




EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Transitions to School Orientation	Journeys & Festivals	Winter	Spring	Fairy Stories	Transitions to Year 1
Big Question	Who am I?	Where are they/we going?	What happens in Winter?	What happens in springtime in London?	What happened in the story?	What makes us healthy?
Inspirational Person	Wilma Rudolph	Amelia Earhart	Sir Ernest Shackleton	Sir David Attenborough	Marcus Rashford	JM Barrie
Early Learning Goals (End Points)	<p>Listening, Attention and Understanding: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>Past and Present: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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. 					
Development Matters Communication and Language	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Learn new vocabulary - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. 					
Development Matters Personal, Social and Emotional Development	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. 					
Development Matters Understanding the World	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. 					


Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box	Bright Lights, Big City	Dinosaurs	Moon Zoom	Splendid Skies	Rio de Vida
Big Question	How can you capture your memories?	Where should everywhere Bear visit when he travels to London? Why?	How do we know dinosaurs existed?	How could you send Beegu back to the moon?	How does the weather change?	What is Brazil like compared to the UK?
Key Person	Ole Kirk Christiansen Lego Inventor	Queen Elizabeth	Mary Anning	Neil Armstrong	Sir Francis Beaufort	Pele
Key Vocabulary	after, before, days, first, second, last, long ago, months, next, now, past, change, continuity, causation, significance, similarities, difference, chronology, present, then, very old, when, yesterday, event, compare, comparison, event, museum, past, photograph, story and tradition.	celebrate, famous, king, queen, succession, event, past, source, artefact, monarch, sceptre, crown jewels, palace, royal	long ago, around the time of..., prehistoric, globe, sequence, artefact, curator, event, museum, famous, significant, past, research, source, extinction	famous, astronaut, explorer, past, celebrate, event, comparison, compare		
National Curriculum	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Learn about events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality.	Learn about events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements	changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements.		


Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Street Detective	London Frost Fair	Fire, Fire! (Great Fire of London)	Muck, Mess and Mixtures	The Scented Garden	Land Ahoy
Big Question	What is the geography of where I live?	How did people enjoy themselves at London Frost Fairs?	How does our city tell a story?	Can you create a marvellous mixture that is better than George's?	Can Trent's garden be beautiful and useful?	Why do we love being beside the sea so much?
Key Person	Harry Beck	John Evelyn	Sir Christopher Wren Samuel Pepys	Edward Smith Florence Nightingale Mary Seacole	Sir David Attenborough	Christopher Columbus
Key Vocabulary		Poster, fun fair, attractions, stalls, sideshows, entertain, displays, livestock, competition, exhibit, machinery, May Day, Easter Monday, Charter, annual, Charles Dickens, Victorian, Greenwich, London, Frost Fair, frost, crystals, River Thames, St Paul's Cathedral, England, United Kingdom, River Severn, perspective, Little Ice Age, Northern Hemisphere, cooling, sixpence, souvenir, printing press, royal, King Charles II, King James II, Queen Anne, monarch, diarist, John Evelyn.	Extinguish, reconstruct, inflammable, debris, cause, consequence, plaque, fire service	Period, Poverty, Emigrant, Immigrant, Maiden, voyage, Domestic, Commemorate, Steerage, Manifest, Embark, Disease, Famine.	Difference, similarity, island, environment, map, route, right, left, compass, directions, North, East, South, West, Nature, Flowers, plants, habitat, life cycle, natural Rainforest, tropical, climate, equator, temperature, humidity, chronological order, impact, artefact,	
National Curriculum		Pupils should be taught about: - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] -significant historical events, people and places in their own locality.	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.	-Develop an awareness of the past, using common words and phrases relating to the passing of time. -Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different period. -Use a wide vocabulary of everyday historical terms -Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	-events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	-events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]


Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Stone Age	Bronze and Iron Age	Tremors	Gods and Mortals	Predator	Urban Pioneers
Big Question	How do we know what happened in the Stone Age?	How did they change lives?	Why do some earthquakes cause more damage than others?	What was the ancient Greek's greatest achievement?	Which animal is the ultimate predator and why?	Is graffiti art of vandalism? Why?
Inspirational Person	Dr Fraser Hunter Principal Curator of Prehistoric and Roman Archaeology		Mary Anning	Archimedes Metrodora	Bittu Sahga (conservation of tigers)	Banksy
Key Vocabulary	age, change, chronological, dates, during, process, timeline, Ska Brae, BC, AD, civilisation, majority, navigate, population primary source, secondary source, survive, Neolithic, hunter, gatherer, stone henge, archaeologist, clarify, construct, historian, infer, interpret, introduce, necessary, opinion.	age, approximate, change, chronological, dates, during, originate, process, several (years), timeline, trace, while, ancient civilisation invade, navigate, voyage, event, timeline, bronze age, iron age, archaeologist, voyage, construct, historian, infer, interpret, introduce, necessary, opinion, organise, population, primary	age, ancient, civilisation, population, survive, dates, chronological,	Mortal, immortal, myth, legend, democracy, ancient, heroine, timeline, event, dates, during, civilisation, govern, government, invade, rule, Athens, Sparta, achievements, invasion		
National Curriculum	Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	Pupils should be taught about: the Roman Empire and its impact on Britain	Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world		


Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	Ruthless Romans	Road Trip USA	Anglo-Saxons	Raging River	Seen and not heard (Victorians and Queen Victoria)	Bottoms, burps and bile
Big Question	How did the arrival of the Romans change Britain?	What could I see out of my window?	Who were the Anglo-Saxons and how do we know what was important to them?	What is river?	Who held the power in Victorian society?	What do our bodies do with the food we eat?
Inspirational Person	Boudicca Spartacus Roman Army	Barack Obama Michelle Obama Sitting Bull	King Aethelbert	Jacques Cousteau Greta Thunberg	Queen Victoria and Prince Albert Angela Burdett-Coutts	Elizabeth Garrett Anderson
Key Vocabulary	chronological order, BCE, CE, BC, AD, Celts, empire, invasion, civilisation, invasions, settlements, Christianity, culture, achievements, legacy, change, causes, archaeologist, myths and legends, consequence, polytheistic,		Roman Empire, Army, Picts, Visigoths, imperial, settlements, Angles, Saxons, Jutes, Europe, Barbarians, Anglo-Saxons, Christianity, Anglo-Saxon Gods, civilisation, Romans, Gods, Goddesses		Timeline, chronology, decade, century, queen, monarch, crowned, coronation, empire, Britain, reign, society, wooden dolly peg, wooden laundry tongs, carpet beater, laundry brush, Florence Nightingale, Crimean War, nursing and hospitals, Mary Seacole, nursing, hospitals, debate, positive, negative effect, impact, for, against, industry, environment, society, wealth, poverty, hunger, famine.	
National Curriculum	Pupils should be taught about the Roman Empire and its impact on Britain		Pupils should be taught about: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Anglo-Saxon invasions, settlements and kingdoms: place names and village life		Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Vikings and Anglo-Saxons	Pharaoh	Stargazer	Scream Machine	Misty Mountain	Allotment
Big Question	Raiders or settlers: How should we remember the Vikings?	How can we know so much about the ancient Egyptians as they lived so long ago?	Could humans live on another planet?	What is needed to make a spine-tingling ride?	Mountains: Natural wonders or danger zones?	Can you grow a sandwich?
Inspirational Person	Dr Martin Goldburg	Archaeologists: including Howard Carter and Tutankhamun discovery and women archaeologists	Tim Peake and Mae Jemison Women in Space	Henry VIII	Tenzing Norgay and Edmund Hillary (and all those who helped them summit Everest)	Farmers and agricultural workers: service.
Key Vocabulary	Primary source, bias, society, invasion, settlement, empathise, power struggle, Anglo-Saxon, Viking, Causes, Consequences, Artefacts, informed conclusions, reasoned judgements.	Ancient Egypt, civilisation, ancient, society, hierarchy, empathise, bias, primary source, artefact, archaeology, discovery, settlement, expansion, population.		Christianity, Catholicism, Church of England, court, English Reformation, heir, monarch, Protestantism. Rebellion. Reign, succession, Tudor		
National Curriculum	Pupils should learn about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Pupils should learn about: <i>The achievements of the earliest civilizations -Ancient Egypt</i>		Pupils should learn about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Battle of Barnet/ Britain at War	Britain at War	Frozen Kingdoms:	Hola Mexico	Breathing Spaces	Gallery Rebels
Big Questions	What happened in Barnet in 1471?/What was life like during World War 2?	Why was winning the Battle of Britain in 1940 so important?	Antarctica: everlasting winter wonderland or treacherous terrain?	Why did the ancient Maya change their way of life?	Who are Britain's National Parks for?	What makes art rebellious?
Inspirational Person	Serving one's country	Lilian Bader	Shackleton Ade Adepitan David Attenborough	Frida Kahlo	John Muir	Jason Naylor
Key Vocabulary	Invasion, Heraldry, Battle	Parliament, invasion, propaganda, bias		civilisation, sacrifice, heritage, tradition, discover, rediscover.		
National Curriculum	Pupils should be taught about a local history study	Pupils should be taught about 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		