

	Autumn term		Spring term		Summer term	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>
<b>Year 1 Objectives</b>	<b>Changes Within Living Memory</b>		<b>The Lives of Significant People</b>		<b>The Lives of Significant People</b>	
	<b>Community</b>		<b>Community, Knowledge</b>		<b>Knowledge, Community</b>	
	<ul style="list-style-type: none"> <li>Know how they have changed over time.</li> <li>Know features of their local community.</li> <li>Know what shops are in the community.</li> <li>Know what shops were like in the past.</li> <li>Know how shops have changed over time.</li> <li>Know how shops are different today from long ago.</li> </ul>		<ul style="list-style-type: none"> <li>Know who Mary Anning was.</li> <li>Know what Mary Anning discovered.</li> <li>Know who David Attenborough is.</li> <li>Know what David Attenborough achieved.</li> <li>Compare the lives of Mary Anning and David Attenborough.</li> </ul>		<ul style="list-style-type: none"> <li>Know who Neil Armstrong was and what he achieved.</li> <li>Know who Tim Peake is and what he achieved.</li> <li>Compare the achievements of Neil Armstrong and Tim Peake.</li> </ul>	
<b>Year 1 Curriculum links</b>	<b>RE: Christianity</b> - Christmas and gifts from my local area (Aut) Visit to town centre <b>Maths:</b> Place value		<b>Reading Comprehension:</b> Dinosaur fact or fake (Spr 1) David Attenborough (Spr 1) <b>Writing:</b> Biography (Spr 1) <b>Maths:</b> Timelines <b>Computing:</b> Creating Media		<b>Reading Comprehension:</b> Lift off (Sum 1) <b>Writing:</b> Bob the man on the moon (Sum 1) The Moon landing (Sum 1) <b>Core Books:</b> Man on the Moon, Look up, My first book of Planets <b>DT:</b> Mechanisms (Sum 2) <b>Maths:</b> Timelines	
<b>Year 2 Objectives</b>	<b>Events Beyond Living Memory</b>		<b>Significant Historical Events, People &amp; Places (Locality)</b>		<b>Revisit Events Beyond Living Memory</b>	
	<b>Community, Power, Knowledge</b>		<b>Community</b>		<b>Community, Power, Knowledge</b>	
	<ul style="list-style-type: none"> <li>Know where London is and when The Great Fire started.</li> <li>Know how the fire started and what made it spread so quickly.</li> <li>Know where the fire spread to.</li> <li>Know how we found out about the Great Fire.</li> <li>Know what effect the fire had on London.</li> </ul>		<ul style="list-style-type: none"> <li>Know why Furness Abbey was built.</li> <li>Know what Furness Abbey would once have looked like.</li> <li>Know how Furness Abbey was protected from raiders.</li> <li>Know what life was like as a monk.</li> <li>Know what monks ate and how it was prepared.</li> <li>Know why Furness Abbey was abandoned.</li> </ul>		<ul style="list-style-type: none"> <li>Recall what they remember about The Great Fire.</li> <li>Know what happened during The Great Fire.</li> <li>Know the effect of The Great Fire.</li> </ul>	
<b>Year 2 Curriculum links</b>	<b>Science:</b> Materials (Sum 1) <b>Writing:</b> Letter (Sum 2); Poetry (Sum 2) <b>Geography:</b> Nairobi Comparison (London focus) (Aut 1) <b>Maths:</b> Timelines <b>Computing:</b> Creating Media – Digital Photography		<b>Geography:</b> Yanomami comparison (Spr 1) <b>Geography:</b> Fieldwork and map skills (Sum 1) <b>RE:</b> Christianity <b>Maths:</b> Timelines		<b>Science:</b> Materials (Sum 1) <b>Writing:</b> Letter (Sum 2); Poetry (Sum 2) <b>Geography:</b> Nairobi Comparison (London focus) (Aut 1) <b>Maths:</b> Timelines <b>Computing:</b> Creating Media – Digital Photography	

Year 3 Objectives	<b>Stone Age to the Bronze Age</b> <b>Knowledge, Community, Power</b>	<b>Bronze Age to Iron Age</b> <b>Knowledge, Community, Power</b>	<b>The Roman Empire</b> <b>Power, Invasion, Civilisation</b>
	<ul style="list-style-type: none"> <li>Know the 3 periods of time in the Stone Age.</li> <li>Know what the Palaeolithic times were like.</li> <li>Know what the Mesolithic times were like.</li> <li>Know what the Neolithic times were like.</li> <li>Know when the Bronze Age was and what it was like.</li> <li>Know how the Bronze Age was different from the Stone Age.</li> </ul>	<ul style="list-style-type: none"> <li>Know when the Iron Age was and what it was like.</li> <li>Know what artefacts, burials and monuments tell us about the differences between the Stone Age, Bronze Age and Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>Know who the Romans were.</li> <li>Know what it was like to live in Rome.</li> <li>Know when the Romans invaded Britain.</li> <li>Know who resisted the Roman invasion.</li> <li>Know how Britain changed under Roman rule.</li> <li>Know the impact of the Roman Empire on Britain.</li> </ul>
Year 3 Curriculum links	<b>English Writing:</b> Instructions – How to wash a woolly mammoth (Aut 1) <b>English Writing:</b> Narrative – Stone Age Boy (Aut 2) <b>Art:</b> Drawing & Painting – Cave Art (Aut 2) <b>Science:</b> Rocks (Aut 2) <b>Geography:</b> Fieldwork and map skills (Aut 1) <b>Geography:</b> UK Study (Spr 2) <b>Maths:</b> Timelines, place value, subtraction	<b>English Writing</b> – Character description (Spr 1) <b>Maths:</b> Timelines, place value, subtraction	<b>English Writing:</b> Report – The Romans (Sum 1) <b>English Writing:</b> Formal letter – The Romans (Sum 2) <b>Maths</b> – Time - Roman numerals (Sum 2) <b>Maths:</b> Timelines <b>Computing:</b> Creating Media – Stop-frame animation <b>Computing:</b> Creating Media – Desktop publishing <b>DT:</b> Construct a castle
Year 4 Objectives	<b>Anglo-Saxons &amp; Scots</b> <b>Invasion, Power, Community</b>	<b>Viking &amp; Anglo-Saxon Struggles</b> <b>Invasion, Power, Community</b>	<b>Ancient Egypt</b> <b>Civilisation, Knowledge, Power, Invasion</b>
	<ul style="list-style-type: none"> <li>Know why the Anglo-Saxons came to Britain.</li> <li>Know where the Anglo-Saxons came from.</li> <li>Know what life was like for Anglo-Saxons in Britain.</li> <li>Know what kingdoms were formed by the Anglo-Saxons.</li> <li>Know how we found out about the Anglo-Saxons.</li> <li>Know how religion influenced the Anglo-Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>Know what life was like for Vikings.</li> <li>Know when Vikings attacked Britain.</li> <li>Know where the Vikings invaded and settled.</li> <li>Know why the Vikings were feared and successful.</li> <li>Know when the Vikings were most powerful.</li> <li>Know what peace was agreed between the Vikings and Anglo-Saxons.</li> <li>Know what happened to the Vikings in Britain.</li> <li>Understand why the Normans and the Vikings both think they had a right to the throne of England.</li> </ul>	<ul style="list-style-type: none"> <li>Know a few of the earliest civilisations and what they achieved.</li> <li>Know who the ancient Egyptians were and where they lived.</li> <li>Become familiar with the Old Kingdom, who was significant and what they achieved.</li> <li>Become familiar with the Middle Kingdom, who was significant and what they achieved.</li> <li>Become familiar with the New Kingdom, who was significant and what they achieved.</li> <li>Know how and what the ancient Egyptians wrote.</li> <li>Know how the ancient Egyptians used the River Nile.</li> <li>Know which Gods the ancient Egyptians believed in.</li> <li>Find out about Tutankhamun.</li> </ul>
Year 4 Curriculum links	<b>Reading Comprehension:</b> Anglo-Saxons (Aut 1) Life for Anglo-Saxon Children (Aut 1) <b>English Writing:</b> Poetry (Aut 2) Non-Chronological Report (Spr 1) <b>Maths:</b> Timelines <b>PSHE:</b> Citizenship <b>Science:</b> How the skull and mouth has developed over time (Stone Age revisit)	<b>Reading Comprehension:</b> The Plundering of Lindisfarne (Spr 1) Vikings and Lindisfarne (Spr 2) Viking Jobs (Spr 2) <b>Core Book:</b> Viking Voyages <b>English Writing:</b> Third person narrative (Scandinavia) (Sum 1) <b>Maths:</b> Timelines <b>Visit:</b> Jorvik Centre, York <b>PSHE:</b> Citizenship <b>DT:</b> Structures, pavilions – Viking longships	<b>Reading Comprehension:</b> The Lost Tomb (Sum 1) Howard Carter (Sum 2) Pharaohs & Mummies (Sum 2) <b>English Writing:</b> Narrative poetry (Sum 2) <b>Core Book:</b> There's a Pharaoh in Our Bath! <b>Maths:</b> Timelines <b>PSHE:</b> Citizenship

	<b>Maya and Anglo-Saxon Comparison</b>	<b>Ancient Greeks</b>	<b>Local History Study</b>
	<b>Civilisation, Power, Knowledge</b>	<b>Civilisation, Power, Democracy, Knowledge</b>	<b>Community</b>
<b>Year 5 Objectives</b>	<ul style="list-style-type: none"> <li>Know where the Maya live.</li> <li>Know the significant events in Maya's history.</li> <li>Know what the Maya city states were like.</li> <li>Know what the Maya invented.</li> <li>Know what happened to the Maya city states.</li> <li>Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya.</li> </ul>	<ul style="list-style-type: none"> <li>Know who the Ancient Greeks were and when they ruled.</li> <li>Know what beliefs the Ancient Greeks held.</li> <li>Know the difference between Athens and Sparta.</li> <li>Know what the democracy was like in Athens.</li> <li>Know why the theatre was important for Ancient Greeks.</li> <li>Know what myths and fables the Ancient Greeks created.</li> <li>Know what happened in the battles of Marathon and Salamis.</li> <li>Know why the Olympic games were invented by the Ancient Greeks.</li> <li>Know who Alexander the Great was and why he was renowned.</li> </ul>	<ul style="list-style-type: none"> <li>Know who the Victorians were.</li> <li>Know why Furness Railway was important for the growth of Barrow.</li> <li>Know why industries were important for the growth of Barrow.</li> </ul>
<b>Year 5 Curriculum links</b>	<p><b>Writing:</b> The Chocolate Making Process (Aut 1)  <b>Art:</b> Drawing and Painting (Aut)  <b>History:</b> The Anglo Saxons (Yr4 History topic)  <b>Maths:</b> Number systems and base 20  <b>Maths:</b> Timelines</p>	<p><b>Reading Comprehension:</b>  Spartan Life  Theseus and the Minotaur  I am the Minotaur  Pandora's Box  (Spr)</p> <p><b>PSHE:</b> Parliament and links to democracy in Ancient Greece (Spr 1)</p> <p><b>Science:</b> Earth and Space (Spr 2)  <b>Core Book:</b> Who Let the Gods Out?  <b>Core Book:</b> A Visitor's Guide to Ancient Greece  <b>Maths:</b> Timelines  <b>DT:</b> Pop up Books (Greek Fables)  <b>PE:</b> Tag Rugby (tactics linked to Greek army tactics)</p>	<p><b>Reading Comprehension:</b>  Workhouse  Queen Victoria  Oliver Asks for More  Oliver and the Undertaker  Oliver Meets the Artful Dodger  (Sum)</p> <p><b>Writing:</b> Oliver Twist (Sum 1)  <b>Core Book:</b> Street Child  <b>Visitor:</b> Sue Benson Barrow Library (Sum 1)  <b>Visit:</b> Dock Museum Tour – From Farm to Furness (Sum 1)  <b>Maths:</b> Timelines  <b>Maths:</b> Roman Numerals  <b>Computing:</b> Programming - Selection in quizzes</p>
	<b>Monarchs Through Time</b>	<b>Battle of Britain</b>	<b>Windrush Generation</b>
	<b>Power, Invasion, Democracy</b>	<b>Power, Invasion, Community</b>	<b>Community, Democracy, Power</b>
<b>Year 6 Objectives</b>	<ul style="list-style-type: none"> <li>Know how William I is remembered and the legacy he left.</li> <li>Know how Henry VIII is remembered and the legacy he left.</li> <li>Know how Elizabeth I is remembered and the legacy she left.</li> <li>Know how Charles II is remembered and the legacy he left.</li> <li>Know how Queen Victoria is remembered and the legacy she left.</li> </ul>	<ul style="list-style-type: none"> <li>Know why Britain declared war on Germany in 1939.</li> <li>Know why rationing was introduced.</li> <li>Know why people were evacuated from cities.</li> <li>Know what happened in the Battle of Britain.</li> <li>Know about the Blitz and how Hitler continued to attack Britain.</li> <li>Know how the conflict changed society in the Second World War.</li> </ul>	<ul style="list-style-type: none"> <li>Know where the Caribbean Islands are and what their history is.</li> <li>Know how the people of the Caribbean helped Britain in the war against Nazi Germany and Hitler.</li> <li>Know why people migrated from the Caribbean to England in 1948.</li> <li>Know what life was like in London for the Windrush pioneers.</li> <li>Know who Sam Best and Norma were and what they did.</li> </ul>

			<ul style="list-style-type: none"> <li>Know how the Windrush migration changed Britain for the better.</li> </ul>
Year 6 Curriculum links	<p><b>Reading Comprehension:</b> Queen Victoria (Aut 1)</p> <p><b>Maths:</b> Place Value - Timelines</p>	<p><b>Reading Comprehension:</b> Battle of Britain (Aut 2), The Blitz (Spr 2)</p> <p><b>Core Book:</b> Goodnight Mr Tom</p> <p><b>Writing:</b> Diary - Goodnight Mr Tom (Sum 1)</p> <p><b>Visit:</b> Dock Museum</p> <p><b>Maths:</b> Place Value – Timelines</p> <p><b>Geography:</b> Maps and orienteering, locational knowledge</p>	<p><b>PSHE:</b> Citizenship Human Rights, Prejudice &amp; Discrimination (Sum 1)</p> <p><b>PSHE:</b> Economic wellbeing (attitudes to money and job availability) (Sum 2)</p> <p><b>Maths:</b> Place Value – Timelines</p> <p><b>Geography:</b> Maps and orienteering, locational knowledge</p>

<p><b>Substantive Concepts</b></p> <p>Community</p> <p>Knowledge</p> <p>Invasion</p> <p>Civilisation</p> <p>Power</p> <p>Democracy</p>	<p><b>Disciplinary Knowledge / Historical Enquiry</b></p> <p>Chronology</p> <p>Cause &amp; Consequence</p> <p>Change &amp; Continuity</p> <p>Similarity &amp; Difference</p> <p>Evidence</p> <p>Significance</p>
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