

	Autumn	Spring	Summer
EYFS	<p>Guy Fawkes Why do people wear poppies? World War 1 story</p>	<p>How did your grandparents travel in the past? Where did they go on holiday? Where did you go on holiday? Who sailed on the sea? Neil Armstrong. Past and present of my family members. Chinese New Year. Famous pirates.</p>	<p>What did you do on holiday? Where did your parents go on holiday? Understand the past through settings, characters and events encountered in books read in class and storytelling. Mary Anning-The Girl and the Dinosaur.</p>
	<p>Changes of seasons Birthdays Yesterday/last</p>		
Year 1	<p>How has Maypole Lane changed over time? Case study: Maypole Lane</p>	<p>What was the Great Fire of London and how did it change London? Case study: Charles II</p>	<p>Why was the 1960s a decade of change? Case study: The Beatles</p>
Year 2	<p>How have castles changed over time? Case study: Tamworth Castle</p>	<p>Why is Walter Tull significant? Case study: Walter Tull</p>	<p>Why is Grace O'Malley significant for Irish history? Case study: Grace O'Malley</p>
Year 3	<p>How did Britain change over the Stone, Bronze and Iron Age? Case study: Skara Brae</p>	<p>Why were the Greeks significant to the western world? Case study: Alexander the Great</p>	<p>Why was Alan Turing significant in World War II? Case study: Alan Turing</p>
Year 4	<p>Why was Romanisation significant to Britain? Case study: Boudicca</p>	<p>What changes did the Saxons make in Britain? Case study: Alfred the Great</p>	<p>Why was 1066 a significant year for Britain? Case study: William Duke of Normandy</p>

Year 5	How did Britain change between 1400-1600? Case study: Battle of Bosworth	Why was Queen Elizabeth I's reign so significant for England? Case study: Spanish Armada	Ancient civilisations- what significance do they have today? Case study: Cleopatra
Year 6	What significant turning points are remembered in Britain's history? Case study: Winston Churchill	What is Benin's significance to Britain? Case study: Eweka	How did the civil rights movement bring about change? Case study: Malcolm X

	Autumn	Spring	Summer
EYFS	Events beyond living memory that are significant nationally or globally.	Changes within living memory.	Changes within living memory.
Year 1	Changes within living memory. Significant places in their own locality.	Events beyond living memory that are significant nationally or globally.	Changes within living memory.
Year 2	Significant places in their own locality. Local history study.	The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.
Year 3	Changes in Britain from the Stone Age to the Iron Age.	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	The lives of significant individuals in the past who have contributed to national and international achievements.
Year 4	The Roman Empire and its impact on Britain.	Britain’s settlement by Anglo-Saxons. Local history study.	The Viking and Anglo-Saxon struggle for the Kingdom of England.
Year 5	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Local history study.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Local history study	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
Year 6	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	A non-European society that provides contrasts with British history.	A non-European society that provides contrasts with British history.

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Note: All National curriculum strands are covered at least twice in Key Stage 1.

Rationale

Constructed to ensure prior learning is revisited.

Core knowledge and vocab decided based on requirements of the NC.

Areas of study have been chosen based on the demographic and needs of the school to expose children to as much as possible.

Each NC thread is built on over time, so children learn more and remember more.

The units are enquiry led and have overarching key questions for each unit with specific more detailed questions for each lesson. These form the basis of the AfL.

Each lesson starts with the opportunity to revise the previous and any prior knowledge they need in the lesson upcoming to support children with embedding the knowledge in their long-term memory.

Visits are suggested where it will enhance the curriculum being taught further to make units more purposeful and engaging. This might be at the start, middle or end of a unit, depending on where it fits best.

The schools core values are weaved throughout the curriculum for Geography, these are respect (for the fostering a love for the outdoors and people from other cultures (Grace O'Malley, Walter Tull, Benin), British values, tolerance, diversity, respect, fair trade, rights of the child, partnerships with other communities and Christian values.

We believe that through the accumulation and application of knowledge children are equipped to experience life in all it's fullness (John 10:10)

Lesson structure:

- Enquiry driving question

- Individual key question.
- Vocab is made explicit of what is going to be taught and looked at and then it is referred to throughout the lesson.
- Prior learning at the start of each lesson.
- New Knowledge to be shared through a range of sources, e.g direct instruction, video clips, experiences, artefacts, maps and photographic sources.
- The use of effective questioning throughout the lesson to check their understanding (consider where you may need to clarify understanding).
- Tasks are meaningful, geography specific and aid in the answering of the individual key question.
- Consider how you impart new knowledge taking into account cognitive overload, break down the information, including opportunities for application of new learning- discussions, post its, whiteboards, activity etc.
- Exit ticket of answering the enquiry question is used for assessment purposes.

(Have this to rag rate for lesson obs)