



	Autumn Term		Spring Term		Summer Term	
Nursery	Why Am I Special?	Why Are Leaves So Crispy?	How Does That Building Stay Up?	Are Eggs Alive?	Why Do Spiders Eat Flies?	How Many Colours in a rainbow?
	Begin to make sense of their own life story and family's history: Looking at photos of ourselves and our families	Begin to make sense of their own life story and family's history: Thinking about how we celebrate special events at home such as Diwali and Christmas and making comparisons between the way they are celebrated.				
Reception	Marvellous Me	Let's Celebrate	Once Upon a Time	Things That Grow	Quests and Journeys	Oceans and Seas
	Comment on images of familiar situations in the past: Ourselves <u>Topic overview:</u> Pupils will look at photographs of themselves as babies, which they were in the past, and discussing how they are similar and different to now <u>Knowledge Targets:</u> Beginning to understanding of	Understand the past through events encountered in books read in class: Guy Fawkes <u>Topic overview:</u> Pupils learn about Guy Fawkes and look at the story of 'The Gunpowder Plot.' <u>Knowledge Targets:</u> Beginning to understanding of common words and		Comment on images of familiar situations in the past: Transport <u>Topic overview:</u> Pupils will learn about farm transport in the past and how it compares to farm transport today <u>Knowledge Targets:</u> Beginning to understanding of common words and phrases relating to the	Understand the past through events encountered in books read in class: Earnest Shackleton and Tenzing Norgay <u>Topic overview:</u> Pupils will learn about the explorers Ernest Shackleton and Tenzing Norgay <u>Knowledge Targets:</u> Beginning to understanding of	Comment on images of familiar situations in the past: British Seaside Holidays <u>Topic overview:</u> Pupils will learn about what British seaside holidays looked like in the past and how they compare to today <u>Knowledge Targets:</u> Beginning to understanding of common words and

	common words and phrases relating to the passing of time	phrases relating to the passing of time		passing of time Beginning to understanding the past and present and talking about similarities and differences between the two	common words and phrases relating to the passing of time Beginning to understanding the past and present and talking about similarities and differences between the two explorers. Begin to understand how we find out about the past through use of historical sources (photographs)	phrases relating to the passing of time Beginning to understanding the past and present and talking about similarities and differences between the two. Begin to understand how we find out about the past through use of historical sources (photographs)
Year 1	Autumn 1: Toys	Autumn 2: Fairy tales and Forests	Spring 1: To Infinity and Beyond	Spring 2: Animals Around the World	Summer 1: Dinosaurs	Summer 2: London
	<p>Changes within living memory: Toys</p> <p><u>Topic overview:</u> Pupils will learn, and be able to talk about, the similarities and differences between the toys they play with now, in comparison to what their parents and grandparents played with. They will also learn how methods of communication have changed during this time with the change in technology.</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and phrases relating to the passing of time</p> <p>Recognise changes within living memory, and the ways in which we can find out about these changes.</p>		<p>Significant events beyond living memory which are significant globally and the lives of significant individuals who have contributed to international achievements: Neil Armstrong and the First Moon Landing</p> <p><u>Topic overview:</u> Pupils will learn about the first Moon Landing; the events that led up to it, discussing why it was significant, and how it has influenced events today. They will learn about the achievements of British astronaut Tim Peake and draw comparisons between the two. They will also learn about more recent astronauts such as Mae Jemison.</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and</p>		<p>Significant events beyond living memory and the lives of significant individuals: Great Fire of London</p> <p><u>Topic overview:</u> Pupils will learn about the Great Fire of London- the events that occurred, what happened during the fire, how it eventually stopped and what happened because of it.</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and phrases relating to the passing of time</p> <p>Knowledge of where the people and events they study fit into a chronological framework.</p> <p>Ask and answer questions, and begin to use</p>	

	<p>Knowledge of where the people and events they study fit into a chronological framework.</p> <p>Ask and answer questions, and begin to use historical sources as a way of finding out about the past.</p>	<p>phrases relating to the passing of time</p> <p>Knowledge of where the people and events they study fit into a chronological framework.</p> <p>Ask and answer questions, and begin to use historical sources as a way of finding out about the past.</p>	<p>historical sources as a way of finding out about the past.</p> <p>Identify similarities and differences between ways of life in different periods.</p>		
Year 2	<p>Towers, Tunnels and Turrets</p> <p>Significant events beyond living memory: Castles and the Battle of Hastings</p> <p><u>Topic overview:</u> Pupils will learn about the events of the Battle of Hastings and how this led to the 'Age of Castles' in Britain. They will learn about the changes in castles over time. Pupils will learn about Matilda, and how she escaped being sieged in Oxford Castle.</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and phrases relating to the passing of time</p> <p>Knowledge of where the people and events they study fit into a chronological framework.</p> <p>Ask and answer questions, and begin to use historical sources as a way of finding out about the past.</p> <p>Use of more sophisticated historical vocabulary such as 'monarch' and 'parliament.'</p>	<p>Winter Wonderland</p> <p>Local study: Horatio Garland and Mrs Bland</p> <p><u>Topic overview:</u> Pupils will learn about how the school got its name!</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and phrases relating to the passing of time</p> <p>Knowledge of where the people and events they study fit into a chronological framework.</p> <p>Ask and answer questions, and begin to use historical sources as a way of finding out</p>	<p>Muck, Mess and Mixtures</p> <p>Significant events beyond living memory and the lives of significant individuals who have contributed to international achievements: Nurses</p> <p><u>Topic overview:</u> Pupils will learn about the lives of the nurses Florence Nightingale, Mary Seacole and Edith Cavell and their achievements. They will make comparisons between the three nurses.</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and phrases relating to the passing of time</p>	<p>The Scented Garden</p> <p>Significant events beyond living memory that are significant globally and the lives of significant individuals: John Cabot and Brunel</p> <p><u>Topic overview:</u> Pupils will learn how seafaring has changed over time and how that affected explorers such as John Cabot and Brunel. A</p> <p><u>Knowledge Targets:</u> A secure understanding of common words and phrases relating to the passing of time</p> <p>Knowledge of where the people and events they study fit into a chronological framework.</p>	<p>Wriggle and Crawl</p> <p>The Age of Discovery</p>

	<p>about the past.</p> <p>Develop an understanding of the challenges historians face and must overcome when trying to find out about the past.</p>	<p>Knowledge of where the people and events they study fit into a chronological framework.</p> <p>Ask and answer questions, and begin to use historical sources as a way of finding out about the past.</p> <p>Compare two significant people from the past and identify similarities and differences between them</p>	
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