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| **EYFS Cycle 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **All About Me** | **Light and Dark** | **Superheroes** | **Traditional Tales** | **Holidays** | **Growing** |
| **PSHE Topic** | **Me in my world** | **Dreams and goals** |  |  | **Relationships** | **Healthy Me and Changing Me** |
|  | **3-4 years**Begin to make sense of their own life-story and family’s history**Reception**Comment on images of familiar situations in the past |  |  | **Reception**Compare and contrast characters from stories, including figures from the past | **3-4 years**Begin to make sense of their own life-story and family’s history**Reception**Comment on images of familiar situations in the past | **3-4 years**Begin to make sense of their own life-story and family’s history |

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| **EYFS Cycle 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Travel and Transport** | **Pets** | **People who help us** | **Fantasy and adventure** | **Recycling and the environment** | **Dinosaurs** |
| **PSHE Topic**  | **Me in My World** |  |  |  | **Relationships** | **Healthy Me and Changing Me**  |
|  | **3-4 years**Begin to make sense of their own life-story and family’s history**Reception**Comment on images of familiar situations in the past |  |  |  | **3-4 years**Begin to make sense of their own life-story and family’s history | **3-4 years**Begin to make sense of their own life-story and family’s history |

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| **Year 1** | **Autumn Term 2** | **Spring Term 2** | **Summer Term 2** |
| **Topic** | **Toys** | **Kings and Queens** | **The Great Fire of London** |
| **Enrichment** | Sudley House - childhood/homes/toys section |  | Past Productions |
| **Links to Past/Future Learning** | EYFS - Past and Present | Y2: Kings and Queens from the PastY1 - The Great Fire of LondonY2 - Guy Fawkes | Y1 – Kings and QueensY2 – Guy FawkesY2 – Kings and Queens from the PastY1 – Geography unit London |
| **National Curriculum Coverage** | Changes within living memory | The lives of significant individuals in the past who have contributed to national and international achievements | Events beyond living memory that are significant |
| **Key Vocabulary** | Past, present, future, oldest, newest, timeline, similarities, differences, Victorian | Queen, King, monarch, heir, throne, coronation, government, prime minister | **Time-related vocabulary-**Old, older, new, before, after, yesterday, young, younger, born, days, and months now and then, different, similar, long ago.**Unit specific**Reign, parliament, monarchy, conspiracy, |

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| **Year 2** | **Autumn Term 2** | **Spring Term 2** | **Summer Term 2** |
| **Topic** | **Guy Fawkes** | **Kings and Queens from the Past** | **Liverpool Transport** |
| **Enrichment** | Bonfire night | Past Productions | Visit MOSI – transport hallLiverpool museum |
| **Links to Past/Future Learning** | Y1 – Kings and QueensY1 – The Great Fire of LondonY2 – Kings and Queens from the Past | Y1 Kings and QueensY1 - The Great Fire of LondonY2 - Guy Fawkes | EYFS – Past and PresentEYFS – Understanding the World |
| **National Curriculum Coverage** | Events beyond living memory that are significant | The lives of significant individuals in the past who have contributed to national and international achievements | Significant historical events, people and places in their own locality |
| **Key Vocabulary** | **Time-related vocabulary-**Old, older, new, before, after, yesterday, young, younger, born, days, and months, past , present, now and then, different, similar, long ago.**Unit specific vocabulary:**Reign, monarchy, conspiracy, treason, traitor | Queen, King, monarch, **heir, empress, monarchy** | **Time-related vocabulary-** Old/older/oldest, new/ newer/ newest, before, after , past , present, now and then, different, similar, long ago, change, similarities, compare, modern**Unit specific vocabulary:**Vehicle, transport, train, bus, car, lorry, bike, motorbike |

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| **Year 3** | **Autumn Term 2** | **Spring Term 2** | **Summer Term 2** |
| **Topic** | **Changes in Britain from the Stone Age to the Iron Age** | **Transport** | **The Achievements of the Earliest Civilisations** |
| **Enrichment** | Past Productions Liverpool World Museum | Visit MOSI – transport hall  Liverpool museum | Past Productions World Museum |
| **Links to Past/Future Learning** | Y1 - Kings and Queens Y2 - Kings and Queens over TimeY3 - The Achievements of the Earliest Civilisations Y4 - The Roman Empire and its Impact on Britain  | Y2 - Liverpool TransportY4 - Transatlantic Slave Trade | Y3 - Changes in Britain from the Stone Age to the Iron AgeY4 - Greek LifeY5 - Mayan Civilisation |
| **National Curriculum Coverage** | Changes in Britain from the Stone Age to the Iron Age | A local history study | Significant historical events, people and places in their own locality |
| **Key Vocabulary** | Hunter-gather, henges, hill fort, agriculture, civilisations, settlement, settler and archaeologist | **Recap time-related vocabulary-** Old/older/oldest, new/ newer/ newest, before, after , past , present, now and then, different/ differences, similar/ similarities, change, compare, modernUnit Specific vocabularyTram, overhead railway, aviation, transportation, maritime, evolved | Ancient, civilisations, legacy, Non-European, significance and agriculture |

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| **Year 4** | **Autumn Term 2** | **Spring Term 2** | **Summer Term 2** |
| **Topic** | **The Roman Empire and its Impact on Britain** | **Transatlantic Slave Trade** | **Greek Life, Achievements and their Influence on the Western World** |
| **Enrichment** | Past ProductionsChester Museum | Liverpool Maritime MuseumLiverpool Museum | Past Productions |
| **Links to Past/Future Learning** | Y3 - Changes in Britain from the Stone Age to the Iron Age | Y2 - Liverpool TransportY3 – Transport | Y3 – The Achievements of the Earliest CivilisationsY5 – Maya Civilisations |
| **National Curriculum Coverage** | The Roman Empire and its impact on Britain | Local History StudyA study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | Pupils should be taught about Greek life and achievements and their influence on the western world. |
| **Key Vocabulary** | Emperor, empire, invasion, legion, conquest, rebellion and legacy | slave, colony, auction, plantation, abolition, segregation, overseer, master and branding | Democracy, Parthenon, empire, myths, acropolis, invasion and legacy |

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| **Year 5** | **Autumn Term 2** | **Spring Term 2** | **Summer Term 2** |
| **Topic** | **Britain’s Settlement by Anglo-Saxons and Scots** | **Battle of the Atlantic** | **Mayan Civilisation** |
| **Enrichment** | Past ProductionsLiverpool World Museum | Western Approaches MuseumLiverpool Maritime Museum Floor 1 | Past Productions |
| **Links to Past/Future Learning** | Y4 – RomansY6 - The Viking and Anglo-Saxon struggle for the Kingdom of England | Y2 - Liverpool transportY4 - Transatlantic Slave Trade | Y3 - Changes in Britain from the Stone Age to the Iron AgeY3 - The Achievements of the Earliest CivilisationsY4 - Greek Life |
| **National Curriculum Coverage** | **Britain’s settlement by Anglo-Saxons and Scots** | Battle of the Atlantic and the Battle of Britain- a local history study (a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | A non-European society that provides contrasts with British history –Mayan civilization c. AD 900 (a 4,000-year-old civilisation in the Americas) |
| **Key Vocabulary** | Invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, Invader, settler, Settlement, pagan, superstitious, ritual, sacrifice, worship, gods, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury | Significant, Source, Evidence**, Ministry of Defence, bunker, convoy, U-boat, Allies, Axis, convoy, warship, peace** | glyphs, codices, Chichen Itza, cacao,ahau or ahaw, batab and Uinal. |

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| **Year 6** | **Autumn Term 2** | **Spring Term 2** | **Summer Term 2** |
| **Topic** | **The Viking and Anglo-Saxon Struggle for the Kingdom of England** |  | **How Would You Rule?** |
| **Enrichment** | Past Productions  |  | Visit to magistrate court/ magistrate visit to schoolLocal MP visit to school |
| **Links to Past/Future Learning** | Y4 - The Roman Empire and its impact on BritainY5 - Britain’s Settlement by Anglo-Saxons and ScotsGeography map work | Y5 – Geography Economic activity including trade linksY3 - Changes in Britain from the Stone Age to the Iron AgeY4 - The Roman Empire and its impact on BritainY5 - Britain’s Settlement by Anglo-Saxons and ScotsY6 - The Viking and Anglo-Saxon struggle for the Kingdom of England | Y1 – Kings and QueensY2 – Kings and Queens from the past*The children will have had at least 1 lesson during each sequence of learning based on how people ‘ruled’ during the time period studied* |
| **National Curriculum Coverage** | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Rule over time) |
| **Key Vocabulary** | Chronological, chronology, Viking, Lindisfarne, raid, monk, Anglo-Saxon Chronical, Danelaw, Kingdom, Harald Hardrada, Harold Godwinson, William of Normandy, Bayeux Tapestry, Longship, longhouse | Trade, import, export, global, region | King, Queen, monarch, monarchy, sovereign, Pharoah, tribe, clan, society, chieftain, emperor, empire, kingdom, parliament, ruler |