





| | Autumn Term | <u>Spring Term</u> | Summer Term |
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| <u>EYFS</u> | Who do you think you are? – What makes | Prickly plants and awesome animals – | <u>Everyday Heroes – W</u> ho are the Everyday |
| | me special? | Would you rather live in a hot place or | Heroes in our community? |
| | Listen to our peers discussing special | <u>a cold place?</u> | Listen to our peers discussing special |
| | events with family and friends, including | Listen to our peers discussing special | events with family and friends, including |
| | seasonal celebrations – Birthdays, Harvest | events with family and friends, including | seasonal celebrations –, St George's Day, |
| | Festival, Diwali, Halloween, Bonfire night | seasonal celebrations – New Year, | Beltane/May Day, Midsummer Solstice, |
| | and Christmas/ New Year, Hannukah, | Chinese Lunar New Year, St Valentine's | Ratha Yatra, Birthdays and other |
| | Kwanzaa and other celebrations | Day, Shrove Tuesday/Ash | celebrations |
| | | Wednesday/Lent, Easter, Birthdays and | |
| | | other celebrations | |
| Development Matters | •Shows interest in the lives of people who | •Shows interest in the lives of people | •Shows interest in the lives of people who |
| Links. | are familiar to them. Remembers and talks | who are familiar to them. Remembers | are familiar to them. Remembers and talks |
| | about significant events in their own | and talks about significant events in | about significant events in their own |
| | experience. Recognises and describes special | their own experience. Recognises and | experience. Recognises and describes special |
| | times or events for family or friends. | describes special times or events for | times or events for family or friends. |
| | Shows interest in different occupations and | family or friends. Shows interest in | Shows interest in different occupations and |
| | ways of life. Knows some of the things | different occupations and ways of life. | ways of life. Knows some of the things |
| | that make them unique, and can talk about | Knows some of the things that make | that make them unique, and can talk about |
| | some of the similarities and differences in | them unique, and can talk about some | some of the similarities and differences in |
| | relation to friends or family. | of the similarities and differences in | relation to friends or family. |
| | 40-60 months: | relation to friends or family. | 40-60 months: |
| | Enjoys joining in with family customs and | 40-60 months: | Enjoys joining in with family customs and |
| | routines. Early Learning Goal: Children talk | Enjoys joining in with family customs | routines. Early Learning Goal: Children talk |
| | about past and present events in their own | and routines. Early Learning Goal: | about past and present events in their own |
| | lives and in the lives of family members. | Children talk about past and present | lives and in the lives of family members. |
| | They know that other children don't always | events in their own lives and in the lives | They know that other children don't always |

| enjoy the same things, and are sensitive to | of family members. They know that other | enjoy the same things, and are sensitive to |
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| this. They know about similarities and | children don't always enjoy the same | this. They know about similarities and |
| differences between themselves and others, | things, and are sensitive to this. They | differences between themselves and others, |
| and among families, communities and | know about similarities and differences | and among families, communities and |
| traditions. | between themselves and others, and | traditions. |
| Understanding the World ELG: Past and | among families, communities and | Understanding the Warld ELG: Past and |
| Present Children at the expected level of | traditions. | Present Children at the expected level of |
| development will: - Talk about the lives of | Understanding the World ELG: Past and | development will: - Talk about the lives of |
| the people around them and their roles in | Present Children at the expected level of | the people around them and their roles in |
| society; - Know some similarities and | development will: - Talk about the lives | society; - Know some similarities and |
| differences between things in the past and | of the people around them and their | differences between things in the past and |
| now, drawing on their experiences and what | roles in society; - Know some | now, drawing on their experiences and what |
| has been read in class; - Understand the | similarities and differences between things | has been read in class; - Understand the |
| past through settings, characters and | in the past and now, drawing on their | past through settings, characters and |
| events encountered in books read in class | experiences and what has been read in | events encountered in books read in class |
| and storytelling. Communication and | class; - Understand the past through | and storytelling. Communication and |
| Language ELG: Listening, Attention and | settings, characters and events | Language ELG: Listening, Attention and |
| Understanding Children at the expected level | encountered in books read in class and | Understanding Children at the expected level |
| of development will: - Listen attentively and | storytelling. Communication and | of development will: - Listen attentively and |
| respond to what they hear with relevant | Language ELG: Listening, Attention and | respond to what they hear with relevant |
| questions, comments and actions when | Understanding Children at the expected | questions, comments and actions when |
| being read to and during whole class | level of development will: - Listen | being read to and during whole class |
| discussions and small group interactions; - | attentively and respond to what they | discussions and small group interactions; - |
| Make comments about what they have | hear with relevant questions, comments | Make comments about what they have |
| heard and ask questions to clarify their | and actions when being read to and | heard and ask questions to clarify their |
| understanding; ELG: Speaking Children at | during whole class discussions and | understanding; ELG: Speaking Children at |
| the expected level of development will: - | small group interactions; - Make | the expected level of development will: - |
| Participate in small group, class and one- | comments about what they have heard | Participate in small group, class and one- |
| to-one discussions, offering their own | and ask questions to clarify their | to-one discussions, offering their own |
| ideas, using recently introduced | understanding; ELG: Speaking Children at | ideas, using recently introduced |
| vocabulary; - Express their ideas and | the expected level of development will: - | vocabulary; - Express their ideas and |
| feelings about their experiences using full | Participate in small group, class and | feelings about their experiences using full |
| sentences, including use of past, present | one-to-one discussions, offering their | sentences, including use of past, present |
| and future tenses and making use of | own ideas, using recently introduced | and future tenses and making use of |
| conjunctions, with modelling and support | vocabulary; - Express their ideas and | conjunctions, with modelling and support from their teacher. |
| from their teacher. | feelings about their experiences using full | junt der seucres. |
| | sentences, including use of past, present | |
| | and future tenses and making use of | |
| | conjunctions, with modelling and support | |
| | from their teacher. | |

| Year One | Knowing Me, Knowing You – What makes | Food, Glarious Food – Would you | <u>Oh, we do like to be beside the Seaside -</u> |
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| | me the person I am? | rather grow your own food, or buy | What makes our beach a special place? |
| | How have toys changed? | your food from a shop? | What were seaside holidays like in the |
| | What were homes like in the past? | | past? |
| | | | Research project on Blackbeard the Pirate |
| | use common words and phrases relating | | use common words and phrases relating |
| National Curriculum | to the passing of time | | to the passing of time |
| Links | | | |
| | identify changes within living memory; | | identify events beyond living memory that |
| | reveal aspects of change in national life | | are significant nationally or globally |
| | identify significant historical events, | | know about the lives of significant |
| | people and places in their own locality. | | individuals in the past who have |
| | people with process with their thirt withing. | | contributed to national and international |
| | | | achievements; compare aspects of life in |
| | | | different periods |
| Year Two | London Calling – Why is London the | Medieval Mayhem – Would you rather | The Enchanted Wood - Why are |
| | capital city of the United Kingdom? | live in your house or a castle? | woodlands important? |
| | Great Fire of London Famous People from | What were castles for? | |
| | the past - Samuel Pepys / Guy Fawkes | What went on inside the castle walls? | |
| | | Who or what were knights? | |
| | | What was life like in castles? | |
| | use common words and phrases relating | know about the lives of significant | |
| National Curriculum | to the passing of time | individuals in the past who have | |
| Links | | contributed to national and | |
| | identify changes within living memory; | international achievements; compare | |
| | reveal aspects of change in national life | aspects of life in different periods | |
| | identify events beyond living memory that | understand some of the ways in | |
| | are significant nationally or globally | which we find out about the past and | |
| | | identify different ways in which it is | |
| | know about significant historical events, | represented. | |
| 1 | people and places in their own locality. | | |

| Year Three/Four | Enchanting Egyptians – Why did the | Revalting Ramans – What did the Ramans ever do for us? | Healthy Heroes – How do we know if we're |
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| <u>(Cycle One)</u> | Egyptians stop building pyramids? When and where were the Ancient Egyptians about? What was life like in Ancient Egypt? What can Ipswich Museum artefacts tell us about the Ancient Egyptians? | When and where were the Ancient Ramans about? What was life like in Ancient Raman? What can Colchester Castle museum artefacts tell us about the Ancient Ramans? | healthy? |
| National Curriculum Links | develop a chronologically secure knowledge and understanding of world history develop the appropriate use of historical terms. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. select and organise relevant historical information. understand that knowledge of the past is constructed from a range of sources develop an understanding of the achievements of the earliest civilizations -Ancient Egypt; | develop a chronologically secure knowledge and understanding of British and local history develop the appropriate use of historical terms. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. select and organise of relevant historical information. understand that knowledge of the past is constructed from a range of sources develop an understanding of the the Roman Empire and its impact on Britain | |
| Year Three/Four (Cycle Two) | Stanes and Banes – Could we survive in the Stane Age? When and where was the Stane Age? What was life like during the Stane age? What can we learn from Will Lord? | Remarkable Rainforests – Will there still be Rainforests when we grow up? | <u>Our Place on Earth – What makes our place</u> on Earth special? |
| National Curriculum Links | develop a chronologically secure knowledge and understanding of British and local history develop the appropriate use of historical terms. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. | | |

| Year Five/Six Cycle 1 | select and organise of relevant historical information. understand that knowledge of the past is constructed from a range of sources develop an understanding of the changes in Britain during the Stone Age Journey to the Poles Who were the first humans to discover Antarctica? What was Shackleton's journey like? How did Shackleton get to Antarctica? | Travelling Through Time When did the Anglo Saxons settle in Britain? Where did they come fram? What evidence is there in modern Britain that the Anglo Saxons lived here? Who were the Greek gods? How have the Ancient Greeks affected modern life? | Journey to The Americas What is life like in the Americas? Who are the Mayans? What effects have they had an our lives? |
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| National Curriculum Links | develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. devise historically valid questions about change, cause, similarity and difference, and significance Use a range of sources of evidence and reflect on their validity. | develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. make connections, contrasts and identify trends over time and develop the appropriate use of historical terms devise historically valid questions about change, cause, similarity and difference, and significance Use a range of sources of evidence and reflect on their validity. | |

| Year Five/Six Cycle 2 | Disaster Zones What years did major natural disasters happen? Have we had any local natural disasters? How have disaster hit countries recovered? | Intergalatic Explorers Which countries were involved in the Space Race? When did humans first reach the moon? When did the first woman enter space? | The War Room How did the world wors start? When did they start? Who was involved? How were people affected? |
|------------------------------|--|--|--|
| National Curriculum Links | local history study. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. make connections, contrasts and identify trends over time and develop the appropriate use of historical terms develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Use a range of sources of evidence and reflect on their validity. | ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. develop a chronologically secure knowledge and understanding of British, and world history, establishing clear narratives within and across the periods they study. make connections, contrasts and identify trends over time and develop the appropriate use of historical terms Use a range of sources of evidence and reflect on their validity. | a significant turning point in British history, local history study. develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ask and answer questions about continuity and change, cause and consequence, similarity and difference, and significance. make connections, contrasts and identify trends over time and develop the appropriate use of historical terms |
| | | regiere and their structures. | Use a range of sources of evidence and reflect on their validity. |