



Knowledge	Community	Invasion	Civilisation	Power	Democracy
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	Autumn term		Spring term		Summer term	
EYFS Year A	All about me and myself The enormous turnip	Polar regions Goldilocks and the 3 bears	Plants and growing Dinosaurs	The Zoo Little Red Riding Hood	Vehicles and transport Jack and the Beanstalk	Under the Sea Superheroes
	Community	Knowledge, Civilisation	Knowledge	Knowledge	Community	Knowledge, Power
	<ol style="list-style-type: none"> 1. Know similarities and differences between themselves and others, and among families, communities and traditions. 2. Comment on images of familiar situations in the past. 3. Talk about past and present events in their own lives and other people's lives. 		<ol style="list-style-type: none"> 1. Observe changes in the environment and in plants. 2. Compare and contrast characters from stories, including figures from the past. 		<ol style="list-style-type: none"> 1. Talk about how people move around the world. 2. Children recognise that a range of technology is used in places, such as homes and schools. 	
EYFS Year B	Space Toys	Light and Dark Three little pigs	Mini beasts Knights, castles, dragons	Weather Pirates	Seaside People who help us	Houses and homes Three billy goats gruff
	Knowledge	Knowledge	Invasion, Civilization	Invasion, Civilisation	Knowledge, Democracy	Community
	<ol style="list-style-type: none"> 1. Understand the past through settings, characters and events encountered in books read in class and storytelling. 2. Know some similarities and differences between in the past and now. 		<ol style="list-style-type: none"> 1. Make observations and comparisons about different environments (weather) 2. Understand that different people have different beliefs, attitudes, customs and traditions. 		<ol style="list-style-type: none"> 1. Name and describe people who are familiar to them. 2. Talk about features of their own environment (homes) and how environments may vary from one another. 	
1/2 Year A	Changes Within Living Memory		The Lives of Significant People		The Lives of Significant People – local study	
	Community		Knowledge, Community		Knowledge, Community	
	<ol style="list-style-type: none"> 1. Know how they have changed over time. 2. Know features of their local community. 3. Know what shops are in the community. 4. Know what shops were like in the past. 5. Know how shops have changed over time. 6. Know how shops are different today from long ago. 		<ol style="list-style-type: none"> 1. Know who Mary Anning was. 2. Know what Mary Anning discovered. 3. Know who David Attenborough is. 4. Know what David Attenborough achieved. 5. Compare the lives of Mary Anning and David Attenborough. 		<ol style="list-style-type: none"> 1. Know who Elizabeth Grew is. 2. Know what Elizabeth Grew achieved. 3. Know when the Oak Lea Fire was and its significance (1913) 4. Know who Emmeline Pankhurst was. 5. Know what Emmeline Pankhurst achieved. 6. Compare the achievements of Emmeline Pankhurst and Elizabeth Grew. 	
1/2 Year B	Events Beyond Living Memory (Great Fire)		Historical Events, People and Places in Their Own Locality		Events Beyond Living Memory (Revisit)	
	Community, Power, Knowledge		Community, Knowledge		Community, Power, Knowledge	
	<ol style="list-style-type: none"> 1. Know where London is and when The Great Fire started. 		<ol style="list-style-type: none"> 1. I can describe my own locality today. 		<ol style="list-style-type: none"> 1. Recall what they remember about The Great Fire. 	

	<ol style="list-style-type: none"> Know how the fire started and what made it spread so quickly. Know where the fire spread to. Know how we found out about the Great Fire. Know what effect the fire had on London. 	<ol style="list-style-type: none"> I can compare Lindal in the past and today using historical maps. I know the chronology of mining in Lindal and its significance for Barrow. I know who the Duke of Buccleuch was and his influence on the local area. I know the History of LAMPS and compare its changes. 	<ol style="list-style-type: none"> Know the effect of The Great Fire on National history. Relate the local fire of The Great Fire of Vickers in 1910, 8th Oct. Compare the Fire of Vickers with the Fire of London. Study sources of evidence from the Fire of Vickers.
3/4 Year A	Stone Age to the Bronze Age	Bronze Age to Iron Age	Ancient Egypt
	Knowledge, Community, Power	Knowledge, Community, Power	Civilisation, Knowledge, Power, Invasion
	<ol style="list-style-type: none"> Know the 3 periods of time in the Stone Age. Know what the Palaeolithic times were like. Know what the Mesolithic times were like. Know what the Neolithic times were like. Know when the Bronze Age was and what it was like. Explain how I know what the Bronze Age was like. I can compare the differences between the Bronze Age and the Stone Age. What does Holbeck tell us about the iron age? 	<ol style="list-style-type: none"> Compare the Bronze Age to the Stone Age. Know when the Iron Age was and what it was like. Explain how I know what the Iron Age was like. Understand what artefacts, burials and monuments tell us about the Stone Age, Bronze Age and Iron Age. <p>Choose 1-2 local studies to explore:</p> <p>What was the national importance of the Langdale Axe Factory? How do historians know which axes were made here? What was the significance of the Copt Howe rock markings? Why was Birkkrigg stone circle created? What does the inner and outer ring represent?</p>	<ol style="list-style-type: none"> Know a few of the earliest civilisations and what they achieved. Know who the ancient Egyptians were and where they lived. Become familiar with the Old Kingdom, who was significant and what they achieved. Become familiar with the Middle Kingdom, who was significant and what they achieved. Become familiar with the New Kingdom, who was significant and what they achieved. Know how and what the ancient Egyptians wrote. Know how the ancient Egyptians used the River Nile. Know which Gods the ancient Egyptians believed in. Use evidence to find out about Tutankhamun.
3/4 Year B	Anglo-Saxons & Scots	Viking & Anglo-Saxon Struggles	The Roman Empire
	Invasion, Power, Community	Invasion, Power, Community	Power, Invasion, Civilisation
	<ol style="list-style-type: none"> Know why the Anglo-Saxons came to Britain. Know where the Anglo-Saxons came from. Know what life was like for Anglo-Saxons in Britain. Know what kingdoms were formed by the Anglo-Saxons. Know how we found out about the Anglo-Saxons. Know how religion influenced the Anglo-Saxons. 	<ol style="list-style-type: none"> Know what life was like for Vikings. Know when Vikings attacked Britain. Know where the Vikings invaded and settled. Explain why the Vikings were feared and successful. Know when the Vikings were most powerful. Know what peace was agreed between the Vikings and Anglo-Saxons. Know what happened to the Vikings in Britain. 	<ol style="list-style-type: none"> Know who the Romans were. Know what it was like to live in Rome. Know when the Romans invaded Britain. Know who resisted the Roman invasion. Know how Britain changed under Roman rule. Understand the impact of the Roman Empire on Britain.

		8. Understand why the Normans and the Vikings both think they had a right to the throne of England.	
5/6 Year A	Monarchs Through Time & Legacy	Battle of Britain	The Windrush Generation
	Power, Invasion, Democracy	Power, Invasion, Community	Community, Power, Democracy
	<ol style="list-style-type: none"> 1. Know how William I is remembered and the legacy he left. 2. Know how Henry VIII is remembered and the legacy he left. 3. Know how Elizabeth I is remembered and the legacy she left. 4. Know how Charles II is remembered and the legacy he left. 5. Know how Queen Victoria is remembered and the legacy she left. 6. Summarise and discuss the impact of each Monarch. 	<ol style="list-style-type: none"> 1. Know why Britain declared war on Germany in 1939. 2. Know why rationing was introduced. 3. Know why people were evacuated from cities. 4. Know what happened in the Battle of Britain. 5. Know about the Blitz and how Hitler continued to attack Britain. 6. Explain and discuss how the conflict changed society in the Second World War. 7. I know how our local area impacted by the war. 8. I can see evidence of WW2 in Lindal and Barrow using historical maps. 	<ol style="list-style-type: none"> 1. Know where the Caribbean Islands are and what their history is. 2. Understand how the people of the Caribbean helped Britain in the war against Nazi Germany and Hitler. 3. Explain why people migrated from the Caribbean to England in 1948. 4. Know what life was like in London for the Windrush pioneers. 5. Know who Sam Best and Norma were and what they did. 6. Discuss how the Windrush migration changed Britain for the better.
5/6 Year B	The Mayans	Ancient Greeks	Local History Study
	Civilisation, Power, Knowledge	Civilisation, Knowledge, Power, Democracy	Community, Power
	<ol style="list-style-type: none"> 1. Know where the Maya live. 2. Know the significant events in Maya's history. 3. Know what the Maya city states were like. 4. Know what the Maya invented. 5. Know what happened to the Maya city states. 6. Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya. 	<ol style="list-style-type: none"> 1. Know who the Ancient Greeks were and when they ruled. 2. Know what beliefs the Ancient Greeks held. 3. Know the difference between Athens and Sparta. 4. Know what the democracy was like in Athens. 5. Explain why the theatre was important for Ancient Greeks. 6. Know what myths and fables the Ancient Greeks created. 7. Know what happened in the battles of Marathon and Salamis. 8. Explain why the Olympic games were invented by the Ancient Greeks. 9. Know who Alexander the Great was and why he was renowned. 	<ol style="list-style-type: none"> 1. I know the importance of Lindal for Barrow's early growth. 2. I know the importance of the railways for our local area. 3. I know the significance of James Ramsden and who he was. 4. I can describe the population boom of Barrow. 5. I know the importance of the docks and Barrow Island. 6. I know what it was like to work in Vickers Town in Barrow. 7. I know why there was a decline in ship building in the 1920s. 8. I can compare modern day Lindal and Barrow to its past.
Substantive Concepts		Disciplinary Knowledge / Historical Enquiry	
Community Knowledge Invasion Civilisation		Chronology Cause & Consequence Change & Continuity Similarity & Difference	

Power
Democracy

Evidence
Significance