

Theme Map - Long Term Plan 1 yearly cycle History

Term	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	<p>Growth and Changes (Since I was a baby..., when my family were younger)</p> <p>about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>c. About 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. (Possibly David Livingstone Ernest Shackleton and a modern day explorer.)</p>	<p>Changes over time</p> <ul style="list-style-type: none"> a. changes in Britain from the Stone Age to the Iron Age (The Stone Age) 		<p>What were the causes of World War 1? What were the outcomes and impacts?</p> <p>A. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Cause and consequence.</p>	<p>What started WWII? What has been the impact of WWII on society now and then? Why were children evacuated?</p> <p>♦ A. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Cause and consequence influences on society today.</p>
Autumn 2	<p>Toys from the past/Toy museum</p> <p>A. About changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. About events beyond living memory that are significant nationally or globally</p>			<p>Ancient Greece, comparing modern to ancient Greece</p> <ul style="list-style-type: none"> ♦ Y5/6 b. the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of Ancient Greece ♦ Y5/6 c. Ancient Greece - a study of Greek life and achievements and their influence on the western world 		
Spring 1	<p>Florence Nightingale, people from the past</p> <p>About 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</p>	<ul style="list-style-type: none"> ♦ B. About events beyond living memory that are significant nationally or globally - The Great Fire of London C. About 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. (Samuel Pepys) 	<p>Egypt</p> <p>B. the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Egypt</p>	<p>Viking invasion of England</p> <p>D. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		

	Seacole and/or Florence Nightingale and Edith Cavell]					
Spring 2		<p>Important Historical figure Life of George Stephenson and the creation of trains. How trains have changed from early steam to electric to diesel trains]</p> <ul style="list-style-type: none"> ◆ a. About changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ◆ b. About events beyond living memory that are significant nationally or globally ◆ c. About 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 	<p>Roman empire and how it affects us now</p> <ul style="list-style-type: none"> ◆ B. the Roman Empire and its impact on Britain 	<p>Castles and Norman invasions</p> <ul style="list-style-type: none"> ◆ E. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Mayans</p> <ul style="list-style-type: none"> ◆ B. 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 ◆ D. 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 	<ul style="list-style-type: none"> ◆ B. 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 ◆ D. 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
Summer 1	<p>Magic Grandad/Victorian seaside daytrips. Link to Degas art.</p> <ul style="list-style-type: none"> ◆ A. About changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ◆ B. 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 	<p>Important Historical figure Life of George Stephenson and the creation of trains. How trains have changed from early steam to electric to diesel trains]</p> <ul style="list-style-type: none"> ◆ a. About changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ◆ b. About events beyond living memory that are significant nationally or globally ◆ c. About the lives of significant individuals in the past who have 	<p>Roman Inventions</p> <p>B. the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ◆ y5/6. B. 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>Tudor explorers (New Worlds discovered)</p> <p>E. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Victorian industrial revolution</p> <ul style="list-style-type: none"> ◆ A. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Darwin - inventions and discoveries, how have they shaped society?</p> <ul style="list-style-type: none"> ◆ A. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

	<p>anniversaries]</p> <p>♦ D. About significant historical events, people and places in their own locality. (visitor from community see links0</p>	<p>contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>				
<p>Summer 2</p>				<p>Modern day explorers</p> <p>♦ E. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>♦ A. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Darwin - inventions and discoveries, how have they shaped society?</p> <p>♦ A. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>