

Term	Class/Year group	Subject area
Autumn	Class 1 (Year 2)	<ul style="list-style-type: none"> Place events, objects, people into chronological order. Changes in their own lives and the way of life of their family or others around them Ask and answer questions about the past Identify Differences between ways of life at different times. Explore past and present, identifying differences using baby photos etc. Ask and answer questions about the past
		<ul style="list-style-type: none"> Know about historical events that are beyond our living memory Ask and answer questions about the past Talk about the key factors that brought about the historical event Place the key events into chronological order Explore the impact of the event on the lives of others Ask and answer questions using a variety of sources
Spring	Class 1 (Year 2)	<ul style="list-style-type: none"> Exploring stories of the past, present and future. Place events into sequential order from past-present Give plausible explanations about objects from the past and their uses Historical stories and their importance Exploring the history of oral language handed down through generations A study of Mary Seacole and Florence Nightingale
Summer	Class 1 (Year 2)	
Autumn	Class 2 (Year 3)	<p>STONE AGE</p> <ul style="list-style-type: none"> Know that the Stone Age was a time thousands of years ago, when early humans lived in caves and jungles. Place this period of time on a time line and understand its place in history Explore how archaeology has been used to find out about the stone age Identify what the lifestyle of humans in this period of time was like and know the 2 main things that they did (protect themselves from the wild animals and to gather food). Investigate the types of tools that were made in the stone age and what they were used for (inc choppers, flints, arrows, spears) Explore the forms of communication including art and symbols Know what form of shelter was used during this period, how it was structured and how it adapted as the stone age developed
Spring	Class 2 (Year 3)	
Summer	Class 2 (Year 3)	<p>Local History of Morden Hall Park</p> <ul style="list-style-type: none"> Go beyond looking at a site or venue from one moment in time. Explore a chronology of periods investigating when, why and how ownership, usage or design changed.
		<ul style="list-style-type: none"> Organise activities around historical enquiry questions to pose learning objectives as accessible, rigorous problems to be solved. Build knowledge and facilitate intrigue. Build a balance of focussed (deep) and overview (broad) enquiry questions on top of one another so pupils make use of prior learning from earlier questions.

Autumn	Class 3 (Year 4)	<p>ROMANS</p> <p>KNOW HOW ROME WAS FOUNDED AND HOW IT EXPANDED INTO AN EMPIRE.</p> <ul style="list-style-type: none"> • -Know the legend of Romulus and Remus • - Investigate how Rome played on its strengths to expand into an empire and learn the facts about the length and location of Roman rule around Europe, Asia and Africa • -Discover how Rome was ruled by emperor, consuls and senators and learn about the different groups of people in Rome and their rights (slaves, plebeians, patricians, women) • -Describe aspects of daily life: technology; hygiene; children; food; houses • -Learn what the ancient Romans did for entertainment and who the gladiators were? • -Identify the differences between leisure today and in ancient Rome • -Know what the life of a gladiator was like: what they did and why; what weapons they used; where gladiator fights took place • -Investigate the beliefs of the ancient Romans and know who were their gods and goddesses were. Describing some of the most popular Roman gods • -Describe and understand the key aspect of Mt Vesuvius and learn about when it destroyed the city of Pompeii
Spring	Class 3 (Year 4)	<p>ANGLO-SAXONS</p> <ul style="list-style-type: none"> • Identify who the Anglo-Saxons were and where they came from - the Anglo-Saxons place in history, places on a map, the places that have changed over time and reasons why people move to new places • Identify the location of Anglo-Saxon settlements and the area boundaries have changed over time • Understand where and how the Anglo-Saxons lived • Know the Anglo-Saxon religion and beliefs and that the beliefs have changed over time. Identify features of that particular religion • Use a range of sources to solve the mystery of Sutton Hoo and the significance of Sutton Hoo • Find out about Anglo-Saxon defence • Understand what a Hillfort is and what it was used for • Identify and understand the use of Anglo-Saxon Armour • Identify ways in which the Anglo-Saxons defended their territory • Know that we sometimes we cannot be completely sure about what happened in the past • Use primary sources to support my ideas • Form conclusions about an event from the past using evidence and own inference
Summer	Class 3 (Year 4)	
Autumn	Class 4 (Year 5)	<p>VIKINGS</p> <ul style="list-style-type: none"> • To place the Viking period in a chronological framework • To recognise characteristics that placed Vikings a long time ago in the past • That the Vikings invaded Britain and that the period of conquest was followed by a period of settlement • To locate on a timeline the period when the Vikings made raids and then settled in Britain • Understand why the Viking people explored many parts of the world • Use a range of sources to find out about Viking longboats • To make inferences about Viking way of life • To order Viking raids in Britain chronologically • To know where and when the Vikings raided in Britain

		<ul style="list-style-type: none"> To know that accounts of Viking raids are Anglo-Saxon interpretation of events Describe and explain the reasons why the Vikings chose to raid monasteries Use a range of evidence to ask and answer questions Understand the impact King Alfred had on the Viking settlement <p>FAMOUS PEOPLE</p> <ul style="list-style-type: none"> Exploring how and when the telescope was invented and how telescopes work Understand Galileo's development of the telescope and the effect it had on astronomy Examining the Space Race between the USSR and USA Developments in space exploration between 1940 and Exploring the details of the Apollo 11 mission of 1969 Exploring who was involved in Apollo 11 and how they felt to land on the moon (Neil Armstrong) Examining methods of space exploration used today (space shuttles, the Hubble Telescope, satellites, observatories, space
Spring	Class 4 (Year 5)	<p>MAYANS</p> <ul style="list-style-type: none"> Exploring what archaeologists have discovered and what this can tell us about the Mayan way of life Looking at a variety of Mayan artefacts to gather clues about the Mayans Establishing a brief timeline of the Mayan civilisation Exploring the city states of the Mayans and how they were organised Investigating the roles of different groups of people in Mayan society, such as kings, nobles, merchants and slaves Exploring religious rites and rituals, including bloodletting and human sacrifice Using a variety of sources of information to explore what daily life was like for areas such as homes, food, clothes and farming Exploring the writing system of the Mayans, including a number system Exploring the Mayan calendar and knowledge of astrology Exploring why records of battles between city states disappeared from stelae around the year 900 Considering possible reasons for the decline of the Mayan civilisation
Summer	Class 4 (Year 5)	
Autumn	Class 5 (Year 6)	<p>WWI</p> <ul style="list-style-type: none"> know cause of the WW1 and the war years know how war broke out and how it ended know when it took place and which countries and world leaders were involved Understand what life was like on the 'front line' and in the trenches Understand chronology by using a WW1 Timeline name and know significance of famous wartime figures What life was like for families e.g air raid shelters, shops, rationing, evacuation, travel, food, drink, school, clothing Impact of propaganda <p>How WWI ended and significance of remembrance</p> <ul style="list-style-type: none"> Locate world's countries, using maps to focus on Europe (incl location of Russia concentrating on their environmental regions, key physical and human characteristics, countries and major cities Find and identify the countries involved in the triple entente and triple alliance. Use symbols and arrows to demonstrate the movement of alliances during the war Explore human geography during the war:

		<ul style="list-style-type: none"> • land use, trade links, distribution of natural resources • User the eight point compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world
Spring	Class 5 (Year 6)	
Summer	Class 5 (Year 6)	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Who and where were the ancient Greeks? • Place the ancient Greeks on a timeline and locate Greece on a map • Finding out what city states were in ancient Greece • Exploring similarities and differences between Athens and Sparta e.g. in government, trade, women, education, etc. • Using artefacts to find out about warfare in ancient Greece and exploring the types of armour, weapons, ships, etc., that were used • Explore what the ancient Greeks believed in • Finding out who the Olympian gods and goddesses were - Exploring how Greek myths show beliefs about their gods • Use a variety of sources of information to research what daily life was like for the citizens of Greece • What impact did the ancient Greek civilisation have on the world? • Exploring how the ancient Greeks affected future civilisations - Exploring which ancient Greek inventions and developments