

| Year | Term 1   | Term 3  |
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| N    | <p><b>All about me</b><br/> <b>'How have I changed since I was a baby?'</b><br/> <b>Events, people and changes</b><br/> (Remembers and talks about significant events in their own experience. Begin to make sense of their own life-story and family's history)<br/> Ed visitor: Mum and baby and baby photos sent in</p>   |   |
| R    | <p><b>Marvellous me</b><br/> <b>'What have been the important events in my life and my family's lives?'</b><br/> <b>Chronology</b><br/> (Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class)</p>  |   |
| 1    | <p><b>Lost in the Toy Museum</b><br/> <b>'Have children always played with toys?'</b><br/> <b>Chronology</b><br/> (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)<br/> Ed Visit: Museum of Childhood; Judge's Lodgings</p>  | <p><b>At the Seaside</b><br/> <b>'Has Morecambe always been a holiday destination?'</b><br/> <b>Communication</b><br/> (Aspects of change in national life)<br/> Ed Visit: Morecambe</p>  |
| 2    | <p><b>Significant Individuals</b><br/> 'What is an explorer?' Specific enquiry question for Richard Owen tbc<br/> <b>local significant individual: Richard Owen.</b><br/> <b>Explorers including:</b> Amy Johnson; Neil Armstrong; Chris Bonington<br/> <b>Events, People and Changes</b><br/> (significant historical events, people and places in their own locality).<br/> Ed visit: Lancaster Museum</p> | <p><b>The Great fire of London</b><br/> <b>'What was it that helped to cause the Great Fire of London?'</b><br/> <b>Enquiry, Interpretation and Using Sources</b><br/> (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])<br/> Workshop: Fire of London (theatre in education)</p> |
| 3    | <p><b>Stone Age to Iron Age:</b><br/> 'How did life change throughout the Stone Age into the Iron Age?<br/> <b>Chronology</b><br/> (Changes in Britain from the Stone age to the Iron age)</p>   | <p><b>Roman Britain:</b><br/> <b>'What helped the Roman Army to successfully extend the Roman Empire?'</b><br/> <b>Enquiry, Interpretation and Using Sources</b><br/> Local history study/ Roman Empire and its impact on Britain)<br/> Ed visit: Lancaster, Roman Baths site and Museum</p>  |
| 4    | <p><b>Britain's settlement by Anglo-Saxons and Scots</b><br/> <b>'Why did the Anglo-Saxons come to Britain?'</b><br/> <b>Chronology</b><br/> (Britain's settlement by the Anglo Saxons and Scots)</p>  | <p><b>The Cotton Trade:</b><br/> <b>'How significant was the Lancashire Cotton Industry for the people of Lancashire?'</b><br/> <b>Events, People and Changes</b><br/> (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)<br/> Ed visit: Helmshore Mill</p>  |

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|   | <p><b>Anglo Saxons and Vikings:</b><br/> <b>'Is it fair to describe all Vikings as brutal invaders?'</b><br/> <b>Communication</b><br/> (Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor)<br/> Ed visit: Heysham, Viking graves</p>   |   |
| 5 | <p><b>Ancient Egyptians and Ancient Civilisations</b><br/> <b>'What can we learn about Ancient Egypt from the discoveries at Tutankhamun's tomb and how did they compare to discoveries in other tombs?'</b><br/> <b>Chronology</b><br/> (the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</p> | <p><b>Facing The Past:</b><br/> <b>'Has Lancaster got a trade history to be proud of?'</b><br/> <b>Enquiry, Interpretation and Using Sources</b><br/> (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)<br/> Ed visit: Lancaster Black History Trial</p>  |
| 6 | <p><b>Ancient Greeks</b><br/> <b>'Why are the Ancient Greeks still remembered today?'</b><br/> <b>Historical significance</b><br/> (Ancient Greece – a study of Greek life and achievements and their influence on the western world)<br/> Ed visit: Liverpool Museum and workshop</p> <p><b>WW2:</b><br/> How did WW2 affect the lives of children in Lancaster?<br/> <b>Events people and changes</b><br/> (a local history study)</p>   | <p><b>The Mayans</b><br/> <b>'What made the Maya civilisation so advanced and why did it eventually decline?'</b><br/> <b>Causes and consequences</b><br/> (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.)</p> |