

	Autumn	Spring	Summer
Y1	<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>● <i>NC: This topic begins to give children an awareness of the past, and of chronological events in living memory.</i></li> <li>● <i>NC: It will begin to introduce similarities and differences between the past and present, and will introduce some key historical vocabulary.</i></li> <li>● <i>NC: Children will be introduced to the idea of different sources as being ways to find out about the past.</i></li> <li>● Children will investigate toys from different stages of child development, and identify their own favourite toy.</li> <li>● They will look at how things change over time, using historical vocabulary.</li> <li>● Parents and Grandparents will be invited to share their experiences of toys and games.</li> <li>● Children will gain an awareness of Victorian toys, and compare them to modern toys.</li> <li>● A toy museum will be created in order to give children the opportunity to explore toys from the past and present and compare similarities and differences.</li> <li>● Ideas for toys in the future will be explored.</li> <li>● The children will have an opportunity to show their awareness of toys in the past and present with a sorting activity.</li> </ul>	<p><b>Our School History</b></p> <ul style="list-style-type: none"> <li>● <i>NC: This topic begins to give children an awareness of the past, and of chronological events in living memory.</i></li> <li>● <i>NC: It will begin to introduce similarities and differences between the past and present, and will introduce some key historical vocabulary.</i></li> <li>● <i>NC: Children will be introduced to the idea of different sources as being ways to find out about the past.</i></li> <li>● <i>NC: Children will begin to think about the history of their own locality.</i></li> <li>● The topic will begin with an examination of artefacts from schools, and a comparison of past and present within our own school.</li> <li>● The children will have an opportunity to ask a local historian about the history of our school, and to generate their own questions for this.</li> <li>● They will be able to share interesting facts they learn about our school's history.</li> <li>● They will use Digimaps to enable a historical look at the map of our school now and in the past, and explore the school physically to spot the changes.</li> <li>● Children will be able to discuss and observe the historical changes to our school</li> <li>● They will begin to plot some historical sources onto a timeline.</li> </ul>	<p><b>Scott of the Antarctic</b></p> <ul style="list-style-type: none"> <li>● <i>NC: This topic begins to give children an awareness of the past, and of chronological events in living memory.</i></li> <li>● <i>NC: It will begin to introduce similarities and differences between the past and present, and will introduce some key historical vocabulary.</i></li> <li>● <i>NC: Children will be introduced to the idea of different sources as being ways to find out about the past.</i></li> <li>● <i>NC: Children will learn about significant individuals who have contributed to national achievements.</i></li> <li>● Children will use photographic evidence to begin to infer information about a past event.</li> <li>● They will learn about the story of Captain Scott's expeditions to the Antarctic, and be able to sequence the events chronologically.</li> <li>● They will consider the question of why he risked his life to reach the South Pole.</li> <li>● Children will examine historical sources to determine how they are useful in telling us information from the past.</li> <li>● They will discuss and examine Scott's failure to reach the South Pole first, and consider the reasons for this.</li> <li>● The topic will also allow children to think about what makes an individual significant historically, and why Scott is considered to be a significant individual, regardless of his failure.</li> </ul>

	Autumn	Spring	Summer
Y2	<p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>● <i>NC: This topic begins to give children an awareness of the past, and of chronological events, within and outside of living memory.</i></li> <li>● <i>NC: It will begin to introduce similarities and differences between the past and present, and will introduce and use a variety of key historical vocabulary.</i></li> <li>● <i>NC: Children will be introduced to the idea of different sources as being ways to find out about the past.</i></li> <li>● <i>NC: Children will learn about events outside of living memory that are significant nationally: The Great Fire of London, and about the lives of some significant individuals.</i></li> <li>● Children will begin by chronologically sequencing events in their own lives, to start to understand chronology.</li> <li>● They will move on to looking at London in the past and present, and identifying similarities and differences from photographic sources of evidence.</li> <li>● They will use artefacts to decide, infer and predict information from the past, and link these to a significant historical individual (Samuel Pepys).</li> <li>● Children will examine the timeline of events surrounding the Great Fire of London with an understanding of chronology and causes, including how and why the fire spread.</li> <li>● They will begin to examine source evidence, and understand the importance of primary sources such as eyewitness accounts and diaries.</li> <li>● They will consider the rebuilding of London, in context of the causes of the fire.</li> <li>● The topic will end with a writing task, reporting on the Great Fire of London, giving the children the opportunity to show what they have learned.</li> </ul>	<p><b>Local History</b></p> <ul style="list-style-type: none"> <li>● <i>NC: This topic begins to give children an awareness of the past, and of chronological events in living memory.</i></li> <li>● <i>NC: It will begin to introduce similarities and differences between the past and present, and will use a variety of key historical vocabulary.</i></li> <li>● <i>NC: Children will be introduced to the idea of different sources as being ways to find out about the past.</i></li> <li>● <i>NC: Children will begin to think about the history of their own locality.</i></li> <li>● The topic will begin with a chronological look at Darwen's past, investigating photographic evidence and placing it on a timeline.</li> <li>● They will begin to look at the changes in Darwen, using Digimaps as a historical map resource.</li> <li>● They will examine and observe similarities and differences between the town in the past and the town today, using historical and modern day maps.</li> <li>● They will generate their own historical research questions for finding out more information about the past, to ask a local historian.</li> <li>● Children will examine a local landmark in detail, to find out the changes which have occurred, and similarities and differences, using photographic sources of evidence.</li> <li>● Children will use artefacts to infer, predict and discuss the industrial history of Darwen's cotton mill, paint and wallpaper heritage, and present the information they have learned.</li> </ul>	<p><b>Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>● <i>NC: This topic begins to give children an awareness of the past, and of chronological events in living memory.</i></li> <li>● <i>NC: It will begin to introduce similarities and differences between the past and present, and will use a wide variety of key historical vocabulary.</i></li> <li>● <i>NC: Children will be introduced to the idea of different sources as being ways to find out about the past.</i></li> <li>● <i>NC: Children will be introduced to significant individuals in history, begin to think about why they are significant and what they have contributed nationally and internationally, and compare aspects of life in different periods.</i></li> <li>● Children will consider what makes a person famous, and the difference between a famous person, and a significant person.</li> <li>● They will use photographic evidence of Florence Nightingale to infer and predict information about her.</li> <li>● They will compare hospitals in the past to hospitals today, and identify similarities and differences.</li> <li>● They will use a variety of sources of evidence to discover more information about Florence Nightingale and Mary Seacole, comparing and contrasting the two women, and investigating the importance of primary and secondary sources.</li> <li>● They will discover, using maps, about the journey made by Mary Seacole to the Crimea, thinking about historical methods of transport and the reasons why she might have undertaken this journey.</li> <li>● They will think about inequalities in society, and consider the role of racism within the context of fame and significance.</li> <li>● The topic will end with an in-depth study of the life and achievements of Mary Seacole, and her contribution during the Crimean War.</li> </ul>

	Autumn	Spring	Summer
Y3	<p><b>The Stone Age to the Bronze Age</b></p> <ul style="list-style-type: none"> <li>• <i>NC: Children are continuing to develop a chronologically secure awareness of British History.</i></li> <li>• <i>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</i></li> <li>• <i>NC: They will address questions about changes, causes, similarities and differences, and significance.</i></li> <li>• <i>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• <i>NC: They will be learning about changes in Britain from the Stone Age to the Bronze Age.</i></li> <li>• The topic will begin with a look at modern life, and ask children to consider what it would be like without our modern conveniences.</li> <li>• The children will take a chronological look at a timeline of prehistory, and think about what the word 'prehistory' means.</li> <li>• They will have an opportunity to examine artefacts, and use them to infer, predict and create hypotheses about the past.</li> <li>• They will consider the limitations of sources of evidence from a past before writing, and understand how historians construct a view of history using sources.</li> <li>• They will begin to consider similarities and differences within the Stone Age, in relation to farming.</li> <li>• They will investigate Skara Brae, and learn about making deductions about ways of life using evidence.</li> <li>• The children will investigate The Cheddar Man, and look at some facts and opinions, considering the difference between these, and the importance of recent archaeological discoveries.</li> <li>• They will begin to examine the Bronze Age, with a context of chronology using timelines within prehistory.</li> <li>• They will consider why it is called the Bronze Age, and investigate Bronze as a material.</li> <li>• They will record what they have learned as a timeline writing activity.</li> <li>• Lastly, the topic will investigate Stonehenge and the children will consider the different theories surrounding its purpose, and discover that history cannot give all the answers.</li> </ul>	<p><b>The Bronze Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• <i>NC: Children are continuing to develop a chronologically secure awareness of British History.</i></li> <li>• <i>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</i></li> <li>• <i>NC: They will address questions about changes, causes, similarities and differences, and significance.</i></li> <li>• <i>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• <i>NC: They will be learning about changes in Britain from the Bronze Age to the Iron Age.</i></li> <li>• The children will begin by looking at the Iron Age on a prehistory timeline, and placing it chronologically within their awareness of this time period.</li> <li>• They will discover what iron is, how it is made, and how it contributed towards changes in Britain.</li> <li>• They will look at Iron Age settlements, and consider how people lived at this time.</li> <li>• Children will consider what life was like for people in the Iron Age, inferring and asking and answering historical questions.</li> <li>• They will examine sources of evidence and photographs of artefacts and use them to make deductions about the past.</li> <li>• They will use sources of evidence to become historical detectives to learn the skill of finding out information about the past.</li> <li>• They will consider, by contrasting the two materials, which had the bigger impact: Bronze or Iron.</li> <li>• They will examine primary sources from buried hoards, bog bodies and written evidence, to investigate how we know what Britain was like in 55BC.</li> <li>• They will recap their learning from the Stone Age to the Iron Age to make comparisons and decide if life had improved over this period of history</li> </ul>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• <i>NC: Children are continuing to develop a chronologically secure awareness of World History.</i></li> <li>• <i>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</i></li> <li>• <i>NC: They will address questions about changes, causes, similarities and differences, and significance.</i></li> <li>• <i>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• <i>NC: They will be learning about the achievements of one of the earliest civilisations, including an overview of when and where the earliest civilisations appeared, and an in depth study of the Ancient Egyptians.</i></li> <li>• The topic will begin by placing the Ancient Egyptians and other early civilisations on a historical timeline, to develop understanding of chronology.</li> <li>• It will move on to a brief overview, intended to add to the children's pre-existing knowledge about the Egyptians.</li> <li>• The children will locate the Nile valley on a map, and begin to make deductions about the importance of the river.</li> <li>• They will consider farming, building, papyrus and transport in relation to the river Nile.</li> <li>• They will investigate the pyramids, their location and importance.</li> <li>• The children will examine sources of historical evidence, learn about hieroglyphics, and examine the importance of artefacts in learning about this civilisation.</li> <li>• They will deduce and infer information about slavery using sources of evidence.</li> <li>• They will use historical detective skills to find out that Ancient Egypt was a hierarchical society, and to learn about the everyday life for most men, women and children.</li> <li>• They will study and grasp the importance of the afterlife to Ancient Egyptians.</li> <li>• The topic ends with an investigation about what Ancient Egypt had in common with other early civilisations around at the same time, and the difference between the civilisations.</li> </ul>

	Autumn	Spring	Summer
Y4	<p><b>The Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>• <i>NC: Children are continuing to develop a chronologically secure awareness of World History.</i></li> <li>• <i>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</i></li> <li>• <i>NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.</i></li> <li>• <i>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• <i>NC: They will study Greek life and achievements</i></li> <li>• The children will begin by locating Greece in space using maps, and Ancient Greece in time with a timeline covering KS2 history.</li> <li>• They will consider physical features of the country, and relate this to the history of Greece.</li> <li>• They will study source evidence, and use historical detective skills to begin to think like archaeologists and historians to infer information from the evidence.</li> <li>• They will use historical evidence to consider everyday life in Ancient Greece, including the use of artefacts to make simple deductions and interpret creatively.</li> <li>• They will gain an awareness of, and take care with, the use of generalisations within history in regard to the role of women, and consider differences between rich and poor.</li> <li>• Children will investigate the role and importance of Athens in Ancient Greek society.</li> <li>• They will discover the history of democracy, and utilise it to make key decisions, in regard to the rebuilding of the Parthenon.</li> </ul>	<p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>• <i>NC: Children are continuing to develop a chronologically secure awareness of British History.</i></li> <li>• <i>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</i></li> <li>• <i>NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.</i></li> <li>• <i>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• <i>NC: They will study the Roman Empire and its impact on Britain</i></li> <li>• The topic will begin with an investigation of the difference between invaders and settlers, and relate these words to the Romans.</li> <li>• Children will gain an opportunity to place the Roman Empire in a chronological time frame, and use the word conquer to describe the spread of the Roman Empire.</li> <li>• They will learn of the attempted invasion by Caesar, and the successful invasion by Claudius, looking at the spread of the Empire in Britain chronologically and objectively.</li> <li>• Children will infer and deduce reasons behind the invasion of Britain by the Romans, and Claudius' motivation.</li> <li>• They will make observations about the Roman army, and debate whether the Celtic warriors should fight back, asking important historical questions and researching lines of enquiry.</li> <li>• They will sequence the events of Boudicca's rebellion, identify turning points within her revolt, and hypothesize as to why she rebelled.</li> <li>• Lastly, they will consider how the Romans kept control over their Empire, and think about the reasons for its demise.</li> </ul>	<p><b>The legacy of the Greeks and the Romans</b></p> <ul style="list-style-type: none"> <li>• <i>NC: Children are continuing to develop a chronologically secure awareness of British and World History.</i></li> <li>• <i>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</i></li> <li>• <i>NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.</i></li> <li>• <i>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</i></li> <li>• <i>NC: They will study the legacy, influence and impact of the Ancient Greeks and the Romans</i></li> <li>• The topic will begin by comparing Ancient Greek schools, Roman schools, and schools today, and using a range of sources to research, make inferences and compare similarities and differences.</li> <li>• The children will then learn about Ancient Greek writing, and it's influence on modern English, using written sources of evidence.</li> <li>• They will use photographic sources of evidence to investigate Ancient influence on buildings in the modern world, and make inferences on the impact on architecture.</li> <li>• They will consider democracy, and understand the difference between Ancient Greek democracy, and modern democracy.</li> <li>• They will study the Olympic games in the context of Ancient Greece, and compare and contrast this with the modern Olympic Games.</li> <li>• The topic will conclude with a 'What have the Romans ever done for us' theme, which will study artefacts and source evidence, including modern artefacts with Roman influences.</li> </ul>

	Autumn	Spring	Summer
Y5	<p><b>The Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>NC: Children are continuing to develop a chronologically secure awareness of British History.</li> <li>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</li> <li>NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.</li> <li>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</li> <li>NC: They will study Britain’s settlement by the Anglo-Saxons and Scots, and the struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>The topic will begin by placing the Anglo-Saxons on a timeline in relation to the Romans leaving Britain.</li> <li>The children will infer and deduce chronological information about kingdoms within England, and place these on a timeline.</li> <li>They will examine reasons for invading England, and sort these into <i>push</i> or <i>pull</i> factors.</li> <li>They will study the source evidence of the Sutton Hoo burial, and use it to ask questions, test hypotheses and make deductions.</li> <li>The children will learn about Britain’s conversion to Christianity with the Anglo-Saxons and examine evidence for facts.</li> <li>They will study the invasions of the Vikings, recount key episodes in the struggle, and explain what is meant by Danelaw.</li> <li>They will consider sources of evidence for reliability and validity, in relation to King Alfred the Great.</li> <li>They will consider the effectiveness of Anglo-Saxon justice and punishment.</li> <li>The topic will conclude with an investigation into whether the phrase “The Dark Ages” is a fair representation of Saxon times.</li> </ul>	<p><b>Kings and Queens</b></p> <ul style="list-style-type: none"> <li>NC: Children are continuing to develop a chronologically secure awareness of British History.</li> <li>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</li> <li>NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.</li> <li>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</li> <li>NC: They will study an aspect of British history to extend chronological understanding beyond 1066, and study the changing power of British monarchs using case studies.</li> <li>Children will begin by identifying what is a monarch, using artefact investigation, and create a timeline of significant monarchs since 1066, including the three case study monarchs: John, Anne and Victoria.</li> <li>They will examine pictorial evidence to ask and answer questions about King John. They will then learn about the Magna Carta, its reasons and its significance.</li> <li>The children will consider: needs, wants, rights and responsibilities when creating a class Magna Carta.</li> <li>They will look at sources of evidence to help create hypotheses and devise questions to be answered about Queen Anne.</li> <li>They will establish the significance of Queen Anne and the union of Great Britain, and discuss the countries involved and why it was a significant event in history.</li> <li>The children will study the reign of Queen Victoria, and create a visual chronological timeline of her life.</li> <li>The topic will conclude by comparing the three case study monarchs and our own modern day monarch, Queen Elizabeth II. They will be able to persuasively write about the most significant monarch of the four in their opinion.</li> </ul>	<p><b>Local History Study</b></p> <ul style="list-style-type: none"> <li>NC: Children are continuing to develop a chronologically secure awareness of British and local History.</li> <li>NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.</li> <li>NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.</li> <li>NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.</li> <li>NC: They will study an aspect of British history to extend chronological understanding beyond 1066, and complete a local history study.</li> <li>The topic begins by placing the Victorians chronologically within history, and looking at the significance of such a small time frame.</li> <li>Children will investigate Darwen Tower, creating their own questions for research and finding out answers to those questions for presentation.</li> <li>They will then examine the industrial revolution, and how it affected the town of Darwen. They will study and question sources of evidence, and learn about the reasons behind Gandhi’s visit to Darwen.</li> <li>The children will learn about life for children working in the cotton mills, and will be able to examine sources of evidence for reliability.</li> <li>They will then study the differences between a Victorian industrial town such as Darwen, and life in the countryside, and consider life expectancy in relation to this difference.</li> <li>They will use a census to discover the ancestry of Darwen, and investigate how this information can be used.</li> <li>They will conclude the topic with a debate on the Victorian age - was it a ‘golden age’ or was it a ‘dark age’?</li> </ul>

**Autumn****Spring/Summer****The Vikings**

- *NC: Children are continuing to develop a chronologically secure awareness of British and World History.*
- *NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.*
- *NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.*
- *NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.*
- *NC: They will study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
- Children will begin by placing the Vikings on a chronological timeline.
- They will look at stereotypes of the Vikings and critically evaluate these.
- They will examine sources for evidence of the Viking success.
- They will examine sources for reliability, and consider the reputation of the Vikings in view of these sources.
- They will create a living graph to establish how close the Vikings came to taking over the country.
- They will look at recent excavations and examine the evidence found using historical detective skills to decide if the finds change our view of the Vikings.
- The children will study place names to learn about Viking settlement in Britain.
- They will select appropriate evidence to help them to debate whether the Vikings were raiders or traders.
- The topic will conclude with an investigation of the Runic alphabet, and compare and contrast this to our own alphabet.

**The Mayans**

- *NC: Children are continuing to develop a chronologically secure awareness of World History.*
- *NC: They will study contrasts over time, and develop an appropriate use of key historical vocabulary.*
- *NC: They will address and sometimes ask questions about changes, causes, similarities and differences, and significance.*
- *NC: They will be responding to historical information, and begin to understand how our knowledge of the past is constructed from a range of sources.*
- *NC: They will study a non-European society that provides contrast with British history: Mayan civilisation c. AD 900*
- The topic will begin with the question of why is this civilisation considered important enough to study in school. The children will use evidence and sources to discuss and infer answers to the question.
- They will look at the physical landscape surrounding the area of the Mayans, and discuss the difficulties of living in this terrain. They will deduce, predict and infer how the Mayans managed to flourish in this harsh region.
- The children will study everyday life in the Mayan civilisation, research and create a guide to Mayan life at this time.
- They will use artefacts and sources of evidence to discover what life was like for people in the Mayan society, and consider the issues and investigations that archaeologists undergo.
- The children will investigate Mayan human sacrifice, and explore the reasons behind it. They will link ideas about the afterlife to those believed by the Ancient Egyptians.
- The topic concludes with an investigation about the decline of the Mayan civilisation. The children will debate different possible reasons for this decline, and consider the strengths of all the arguments.

Y6