <ul style="list-style-type: none"> • Recognise that our knowledge of the past is constructed from different sources of evidence <p>Historical enquiry</p> <ul style="list-style-type: none"> • Suggest why certain events happened as they did in history • Use research skills to explain how the local area was different in the past – through evidence such as photos, maps and newspaper reports • Compare two or more historical periods, explaining things that which changed and things which stayed the same • Use sources to address historically valid questions and hypotheses <p>Organisation and communication</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Communicate his/her learning in an organised and structured way, using appropriate terminology • Use relevant historic terms relating to their period of study 				
5	<p style="text-align: center;"><u>History</u> Groovy Greeks Ancient Greece (700-480BC) <i>Who were the Ancient Greeks?</i></p> <p><u>Objectives</u></p>		<p style="text-align: center;"><u>History</u> Ruthless Romans Romans (27BC – 476AD) (must include a look at the Roman withdrawal from Britain) <i>What did the Romans ever do for us?</i></p> <p><u>Objectives</u></p>	

	<ol style="list-style-type: none"> To demonstrate an understanding of where Greece is and it's size To know that Ancient Greece used travel to increase territory and trade To understand some of the achievements of Alexander the Great To understand how different city states Topiced at times of conflict To develop an understanding of the beginnings of democracy in Ancient Greece 		<ol style="list-style-type: none"> To demonstrate an understanding of what England was like before the Roman invasion To develop an understanding of who the Romans were and how the Roman Empire expanded To understand the Roman Invasion of Great Britain To understand the importance of good roads in Roman Britain To develop an understanding of the Iceni rebellion and the achievements of Queen Boudicca To understand the importance of trade in the Roman Empire To understand the system of government in the Roman Empire To understand what life was like in a Roman town To show an understanding of life in Roman Houses To understand the end of Roman rule in Great Britain 	<p>Geography Topic</p>	
<p>6</p>	<p style="text-align: center;">History Traders and Raiders Vikings (793-1066AD) and Anglo Saxons (410-1066AD) <i>How did the Vikings and the Anglo Saxons share our country?</i></p> <p>Objectives</p> <ol style="list-style-type: none"> To understand what life was like in Britain at the end of the Roman era. To understand what life was like in Anglo Saxon England To understand about the Viking invasion To understand how the Vikings and Saxons shared rule of England To understand about some of the accomplishments of Alfred the Great To understand about life in Viking settlements To understand some of the accomplishments of Aethelflaed To understand some of the accomplishments of Athelston To understand about the second Viking invasion To understand about the Norman conquest To understand about the Viking legacy 	<p>Geography Topic</p>	<p>Geography Topic</p>	<p style="text-align: center;">History Arabian Nights Islamic Civilisations (AD900) <i>Did Early Islamic civilizations invent it all first?</i></p> <p>Objectives</p> <ul style="list-style-type: none"> To describe a non-European society that provides contrasts with British history To use evidence to support arguments To make confident use of a variety of sources for independent research To describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies 	
<p>By the end of Upper KS2 our children will -</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Summarise the main events from a period of history, explaining the order of events and what happened <p>Range and depth of historical understanding</p> <ul style="list-style-type: none"> Examine causes and results of great events and the impact of these Summarise how Britain has had a major influence on the world Summarise how Britain may have learnt from other countries and civilisations (historically and more recently) <p>Interpretations of history</p> <ul style="list-style-type: none"> Evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction <p>Historical enquiry</p> <ul style="list-style-type: none"> Identify and explain differences, similarities and changes between different periods of history Use a range of sources to find out about an aspect of time past <p>Organisation and communication</p> <ul style="list-style-type: none"> Bring knowledge gathered from several different sources together in a fluent account Show developing appropriate use of historical terminology 					