



Primary Academy and Pre-school

History Long Term Planning Document

Implemented: September 2021

Updated: September 2024

Next Review: September 2026

Our Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, make progress from their starting points and to contribute positively to the school community and beyond.

| Communication | Community | Application |
|---|---|--|
| <p>It is essential that children leave Heathlands Primary Academy able to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Through our work on vocabulary, we aim to develop children’s imaginations and to support them with building a rich vocabulary, which will enable them to understand the world in which we live.</p> <p>We will do this in history by:</p> <ul style="list-style-type: none"> • ensuring all children have an awareness of past, present and future • enabling children to ask and answer questions about historical events and figures • encouraging children to make links between other historical periods to form a timeline of human history | <p>Children who attend Heathlands Primary Academy should feel that they are always part of a community, whether this means their class, school, local area or as global citizens. We are closely supported by the Cultural Hub and this enables us to deliver authentic experiences that the children can then use back in the classroom. Some of the ways in which we will achieve this in history will be:</p> <ul style="list-style-type: none"> • to enable children to understand changes in their local history • giving children the opportunity to relate historical events to their own families and lives • allowing children to share their historical learning with the wider school community | <p>A key part of our curriculum is ensuring that new skills and knowledge are applied across the subjects, where appropriate. This will enable children to see new information in a variety of contexts, and to become more independent learners.</p> <p>We will ensure this is effective in history by:</p> <ul style="list-style-type: none"> • enabling children to apply tense knowledge from English into history learning • giving children the opportunity to read a rich variety of quality history-based texts • allowing children to apply their maths skills when working with key dates |

Long Term Planning Document

| EYFS | | Y1 | | Y2 | | Y3 | | Y4 | | Y5 | | Y6 | | | | | | | |
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| Units of work (linked to NC PoS) | Understanding the World ELG: Past and Present | <i>Toys past and present</i> | Grace Darling | Boats (RNLI) | The Great Fire of London | Significant explorers | The Wright Brothers | Changes in Britain from the Stone Age to the Iron Age | The Roman Empire and its impact on Britain | <i>Boudicca Warrior queen</i> | Alfred the Great - Saxon (and other influential monarchs) | The Viking and Anglo-Saxon struggle for the Kingdom of England (local history study) | Michael Faraday | Ancient Egypt | Influential Greeks (e.g. Archimedes, Homer, Aristotle, Pythagoras) | Thomas Edison- impact he had on modern world | A study of an aspect in British history - World War II (local history study) | Mayan civilization c. AD 900 | Charles Darwin |
| | Talk about the lives of the people around them and their roles in society; Autumn Term- Marvellous Me- roles of people in school around them and their families(grandparents) – talk about past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (link to toys-changes/Intern et) | <i>Significant individuals in the past who have contributed to national and international achievements</i> | <i>Events beyond living memory (significant historical events)</i> | <i>Events beyond living memory (significant historical events)</i> | <i>Events beyond living memory (significant historical events)</i> | <i>Ibn Battuta /Matthew Henson). Felicity Aston and Neil Armstrong)</i> | <i>Events beyond living memory (significant historical events)</i> | <i>Events beyond living memory (significant historical events)</i> | <i>Events beyond living memory (significant historical events)</i> | <i>Significant individuals in the past who have contributed to national and international achievements</i> | <i>Significant individuals in the past who have contributed to national and international achievements</i> | <i>Significant individuals in the past who have contributed to national and international achievements</i> | <i>Events beyond living memory (significant historical events)</i> | The achievements of the earliest civilisations - | Ancient Greece – a study of Greek life and achievements and their influence on the western world | <i>Significant individuals in the past who have contributed to national and international achievements</i> | A non-European society that provides contrasts with British history - | <i>Significant individuals in the past who have contributed to national and international achievements</i> |

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| <p>been read in class; Spring term Once Upon A time -link to past and present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | | | | | | | | | | | | | | | | | |
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| EYFS | Y1 | | | Y2 | | Y3 | | | Y4 | | | Y5 | | | Y6 | | | | |
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| <p>Understanding the World Begin to make sense of their own life-story and family's history.</p> | <p>ELG Understanding the World: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | <p>To name a famous person from the past and say why they are famous- (Y1Aut)</p> <p>To know how to organise a number of images of artefacts by age on a timeline (Y1 Aut)</p> | <p>To know how the words 'old', 'new' and 'a long time ago'(EYFS)</p> <p>To know that photos are one way of showing what happened in the past (EYFS)</p> <p>To know two ways I am different from when I was a baby (EYFS)</p> | <p>To know that the past could be recent or a long time ago (EYFS)</p> <p>To explain how they know a photo is from the recent past or a long time ago (EYFS)</p> <p>To begin to order pictures in a sequence showing chronological order (EYFS)</p> | <p>To know that we have different ways to find out about events in the past (EYFS)</p> <p>To know that a timeline is when we order pictures in chronological order (EYFS)</p> <p>To use historical vocabulary to retell a past event -Darling rescue(past, long time ago, old) (Y1 spr)</p> | <p>To name a famous person about a person of significant importance (Y1 Aut)</p> <p>To have an understanding of why someone from the past (acted the way they did (Y1 Spr)</p> | <p>To say why someone was a famous local person from the past (Y1 Sum)</p> <p>To compare three ways that objects from the past are different to now (Y1 Aut)</p> <p>To know a famous person from the past was born nearby (Y1 Sum)</p> | <p>To know how to create a timeline of events (Y2 Aut)</p> <p>To give one reason why it is more difficult to find out about things long ago than about those in the recent past- (Y2 Spr)</p> | <p>To know an example of a primary source from an actual event (Y2 Aut)</p> <p>To know three facts about an event from the past (Y2 Aut)</p> <p>To give one example of a secondary source of information (Y2 Sum)</p> | <p>To name a famous person from the past and say why they are famous (Y1)</p> <p>To know that comparisons can be made between the recent and the distant past- (Y2 Spr)</p> <p>To know two ways that things have changed over time (Y2 Sum)</p> | <p>To know that early humans used stone tools, then moved on to tin and copper (Y3 Aut)</p> <p>To know what hunter-gatherers were (Y3 Aut)</p> <p>To know that a timeline shows when civilizations ruled (Y3 Spr)</p> | <p>To know that an invasion means entering a country without permission with the intent to rule it (Y3 Spr)</p> <p>To give one example of a secondary source of information (Y3 Spr)</p> | <p>To give one example of a primary source of information (Y3 Sum)</p> <p>To know that electricity was not always around (This will need to be taught alongside Y4 electricity science units)</p> | <p>To know that there were other civilisations around the world in history (This will need to be introduced in addition to UK history units prior to this topic)</p> | <p>To know that a primary source involves someone's account who was actually at the event (Y4 Spr)</p> <p>To know where Greece is on a map (Links to geography)</p> <p>To know that a timeline shows when civilizations ruled (Y3 Spr)</p> | <p>To name two famous inventors from the recent past (Y4 Sum)</p> <p>To explain the differences in quality of life before and after an invention-(Y4 Sum)</p> <p>To explain the impact of an inventor on life today- (Y4 Sum)</p> | <p>To know that an invasion means entering a country without permission with the intent to rule it (Y3 Spr)</p> <p>To know where key countries are located in the world (Links to geography)</p> | <p>To name two aspects of another civilisations life that impacted the western world (Y5 Spr)</p> <p>Know of a civilisation which lasted a significant length of time (Y5 Spr)</p> | <p>To know facts about a person of significant importance (Y1 Aut)</p> <p>To have an understanding of why someone from the past (acted the way they did (Y1 Spr)</p> <p>Links to science and Origin of Species book used in reading sessions.</p> |

Prior knowledge needed

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | |
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| Historical skills to be explicitly taught during this unit: (Historical Interpretation/Chronological Understanding/Historical Enquiry) | <p><i>From Development Matters:</i></p> <p><u>Understanding the World</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> | <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> <p>HE2 Ask questions and find answers about the past.</p> <p>HE3- look at objects from the past-pose answer questions</p> | <p>HE2 Ask questions and find answers about the past.</p> <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> <p>HE2 Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> | <p>HE 1 Compare and contrast different ways in which the past is represented.</p> <p>HE2 Ask questions and find answers about the past.</p> <p>HE 3 Use a wide range of information to answer questions</p> | <p>HE2 Ask questions and find answers about the past.</p> <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> | <p>HE2 Ask questions and find answers about the past.</p> <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> | <p>HE2 Ask questions and find answers about the past.</p> <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> | <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> <p>HE3- look at objects from the past-pose answer questions</p> <p>HE1 Use documents, pictures, photographs, artefacts as evidence about the past.</p> | | | | | | | | | | |
| | | <p>CU5 Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, When my parents/grand parents were young.</p> <p>CU3 Order a set of events or objects</p> | <p>CU1 Understand the difference between things that happened in the past and the present..</p> <p>CU4 Recognise how a timeline is used.</p> | <p>CU2 Describe things that happened to other people in the past.</p> <p>Use words and phrases such as old, past, present, before</p> <p>CU3 Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>CU4 Use a timeline to place important events</p> | <p>CU1 Understand and use the words past and present when telling others about an event.</p> | <p>CU2 Recount changes in my own life over time.</p> | <p>CU1 Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>CU2 Use a timeline to place historical events in chronological order.</p> | <p>CU3 Describe dates of and order significant events from the period studied.</p> | <p>CU4 Use a pre-marked BC and AD timeline to place important events</p> | <p>CU1 construct a timeline including BC (Before Christ) and AD (Anno Domini)</p> <p>CU2 Order significant events and dates on a timeline.</p> | <p>CU3 Describe dates of and order significant events from the period studied</p> <p>CU3 Examine the main changes in a period in history</p> | <p>CU3 Evaluate the main changes in a period in history</p> | <p>CU3 Evaluate the main changes in a period in history</p> <p>CU2 Compare significant events and dates on a timeline</p> | <p>CU1 distinguish the difference between a timeline divided into BC (Before Christ) and AD (Anno Domini).</p> <p>CU3 Evaluate the main changes in a period in history</p> | <p>CU1 Sequence events in a historical figures life</p> <p>CU3 Evaluate the main changes in a period in history</p> | <p>CU1 investigate significant events, movements and dates on a timeline.</p> <p>Sequence several events on a timeline</p> <p>CU2 accurately use dates and terms to describe historical events</p> | <p>CU2 Identify and compare changes within and across different periods.</p> <p>CU3 Understand how some historical events occurred concurrently in different locations</p> | <p>CU1 order an increasing number of events on a timeline accurately</p> <p>CU3 Evaluate the main changes in a period in history</p> |
| | | <p>HI1 Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>Observe or handle evidence to find answers to simple questions about the past</p> | <p>HI1 Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>HI2 Think about why there may be different accounts of history (Harry Paye)</p> | <p>HI1 Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> | <p>HI2 Think about why there may be different accounts of history</p> | <p>HI1 Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> | <p>HI1 Explore the idea that there are different accounts of history.</p> | <p>HI1 Explore the idea that there are different accounts of history.</p> | <p>HI1 Look at different versions of the same event in history and identify differences</p> <p>HI2 To look at how people in the past represent events or ideas in a way that persuades others.</p> | <p>HI2 To look at how people in the past represent events or ideas in a way that persuades others.</p> | <p>HI1 Look at different versions of the same event in history and identify differences</p> <p>HI2 Know that people in the past represent events or ideas in a way that persuades others.</p> | <p>Hi HI3 Evaluate evidence to choose the most reliable forms.</p> | <p>HI1 Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history..</p> | <p>HI2 Give reasons why there may be different accounts of history.</p> <p>HI3 Evaluate evidence to choose the most reliable forms.</p> | <p>HI2 Empathise about peoples personal opinions and how this affects interpretation.</p> <p>HI1 Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> | <p>HI3 Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> | <p>HL1 Justify the reliability of evidence with a balanced argument.</p> <p>HI3 Evaluate evidence to choose the most reliable forms</p> | |

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | | | | | | | | | | | | |
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| Content to be taught (Secured knowledge in bold) | <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through setting, characters and events encountered in books read in class and storytelling (ELG)</p> <p>To know the words 'old', 'new' and 'a long time ago',</p> <p>To know that photos are one way of showing what happened in the past</p> <p>To know two ways I am different from when I was a baby</p> | <p>To compare three ways that toys in the past were different to their own</p> <p>To know how to organise a number of artefacts / images of toys by age on a timeline(toys)</p> <p>To name a famous person from the past and say why they are famous (Berners –Lee – created the WWW:</p> <p>To know facts about a person of significant importance</p> <p>To compare three ways that objects from the past are different to now</p> <p>To know how to organise a number of images of artefacts by age on a timeline</p> | <p>To explain why someone from the past (Grace Darling) acted in the way she did : to know it was a heroic act</p> <p>To know that Grace Darling lived in a lighthouse, she rescued sailors and that a ship broke up on the rocks nearby</p> <p>To order a timeline of the events in the rescue</p> <p>To use historical vocabulary to retell the event of the Darling rescue(past, long time ago, old)</p> <p>To have an understanding of why someone from the past acted the way they did</p> <p>To know a famous person from the past was born nearby</p> <p>To compare two ways that objects from</p> | <p>To say why Harry Paye was a famous person from the past- local person who worked from Poole harbour and smuggled goods: to know that he was a pirate</p> <p>To say why someone was a famous local person from the past</p> <p>To know where Harry Paye was born: that it was in the past, and that he was born nearby</p> <p>To compare two ways that lifeboats in the <i>past</i> are different to the present-material used and how they are powered</p> <p>To know a famous person from the past was born nearby</p> <p>To compare two ways that objects from</p> | <p>To know three facts about the GFOL: it started in a bakery, it spread because houses were closely packed and burnt easily, stopped due to firebreaks and decreasing wind</p> <p>To make comparisons between London housing in the past and modern day</p> <p>To know an example of a primary source from an actual event- Pepys diary</p> <p>To know how to create a timeline of events-GFOL</p> | <p>To name one of the explorers and explain how they are significant or important</p> <p>To make one comparison between explorations in the recent and the more distant past- compare – IBN Battuta/Felicity Aston;</p> <p>To give one reason why it is more difficult to find out about explorers from long ago than about those in the recent past;</p> <p>To know that comparisons can be made between the recent and the distant past</p> | <p>To know two ways that modes of transportation have changed over time</p> <p>To know what a secondary source of information is and to give one example of a secondary source of information</p> <p>To know two ways that things have changed over time</p> | <p>To know what hunter-gatherers were- nomadic people who lived chiefly by hunting, fishing and harvesting wild food</p> <p>To know that early humans lived in caves and moved on to simple wooden shelters</p> <p>To know that early humans used stone tools, then moved on to tin and copper</p> | <p>To know that an invasion means entering a country without permission with the intent to rule it</p> <p>To know that a timeline shows when civilizations ruled and that a civilization ruled for a long period of time</p> <p>To know that Romans were builders and engineers and built roads</p> | <p>To give one example of a primary source of information and explain how they know this</p> <p>To know two facts about Boudicca- that in Roman law she had no right to inherit her husband's property because she was a woman: she led the ICeni tribe against the Romans</p> <p>To know the significance of Boudicca- she led a revolt against Roman rule and is regarded as a hero today even though she was defeated: a beacon for struggle and independence</p> | <p>To know that after the Romans left, 3 tribes invaded England. The Angles, The Saxons and The Jutes.</p> <p>To know that there were seven Anglo-Saxon kingdoms- Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.</p> <p>To know two changes that Alfred The Great made during his reign- laws and religion</p> <p>To explain the impact his religion had on religion today</p> | <p>To know that a primary source involves someone's account who was actually at the event</p> <p>To know that the Vikings came from Scandinavia- and two reasons why they invaded</p> <p>To know that the Vikings used longboats to invade England</p> | <p>To explain the impact of Michael Faraday on life today</p> <p>To name two famous inventors from the recent past and say what impact they have on modern day</p> <p>To explain the differences in quality of life before and after the discovery of electricity</p> | <p>To know each step in the process of mummification</p> <p>List three things that were important to ancient Egyptians</p> <p>Know three ways the Nile contributed to the success of the civilisation</p> <p>To compare two civilisations- similarities and differences- geography, religions, beliefs</p> | <p>Know three things Greeks were famous for reg., started Olympics, had lots of slaves so owners had leisure time; different city states</p> <p>Name two aspects of Ancient Greek life that impacted the western world- Olympics, democracy</p> <p>To know that a civilisation lasts for a significant period of time</p> | <p>To name three of Edison's inventions</p> <p>To know that he is significant because of the amount of inventions he created</p> <p>To list two ways that his inventions have impacted on people's lives today</p> | <p>Describe what evacuation was and how Bournemouth was involved in the process</p> <p>Create a timeline that includes rationing, bombing, evacuation, blitz</p> <p>Describe at least three jobs that women did to contribute to the war effort</p> <p>To explain how their role had changed their place in society from before</p> | <p>To know the timelines of events in different parts of the world (Mayans vs. Western)</p> <p>Know that Mayans lived in an area around Mexico City</p> <p>Know that The civilization continued for a long time- 2600BC to around 900Ad</p> | <p>To know and explain the relationship between Alfred Russell Wallace and Charles Darwin</p> <p>To know three facts about Darwin- sailed around the world for 5 years: that he was alive in the Victorian era: that he created the theory of evolution</p> <p>To know how Darwin's theory impacts the modern world</p> |

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| <p>To know that the past could be recent or a long time ago</p> <p>To explain how they know a photo is from the recent past or a long time ago</p> <p>To begin to order pictures in a sequence showing chronological order</p> <p>To know that we have different ways to find out about events in the past</p> <p>To know that a timeline is when we order pictures in chronological order</p> | | | the past are different to the present | | | | | | | | | | | | | | | | |
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| EYFS | Y1 | | | Y2 | | | Y3 | | | Y4 | | | Y5 | | | Y6 | | |
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| <p>Historical vocabulary to be explicitly taught during this unit</p> <p>family, community, history, artefact,</p> | old new young factory figurine entertain past present inventor yesterday | long ago survivor heroine before again time timeline past | now Local change museum rescued legend present | firebreak wattle daub change primary artefact source gunpowder | Pioneer Polar Rihla Voyage Recent commemorate Antarctica North Pole explorer | change transport aviators memory vehicles aeroplanes | Settler Stone Age Bronze age Iron age Hunter-gatherer Settlement Flint artefact Skarae-Brae Archaeologist Archaeology BC | Emperor Empire Romans invasion conquer AD Centurion Legion Era | Boudicca Warrior Queen Icenii Rebellion Celtic | Peasant monarchy monastery treaty archaeologist archaeology settlement kingdom AD Excavate Sutton Hoo Museum Angles Saxons Jutes Scandinavia Artefact Primary source | Raiders Danelaw Vikings conquer kingdom Scandinavia ritual monastery massacre gods goddesses invasion AD Danegeld Longship Pagans Pillaged Middle ages | Inventor scientist engineer discovery apprentice electricity vocabulary farad impact | Civilisations BC Dynasty Ancient Architecture Legacy pharaoh papyrus mummification dynasty afterlife papyrus pharaoh sarcophagus | Greeks Icarus Olympics Greece Myths Pandora's box Socrates Homer Acropolis | Primary source Secondary source Inventions Phonograph Electric light bulb Car battery Ford Menlo park American | Trenches Evacuee Rations Allies Blackout Air raid shelter Blitz Holocaust Nazi Annex Propaganda | Mayan Conquest Archaeology Hieroglyphs Artefacts Culture astronomy | Darwin Beagle Voyage Alfred Russell Wallace evolution species |

| EYFS | Y1 | | | Y2 | | | Y3 | | | Y4 | | | Y5 | | | Y6 | | |
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| <p>Suggested high quality texts</p> <p>Once there were Giants- Martin Waddell</p> <p>Traditional Tales inc from other cultures, eg Anansi the Spider</p> | Old Bear by jane Hissey Toys In the past (Joanna Brundle) For concept of time passing/ change What Did The Tree See? (Charlotte Guillain) | Grace Darling by Anita Ganieri (topaz big cat) Famous people- Grace Darling | Harry Paye https://www.ohlarry.com/bl ogs/yarns/43814019-the-story-of-harry-paye | You wouldn't want to be in the GFoL by Jim Pipe Vlad and The Great Fire of London (Kate and Sam Cunningham) Literacy Shed (Pudding lane) https://www.literacyshed.com/puddinglane.html | Jasper spacedog by Hilary Robinson and lewis James How To Be An astronaut and other Space jobs by Shelia Kaneri and Sol linero Trailblazers: Neil Armstrong by Alex Woolf and Nina Jones | The Train Ride by June Crebbin Robert Falcon Scott's Diary- http://www.bl.uk/turning-the-pages/?id=12878b6a-36b9-44db-a940-365b21bfe524&type=book | Ug by Raymond Briggs The boy with the Bronze Axe by Kathryn Fiddler(linked to Skarae Brae How To Wash A Woolly mammoth by Michelle Robinson and Kate Hindley | The Romans: Gods,Emperors and Dormice by Marcia Williams Romans on The Rampage by Jeremy Strong Empire's End-A Roman Story by Laila Rashid(celebrates the lives of BAME protagonists) | Queen of Darkness by Tony Bradman Fantastically Great Women Who made History (Kate Pankhurst) Boudicca | Men Women and Children in Anglo-Saxon Times by Jane Bingham The Buried Crown by Ally Sherrick (link to Sutton Hoo) Anglo-Saxon Boy By Satoshi Kitamura | How To Train a Viking Viking Boy by Tony Bradman The Saga of Eric The Viking by Terry Jones and Michael foreman(longboats Arthur and The Golden Rope by Marcia Williams(| Burn: Michael Faraday's Candle: Michael Farday's Candle (Moments in Science) by Darcy Pattison Who Was Michael Faraday? by Baby Porfessor | The legend of Tutankhamun by Sally Jane morgan and James Weston Lewis Flat Stanley- the Great Egyptian grave Robbery by Sara Penni packer and Jon Mitchell(for less able readers) So You Think You've got It | Who Let The Gods Out by Maz Evans Greek Myths by Marcia Williams Beasts of Olympus beastkeeper by Lucy Coats and David Roberts A visitors Guide To | Thomas Edison and His Bright Idea Timeless Thomas-How Thomas Edison Changed Our ILves by Gene Barretta Dorset history centre- Bournemouth declared reception area for evacuees | My Secret Dairy by Flossie Albright Goodnight Mister Tom by Michelle Margorian The Boy in The Striped Pyjamas The Great kapok tree by Lynnw Cherry Avoid Being A mayan Soothsayer by | Rain player by David Wisniewski The Chocolate Tree: A mayan folk Tale by Linda lowry and Janice Lee porter The Great kapok tree by Lynnw Cherry Avoid Being A mayan Soothsayer by | Amazing Evolution –The journey of Life by Anna Claybourne What Mr Darwin saw by Mick Manning Charles Darwin 's On The Origin Of Species Sabena Radeva (picture book |

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| | | Tim Berners Lee-History Heroes | | | Toby and The Great Fire of London(Margaret Nash and Jane Cope) | The Amazing Travels of Ibn Battuta by Fattima Sharaffadine | | Stone Age Boy by Satoshi Kitamura Stig of the Dump by Clive King Skarae-Brae research http://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/what_happened/ | Meet The ancient Romans by James Davies | | The History Detective Investigates by Neil Tonge Sutton Hoo research website museum | Viking mythology) Vikings In Thirty seconds by Philip Steele and Melyin Ev Viking Longship by Mick Manning and Brita Granstrom There's A Viking In My Bed and Other Stories by Jeremy Strong (comparisons for then and now) Viking Voyagers by Jack Tite | | Bad-A kids life in Ancient Egypt by Chae Strathe and Melissa Morae The Egyptians by Johnny Marx and Chaaya Prabhat | Ancient Greece by Lesley Sims Mark Of The Cyclops: An Ancient Greek Mystery by Saviour Pirotta(focus on everyday life) | | Letters From The Lighthouse by Emma Carroll(womens' role in WW 11) Carrie's war by Nina Bowden | Rupert Matthews Popol Vuh by Victor Montejo | bringing Darwin's theories alive for young readers. |
| Rationale | Children will encounter themes that guide them to make sense of the world around them. Through listening to a broad selection of stories, non-fiction, rhymes and poems, children will further develop an understanding of our diverse world. | Toys- link to their personal experiences-development of modern toys/- link to Berners-Lee | Link to the local area. Lifeboat museum in Poole. Also a female heroine. | Continuing with local links to the sea/area- local pirate, Harry Paye commemorative day in June Make a comparison with a female pirate from Elizabeth 1's reign | Look at an event, timeline of events, make comparisons with life today Good examples of sources- paintings/diaries | Explorers- representative of multi-cultural society- male/female Muslim Moroccan scholar travelled longest distance- First female to South Pole alone and a climate activist/ Arctic explorer/space | Continuing with the travel link from the previous term. Local link- Bournemouth airport Possible link to British Motor museum at Beaulieu | Start to compare longer periods of time Source- Skarae Brae | Later period in time- local Roman links- compare and reveal the significance of their lives/buildings | Compare two female warriors- long ago and recent- Boudicca and her achievements Thunberg- children may know her/enacted change whilst a child – current events | Continuing on from Romans- life in Anglo-Saxon times. Alfred's achievements and how contributed to nation- law and order/religion Struggle for kingdom of Wessex- local | local study Sutton Hoo - artefacts /sources Viking Gods- compare with religion of Alfred. | Builds on knowledge of Tim Berners-Lee completed in Y1 | Idea of another ancient civilisation and the influence it has- Sources- artefacts/evidence of it today Achievements- Life- linked to the Nile | Compare civilisations- this and the Egyptians Greeks- Olympics and the influential Greeks- the effects they have had on the world since. | One of most prolific inventors in history- impact on modern life | WW11- local history- D day landing rehearsals Autumn term Remembrance Day Local sources- Dorset History Centre | Societal comparisons- with Britain earlier period in history | Five year voyage around the world (link to earlier people studied- biggest name in Victorian science- natural selection, Discussion of theories and if they hold up today. |