

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr R	<p>ELG 13: People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>					
Year 1	<p>Topic - Castles</p> <p>NC big ideas: Significant historical places in their own locality.</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • features of castles • roles of people within historical castles • symbolism within coats of arms <p>Specific skills:</p> <ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods • develop historical and topic specific vocabulary <p>Links:</p> <p>Visits/Experiences: Tower of London, Castles Share Day</p> <p>Number of lessons: 10</p>		<p>Topic – Explorers (geography + history)</p> <p>NC big ideas: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Life of Roald Amundsen (b. 1872) – Antarctic exploration • Life of Ibn Battuta (b. 1304) – Muslim explorer (N. Africa + Middle East) • Comparison to Ranulph Fiennes (b.1944) <p>Specific skills:</p> <ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods <p>Links:</p> <ul style="list-style-type: none"> • Geography – understanding of Arctic and Desert biomes <p>Visits/Experiences:</p> <p>Number of lessons: 10</p>		<p>Topic – Local History (geography + history)</p> <p>NC big ideas: significant places in their own locality</p> <p>Specific knowledge: TBC</p> <p>Specific skills: TBC</p> <p>Links: TBC</p> <p>Visits/Experiences: West Ham Park</p> <p>Number of lessons: 9</p>	

<p>Year 2</p>	<p><u>Topic – Great Fire of London (1666)</u> NC big ideas: events beyond living memory that are significant nationally or globally</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • Life in 17th Century London • Causes, progress and solutions to the fire • Impact of the fire (short and long term) <p>Specific skills:</p> <ul style="list-style-type: none"> • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • know where the people and events they study fit within a chronological framework <p>Links:</p> <ul style="list-style-type: none"> • Art - Great Fire of London Collage <p>Visits/Experiences: Museum of London, Firefighters visit</p> <p>Number of lessons: 10</p>		<p><u>Topic – Australia (geography)</u> NC big ideas: events beyond living memory that are significant nationally or globally</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • British colonisation of Australia (Captain Cook) • Changes in the life of Aborigines <p>Links:</p> <ul style="list-style-type: none"> • Geography - Australia <p>Visits/Experiences:</p> <p>Number of lessons: 10</p>
<p>Year 3</p>	<p><u>Topic – Stone, Bronze and Iron Age (pre 8000BC – 800BC)</u> NC big ideas: changes in Britain from the Stone Age to the Iron Age</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • life in the Stone age (paleolithic - neolithic) to the Iron age <p>Specific skills:</p> <ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources (primary and secondary) and develop criticality • develop chronological understanding and establish clear narratives within and across the periods they study 		<p><u>Topic – Local History</u> NC big ideas: a local history study</p> <p>Studying Elmhurst’s community’s history through primary sources.</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> • changes at Elmhurst primary school (school logs and attendance registers) • changes in Green St. • famous people from Newham <p>Specific skills:</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time

	<p>Core themes:</p> <ul style="list-style-type: none"> ● civilisation ● achievements ● daily life <p>Links:</p> <p>Visits/Experiences: UCL visit to school (artefacts), West Ham Park workshop with Hamish Burnett,</p> <p>Number of lessons: 10</p>		<ul style="list-style-type: none"> ● construct informed responses that involve thoughtful selection and organisation of relevant historical information ● understand how our knowledge of the past is constructed from a range of sources <p>Links:</p> <p>Visits/Experiences: Ragged School Museum</p> <p>Number of lessons: 6</p>
<p>Year 4</p>	<p>Topic – The Romans (753 BC – 476 AD) NC big ideas: Roman Empire and its impact on Britain</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Life in Roman times ● Understanding why Roman army was successful ● Roman invasion of Britain ● Resistance of the Iceni's, focus on Queen Boudicca (30AD) ● Roman impact on Britain <p>Specific skills:</p> <ul style="list-style-type: none"> ● address and devise valid questions. ● establish clear narratives within and across the periods they study <p>Links:</p> <ul style="list-style-type: none"> ● DT - mechanisms (making levers) <p>Visits/Experiences: British Museum (Roman rooms), Roman theme day</p> <p>Number of lessons: 10</p>		<p>Topic – Anglo Saxons (450AD - 1066AD)</p> <p>NC big ideas: Britain's settlement and struggle for the Kingdom of England by Vikings and Anglo-Saxons</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Anglo-Saxon settlement in Britain ● christianity and paganism in Britain ● the 'Dark Ages' ● social hierarchy of the Anglo-Saxons <p>Specific skills:</p> <ul style="list-style-type: none"> ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history ● Use evidence to ask questions and find answers to questions about the past. ● Use artefacts to draw historical conclusions <p>Links: n/a</p> <p>Visits/Experiences: Beowulf Dramatisation, use of a replica Sutton Hoo Helmet</p> <p>Number of lessons: 6</p>

<p>Year 5</p>	<p>Topic – Ancient Egypt (3000BC – 30BC) NC big ideas: in depth study of an early civilisation</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> ● daily life of Ancient Egyptians (case study – Kha and Meryt) ● importance of the Nile ● pharaohs and pyramid building ● mummification and Egyptian beliefs <p>Specific skills:</p> <ul style="list-style-type: none"> ● develop chronological understanding of world history ● construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>Links:</p> <ul style="list-style-type: none"> ● D&T: Designing and sewing Egyptian style slippers. <p>Visits/Experiences: British Museum (Egyptian Rooms) Number of lessons: 12</p>		<p>Topic – Ancient Greeks (600BC - 146BC)</p> <p>NC big ideas: Ancient Greece – a study of Greek life and achievements (and their influence on the western world)</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● creation of coins by King Croesus ● timeline of major events in the Greek civilisation ● beliefs and achievements of Athens ● Athenian social hierarchy ● achievements of Alexander the Great <p>Specific skills:</p> <ul style="list-style-type: none"> ● Use sources of evidence to deduce information about the past. ● Use artefacts to draw historical conclusions ● Establish clear narrative within and across periods studied. <p>Links:</p> <ul style="list-style-type: none"> ● Literacy - studies of Ancient Greek Myths <p>Visits/Experiences: use of replica Athenian coins Number of lessons: 6</p>
<p>Year 6</p>	<p>Topic – Tea Trade (1600 – 1800AD) NC big ideas: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Trade in the British empire ● Slavery ● Abolitionist movement <p>Specific skills:</p>		<p>Topic - Mayans</p> <p>NC big ideas: a non-European society that provides contrasts with British history</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> ● Mayan Life inc. games ● Beliefs and creation story ● Mayan glyphs <p>Specific skills:</p> <ul style="list-style-type: none"> ● Use sources of evidence to deduce information about the past.

	<ul style="list-style-type: none"> ● establish clear narratives within and across the periods they study ● regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance ● Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <p>Links:</p> <ul style="list-style-type: none"> ● D&T: tea blending and packaging <p>Visits/Experiences: London Docklands trip Number of lessons: 8</p>		<ul style="list-style-type: none"> ● Use artefacts to draw historical conclusions <p>Links:</p> <ul style="list-style-type: none"> ● P.E.: Mayan ball game ● Art: Mayan Pots <p>Visits/Experiences: British Museum (Mayan Lintels)</p> <p>Number of lessons: 7</p>
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