

Year group	Autumn 1	Autumn 2	Summer Term
EYFS	<p><u>People and Communities</u> (1 week) Family tree Who is in your family? Skills: talk about past and present events in their own lives and families.</p> <p>Suggested art/DT: create a visual family tree</p> <p><u>BHM & Medicine</u> (2 weeks) Mary Seacole who was she? What did she do? Skills: shows an interest in different occupations and ways of life</p> <p>Suggested Art/DT: portrait of Mary Seacole, painted version of Jamaica flag, block print picture</p>	<p><u>Events</u> (3 weeks)</p> <p>Bonfire Night – why and how do we celebrate? Poppy Day – why and how do we commemorate? Personal timeline – significant events in our own life. Skills: can talk about events in my own life and lives of others.</p> <p>Suggested Art/DT: firework picture, chn to make a poppy badge – sewing?</p>	<p><u>Study of a country</u> All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively): Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes Significant people/person from that country Significant events in that country (link with chronology of Britain) Is there a monarchy? Similarities and differences between Britain Political structure (democracy?) – KS2</p>

<p>1 Years 1-6 are expected to create a timeline of Britain that will stay on display for the whole year. It can then be referred to whenever a date or time comes up in any given lesson. It can be particularly used in Summer term when we compare Britain to our study country.</p>	<p><u>Timelines</u> (3 weeks)</p> <p>What is a timeline and how does it work?</p> <p>Children to look at what the purpose of a timeline is and what it looks like (personal timeline) General British History timeline.</p> <p>NC Skills: using common words and phrases relating to the passing of time.</p> <p>Suggested Art/DT: timeline collage.</p> <p><u>BHM & Racism</u> (4 weeks)</p> <p>Rosa Parks and Ruby Bridges</p> <p>NC skills: know where people they study fit within a timeline. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Suggested Art/DT: portrait of RB or RP – using pastels</p>	<p><u>National Events</u> (2 weeks)</p> <p>Spend this time teaching about Bonfire Night and Armistice Day. The story behind these national anniversaries.</p> <p>NC skills: know where the people and events they study fit within a chronological framework.</p> <p>Suggested Art/DT: firework painting – dark and light</p> <p>Forest Gate 100 years ago (4 weeks)</p> <p>Compare how FG looked in 1916 and how it looks today. Historical buildings and new buildings, what was our school like? What were the people like? What would children's lives be like?</p> <p>NC skills: can identify similarities and differences between ways of life in different periods.</p> <p>Suggested Art/DT: building different FG buildings to create a whole neighbourhood. Sewing/fabric painting – class tapestry of FG?</p>	<p>Study of a country</p> <p>All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively):</p> <p>Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes</p> <p>Significant people/person from that country</p> <p>Significant events in that country (link with chronology of Britain)</p> <p>Is there a monarchy?</p> <p>Similarities and differences between Britain</p> <p>Political structure (democracy?) – KS2</p>
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<p>2 Years 1-6 are expected to create a timeline of Britain that will stay on display for the whole year. It can then be referred to whenever a date or time comes up in any given lesson. It can be particularly used in Summer term when we compare Britain to our study country.</p>	<p><u>Timelines</u> (3 weeks) British timeline, who invaded and settled and in what period/years. NC skills: understand ways we find out about the past and identify different ways it is represented.</p> <p>Suggested Art/DT: class timeline using mixed media</p> <p><u>BHM & Religion</u> (4 weeks) Mother Theresa and St. Josephine NC skills: know where people they study fit within a timeline. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Suggested Art/DT: portrait of MT or SJ – using charcoal</p>	<p><u>Changes</u> (5-6 weeks) Changes within living memory (our parent's and grandparent's lives). Comparison study between our lives now and our parents and grandparents childhoods. E.g. toys and games, food, houses, TV, school, NC skills: identify similarities and differences between ways of life in different times. Use a wide range of vocabulary of everyday historical terms.</p> <p>Suggested Art/DT: making toys – puppets, cars. Cooking something from our parent's childhood.</p>	<p><u>Study of a country</u> All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively): Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes Significant people/person from that country Significant events in that country (link with chronology of Britain) Is there a monarchy? Similarities and differences between Britain Political structure (democracy?) – KS2</p>
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<p>3 Years 1-6 are expected to create a timeline of Britain that will stay on display for the whole year. It can then be referred to whenever a date or time comes up in any given lesson. It can be particularly used in Summer term when we compare Britain to our study country.</p> <p>KS2 will study British History for the first 3 weeks of term. The course will go chronologically from Stone Age to Vikings.</p>	<p><u>Timelines</u> (3 weeks) (<u>overview study</u>) <u>Changes in Britain from Stone age to Iron age.</u></p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel - Stonehenge Iron Age hill forts: tribal kingdoms, art and culture. NC skills: address and devise historically valid questions about change, similarity and difference</p> <p>Suggested Art/DT: building a mini Stonehenge, pottery</p> <p><u>BHM & Sport</u> (4 weeks)</p> <p>Mo Farah and Jesse Owens NC skills: construct informed responses that involve thoughtful selection of relevant historical information.</p> <p>Suggested Art/DT: portrait of MF or JO – paints</p>	<p>Achievements of the Earliest Civilizations <u>Ancient Egypt</u> (5-6 weeks) (depth study)</p> <p>The achievements of the earliest civilizations. Where and when. e.g. Artefacts, archaeology, Pyramids, pharaohs (can look at one in particular), tombs and mummification, farming and work, rich and poor - hierarchy NC Skills: establishes clear narratives within and across the period of study. Develops appropriate use of historical terms.</p> <p>Suggested Art/DT: painting hieroglyphics, papier mache sarcophagus,</p>	<p>Study of a country All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively): Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes Significant people/person from that country Significant events in that country (link with chronology of Britain) Is there a monarchy? Similarities and differences between Britain Political structure (democracy?) – KS2</p>
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<p>4 Years 1-6 are expected to create a timeline of Britain that will stay on display for the whole year. It can then be referred to whenever a date or time comes up in any given lesson. It can be particularly used in Summer term when we compare Britain to our study country.</p> <p>KS2 will study British History for the first 3 weeks of term. The course will go chronologically from Stone Age to Vikings</p>	<p><u>Timelines</u> (3 weeks) (overview study) <u>The Roman Empire and its impact on Britain</u> e.g. Julius Caesar's attempted invasion in 55-54BC Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest- Hadrian's Wall British resistance e.g. Boudica Romanisation of Britain: Caerwent, impact of technology, culture and beliefs, Early Christianity. NC skills: understand how knowledge of the past is constructed from a range of sources.</p> <p>Suggested Art/DT: model of Hadrian's Wall, mini statues of clay</p> <p><u>BHM & Activism</u> (4 weeks) Gandhi and Martin Luther King Jnr NC Skills: address and devise historically valid questions about cause and significance</p> <p>Suggested Art/DT: portrait of MG or MLK – using pencil sketching</p>	<p>Non-European society that contrasts with British History <u>The Early Islamic Civilisation</u> (5 weeks) (depth study) Compare this with early Christianity. Include a study of Baghdad c. AD 900. e.g. look at key individuals like Caliph 'Abbas, maths and science, Islamic art and culture NC Skills: develop chronologically secure knowledge and understanding of a non-European historical period. Develops appropriate use of historical terms.</p> <p>Suggested Art/DT: Islamic art patterns, pottery, art and maths</p> <p><u>The Tudors</u> (2-3 weeks) (interest study) Children conduct their own research on this period of history. Teacher to tailor the lessons based on children's interests. e.g. culture, battles, fashion, kings and queens, peasant life, NC skills: notes connections, contrasts and trends over time</p> <p>Suggested Art/DT: blackwork stitching, calligraphy,</p>	<p>Study of a country All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively): Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes Significant people/person from that country Significant events in that country (link with chronology of Britain) Is there a monarchy? Similarities and differences between Britain Political structure (democracy?) – KS2</p>
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<p>5 Years 1-6 are expected to create a timeline of Britain that will stay on display for the whole year. It can then be referred to whenever a date or time comes up in any given lesson. It can be particularly used in Summer term when we compare Britain to our study country.</p> <p>KS2 will study British History for the first 3 weeks of term. The course will go chronologically from Stone Age to Vikings</p>	<p style="text-align: center;"><u>Timelines</u> (3 weeks) (overview study) <u>Britain's settlement by Anglo Saxons and Scots</u> e.g. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms; place names and village life Anglo Saxon art and culture Christian conversion (Canterbury, Iona, Lindisfarne) NC Skills: develop chronologically secure knowledge of British history. Develop the appropriate use of historical terms.</p> <p>Suggested Art/DT: Anglo-Saxon artefacts, battle helmets – papier mache</p> <p style="text-align: center;"><u>BHM & Politics</u> (4 weeks) Barack Obama and Nelson Mandela NC skills: construct informed responses that involve thoughtful organisation of relevant historical information.</p> <p>Suggested Art/DT: portrait of BO or NM using mixed media/collage</p>	<p>European Ancient History and its impact on British civilization <u>Ancient Greece</u> (5 weeks) (depth study) Study of Greek life and achievements and their influence on the Western World. e.g. democracy, Olympics, everyday life, mythology, war, inventions, NC skills: ask and devise historically valid questions about change, cause and significance</p> <p>Suggested Art/DT: Greek pottery, statues, paintings of myths</p> <p><u>The Victorians</u> (2-3 weeks) (Interest Study) Children conduct their own research on this period of history. Teacher to tailor the lessons based on children's interests. e.g. culture, fashion, inventions, rich and poor, education, railways NC skills: notes connections, contrasts and trends over time</p> <p>Suggested Art/DT: cross-stitch, sketching people and places</p>	<p>Study of a country All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively): Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes Significant people/person from that country Significant events in that country (link with chronology of Britain) Is there a monarchy? Similarities and differences between Britain Political structure (democracy?) – KS2</p>
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<p>6 Years 1-6 are expected to create a timeline of Britain that will stay on display for the whole year. It can then be referred to whenever a date or time comes up in any given lesson. It can be particularly used in Summer term when we compare Britain to our study country.</p> <p>KS2 will study British History for the first 3 weeks of term. The course will go chronologically from Stone Age to Vikings</p>	<p style="text-align: center;"><u>Timelines</u> (3 weeks) (overview study) <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u> e.g. Viking raids and invasion resistance by Alfred the Great and Athelstan, First King of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 NC skills: establishes clear narratives within and across the period of study</p> <p>Suggested Art/DT: storytelling paintings, shields – card or papier mache,</p> <p style="text-align: center;"><u>BHM & Slavery</u> (4 weeks) Harriet Tubman and Frederick Douglass NC skills: address and devise historically valid questions about change, similarity and difference.</p> <p>Suggested Art/DT: portrait of HT or FD – using oil pastels</p>	<p style="text-align: center;">A study of an aspect of British history beyond 1066/local history study</p> <p style="text-align: center;"><u>The Blitz and The Battle of Britain</u> (5-6 weeks) (depth study) Why is the Blitz/BB considered a turning point in British history? – potential essay theme? e.g. a study over how The Blitz is reflected in the locality (i.e. bombsites- what are they now?) how would children have been affected? What happened to London during WW2? Look into causes of WW2, The Holocaust, women in the war, the Home Front NC Skills: Notes connections, contrasts and trends over time.</p> <p>Suggested Art/DT: cooking food from ration supplies e.g. pound cake, building London using mixed materials, “make do and mend” – knitting, sewing</p>	<p>Study of a country All classes are to spend both terms looking at the History and Geography of a given country. The country will be given in Spring term by SMSC team.</p> <p>Classes are expected to cover (but not exclusively): Cultural study – food, music, art, dance, folk tales, stories, festivals, clothes Significant people/person from that country Significant events in that country (link with chronology of Britain) Is there a monarchy? Similarities and differences between Britain Political structure (democracy?) – KS2</p>
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