

Synergy Schools Federation – Substantive Knowledge Overview for Mixed Age Classes

History and Geography unit planning is undertaken on a 3-year rolling plan for EYFS and Key Stage 1. For all other subjects, a 2-year rolling programme is taught (which only includes Year 1 and Year 2 pupils). This doesn't include Reception pupils, who are taught separately using EYFS practice and principles. For Key Stage 2, a 4-year rolling plan is in place for all subjects.

3 Year EYFS/Key Stage 1 Rolling Programme for History

	Year X (2022/2023)	Year Y (2023/2024)	Year Z (2024/2025)
	History Golden Thread – Changes Through Time	History Golden Thread – World Changing Events	History Golden Thread – Changes Within Living Memory
Autumn Term	<p>Castles, Kings and Queens Prior Knowledge Links: EYFS: To name and describe people who are familiar to them – <i>Toys and Games, Holidays in the Past, Family in the Past.</i> To comment on images of familiar situations in the past – <i>Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discovery.</i> To learn new vocabulary – <i>Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i> To ask questions to find out more and to check they understand what has been said to them – <i>Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i> To describe events in detail – <i>Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p>	<p>Famous People in the Past Prior Knowledge Links: EYFS: To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discovery.</i> To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i> To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i> To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i> KSI:</p>	<p>Family in the Past Prior Knowledge Links: EYFS: To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Historical Local Study, Space Discovery.</i> To begin to make sense of their own life-story and family's history – <i>Toys and Games, Holidays in the Past.</i> To talk about members of their immediate family and community – <i>Toys and Games, Holidays in the Past.</i> To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Historical Local Study, Space Discoveries.</i> To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Historical Local Study, Space Discoveries.</i> To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Historical Local Study, Space Discoveries.</i></p>

	<p>KSI: Events beyond living memory that are significant nationally or globally – <i>Famous People in the Past, Great Fire of London, World Explorers</i>. Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Space Discovery</i>. Geography Link to United Kingdom Visit to Bolton Castle. The fortress in Pickhill; Bolton Castle over the years; defence strategies. Know why castles were built across the UK. Know why castles were built in the ways that they were; high up, surrounded by water; etc. Know the types of people who lived and worked in castles. National Curriculum Links: Events beyond living memory that are significant nationally or globally. Know the lives of significant individuals in the past who have contributed to national and international achievements – Queen Elizabeth, King Henry VIII, Queen Victoria, Queen Elizabeth II, King Charles III. Links to EYFS Curriculum: To name and describe people who are familiar to them. To comment on images of familiar situations in the past. To learn new vocabulary. To ask questions to find out more and to check they understand what has been said to them. To describe events in detail.</p>	<p>Events beyond living memory that are significant nationally or globally – <i>Castles, Kings, Queens, Great Fire of London, World Explorers</i>. Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Holidays in the Past, Castles, Kings, Queens, Great Fire of London, World Explorers, Space Discovery</i>. Geography Link to United Kingdom and Hot and Cold Places Nurse Visitor. Florence Nightingale and Mary Seacole – focus on the impact of war. A comparison of hospitals in the past and modern day. Know about the lives of these nurses, how they helped the soldiers and why we remember them today – link to commemoration and remembrance. Compare hospitals in the past with hospitals today. National Curriculum Links: Know about the lives and achievements of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale and Mary Seacole. Events beyond living memory that are significant nationally or globally. Links to EYFS Curriculum: To comment on images of familiar situations in the past. To learn new vocabulary. To ask questions to find out more and to check they understand what has been said to them. To describe events in detail.</p>	<p><i>the Past, Great Fire of London, World Explorers, Historical Local Study, Space Discoveries</i>. KSI: Know changes within living memory – <i>Toys and Games, Holidays in the Past, Historical Local Study, Space Discovery</i>. Geography Link to Our Village and United Kingdom Focus on Sir Tom Moore. The impact of war on families and individuals. Know what family life looked like during the Victorian era, World War I and II, 1960s and 1990s. Compare family life in the past with family life today. Know how family life has changed over the last 100 years. Know what family life looked like for rich and poor people over time. National Curriculum Links: Know changes within living memory. Links to EYFS Curriculum: To begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. To name and describe people who are familiar to them. To comment on images of familiar situations in the past. To learn new vocabulary. To ask questions to find out more and to check they understand what has been said to them. To describe events in detail.</p>
	<p>Geography – United Kingdom</p>		<p>Geography – Mugumareno Village, Zambia</p>

Spring Term	<p>Toys and Games</p> <p>Prior Knowledge Links:</p> <p>EYFS:</p> <p>To name and describe people who are familiar to them – <i>Castles, Kings, Queens, Holidays in the Past, Family in the Past.</i></p> <p>To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discovery.</i></p> <p>To begin to make sense of their own life-story and family's history – <i>Holidays in the Past, Family in the Past.</i></p> <p>To talk about members of their immediate family and community – <i>Holidays in the Past, Family in the Past.</i></p> <p>To learn new vocabulary – <i>Castles, Kings, Queens, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To describe events in detail – <i>Castles, Kings, Queens, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>KSI:</p> <p>Know changes within living memory – <i>Holidays in the Past, Family in the Past, Historical Local Study, Space Discovery.</i></p> <p>Geography Link to Our Village</p> <p>Visit to Beamish Museum.</p>	<p>Great Fire of London</p> <p>Prior Knowledge Links:</p> <p>EYFS:</p> <p>To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, World Explorers, Family in the Past, Historical Local Study, Space Discovery.</i></p> <p>To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>KSI:</p> <p>Events beyond living memory that are significant nationally or globally – <i>Castles, Kings, Queens, Famous People in the Past, World Explorers.</i></p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Holidays in the Past, Castles, Kings, Queens, Famous People in the Past, World Explorers, Space Discovery.</i></p> <p>Geography Link to United Kingdom</p> <p>Fire Station visit.</p> <p>Everyday life in the past in London and how life has changed today.</p> <p>How fire stations have changed from the past to the present.</p> <p>Know that the king helped to put out the fire.</p>	<p>Local Study</p> <p>Prior Knowledge Links:</p> <p>EYFS:</p> <p>To name and describe people who are familiar to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past.</i></p> <p>To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Space Discovery.</i></p> <p>To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Space Discoveries.</i></p> <p>To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Space Discoveries.</i></p> <p>To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Space Discoveries.</i></p> <p>KSI:</p> <p>Know changes within living memory – <i>Toys and Games, Holidays in the Past, Family in the Past, Space Discovery.</i></p> <p>Geography Link to Our Village and Mugumareno Village</p> <p>Leeming Railway Visit; walks around the local area.</p> <p>Focus on the railway; purpose of buildings in the local area:</p> <p>How have they changed?</p> <p>How people travelled?</p> <p>How have jobs changed in the area?</p>
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	<p>Comparison between daily lives in the past and present; rich and poor; boys and girls; how children's lives have changed.</p> <p>Know what toys our grandparents and parents would have played with and how these are different to what we play with today.</p> <p>How and why have toys changed over time.</p> <p>National Curriculum Links:</p> <p>Know changes within living memory.</p> <p>Links to EYFS Curriculum:</p> <p>To begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them.</p> <p>To comment on images of familiar situations in the past.</p> <p>To learn new vocabulary.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To describe events in detail.</p>	<p>Compare role of the monarch with our King today.</p> <p>Find out about everyday life in the past in London and how it changed after the fire.</p> <p>National Curriculum Links:</p> <p>Know events beyond living memory that are significant nationally.</p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – Samuel Pepys</p> <p>Links to EYFS Curriculum:</p> <p>To comment on images of familiar situations in the past.</p> <p>To learn new vocabulary.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To describe events in detail.</p> <p>To learn rhymes, poems and songs.</p>	<p>Where did the railway go to and why was it so important for our locality?</p> <p>What is the railway used for today?</p> <p>National Curriculum Links:</p> <p>Know significant historical events, people and places in our locality.</p> <p>Know changes within living memory.</p> <p>Links to EYFS Curriculum:</p> <p>To comment on images of familiar situations in the past.</p> <p>To understand that some places are special to members of their community.</p> <p>To learn new vocabulary.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To describe events in detail.</p>
		Geography – Hot and Cold Places	Geography – Our Village
Summer Term	<p>Holidays in the Past</p> <p>Prior Knowledge Links:</p> <p>EYFS:</p> <p>To name and describe people who are familiar to them – <i>Castles, Kings, Queens, Toys and Games, Family in the Past.</i></p> <p>To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discovery.</i></p> <p>To begin to make sense of their own life-story and family's history – <i>Toys and Games, Family in the Past.</i></p> <p><i>To talk about members of their immediate family and community – Toys and Games, Family in the Past.</i></p>	<p>World Explorers</p> <p>Prior Knowledge Links:</p> <p>EYFS:</p> <p>To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, Family in the Past, Historical Local Study, Space Discovery.</i></p> <p>To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous</i></p>	<p>Space Discovery</p> <p>Prior Knowledge Links:</p> <p>EYFS:</p> <p>To comment on images of familiar situations in the past – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study.</i></p> <p>To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study.</i></p> <p>To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous</i></p>

	<p>To learn new vocabulary – <i>Castles, Kings, Queens, Toys and Games, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To ask questions to find out more and to check they understand what has been said to them – <i>Castles, Kings, Queens, Toys and Games, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>KSI:</p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Castles, Kings, Queens, Famous People in the Past, Great Fire of London, World Explorers, Space Discovery.</i></p> <p>Know changes within living memory – <i>Toys and Games, Family in the Past, Historical Local Study, Space Discovery.</i></p> <p>Geography Link to Weather and Seasons, Hot and Cold Places and Continents and Oceans</p> <p>Visit to a local holiday destination.</p> <p>Consider travel, transport routes and destinations; holiday entertainment – how has it changed?</p> <p>Know about holidays in the past and compare with holidays today, including entertainment and transport.</p> <p>Know how people travelled to different holiday destinations in the past.</p> <p>Know how holidays and holiday entertainment have changed during the last 100 years.</p> <p>National Curriculum Links:</p> <p>Know changes within living memory.</p>	<p><i>People in the Past, Great Fire of London, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, Family in the Past, Historical Local Study, Space Discoveries.</i></p> <p>KSI:</p> <p>Events beyond living memory that are significant nationally or globally – <i>Castles, Kings, Queens, Famous People in the Past, Great Fire of London.</i></p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Castles, Kings, Queens, Holidays in the Past, Famous People in the Past, Great Fire of London, Space Discovery.</i></p> <p>Geography Link to Hot and Cold Places and Continents and Oceans</p> <p>Visit to James Cook Museum.</p> <p>Study Captain Cook, Christopher Columbus and Scott of the Antarctic; impact of discovery; travel and transport changes.</p> <p>Know where James Cook, Christopher Columbus and Scott travelled to and what they found.</p> <p>Know what their discoveries did to change the way we view the world.</p> <p>National Curriculum Links:</p> <p>Know events beyond living memory that are significant nationally or internationally.</p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Captain James Cook, Christopher Columbus and Scott of the Antarctic.</i></p> <p>Links to EYFS Curriculum:</p> <p>To comment on images of familiar situations in the past.</p> <p>To learn new vocabulary.</p>	<p><i>People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study.</i></p> <p>To describe events in detail – <i>Castles, Kings, Queens, Toys and Games, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers, Family in the Past, Historical Local Study.</i></p> <p>KSI:</p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Castles, Kings, Queens, Holidays in the Past, Famous People in the Past, Great Fire of London, World Explorers.</i></p> <p>Know changes within living memory – <i>Toys and Games, Holidays in the Past, Family in the Past, Historical Local Study.</i></p> <p>Geography Link to Continents and Oceans</p> <p>Study the life of Tim Peake; impact of discovery; travel and transport changes.</p> <p>Know when we first went into space and why we started exploring space.</p> <p>Know who first went to the Moon and why this was important.</p> <p>Know why we are still exploring space today.</p> <p>Know the role of Tim Peake in exploring space.</p> <p>National Curriculum Links:</p> <p>Know changes within living memory.</p> <p>Know the lives of significant individuals in the past who have contributed to national and international achievements – <i>Buzz Aldrin, Neil Armstrong, Micheal Collins, Tim Peake.</i></p> <p>Links to EYFS Curriculum:</p> <p>To comment on images of familiar situations in the past.</p> <p>To learn new vocabulary.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p>
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	<p>Know the lives of significant individuals in the past who have contributed to national achievements – Thomas Cook.</p> <p>Links to EYFS Curriculum:</p> <p>To begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them.</p> <p>To comment on images of familiar situations in the past.</p> <p>To learn new vocabulary.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To describe events in detail.</p>	<p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To describe events in detail.</p>	<p>To describe events in detail.</p>
	<p>Geography – Weather and Seasons</p>	<p>Geography – Continents and Oceans</p>	

4 Year Key Stage 2 Rolling Programme for History

	Year A (2022/2023)	Year B (2023/2024)	Year C (2024/2025)	Year D (2025/2026)
	History Golden Thread – Impact of Global Change on Britain	History Golden Thread – Impact of Conquest on Modern Day Britain	History Golden Thread – Impact of Ancient Politics and Trade on Today's Democracy and Economy	History Golden Thread – Impact of Ancient Civilisations on Today's Society
Autumn Term	<p>Modern Wars</p> <p>Prior Knowledge Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge – <i>Industrial Revolution, Stone Age to Iron Age, Roman Britain, Anglo-Saxon and Vikings, Modern Trade.</i></p> <p>Focus on a significant turning point in British history – <i>Industrial Revolution, LL and CH Historical Local Study, Roman Britain, Modern Day Trade.</i></p> <p>Links to United Kingdom and Local Study</p> <p>Visit to Eden Camp.</p> <p>WW2 evacuees; Refugees from more recent wars; Afghanistan, Syria, Ukraine.</p> <p>Know why World War 2 began and its significance.</p> <p>Understand which countries were involved and which side they were on.</p> <p>Know what it was like for evacuated children during World War 2 – link to Ukrainian refugees.</p> <p>Know how both World War 2 and the Ukraine war impact our lives today.</p> <p>National Curriculum Links:</p>	<p>Stone Age to Iron Age</p> <p>Prior Knowledge Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge – <i>Modern War, Industrial Revolution, Roman Britain, Anglo-Saxon and Vikings, Modern Trade.</i></p> <p>Links to Year A – United Kingdom/Local Settlements</p> <p>Know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes.</p> <p>Know that evidence found in burial sites shows us that battles between tribes took place.</p> <p>Know some of the reasons for the battles.</p> <p>Know that the Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain.</p> <p>Know about hierarchy in society; homes, food, farming, jobs, buildings, communication, leisure time, religion.</p> <p>Know the growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves.</p> <p>National Curriculum Links:</p> <p>Know changes in Britain from the Stone Age to the Iron Age.</p>	<p>Ancient Greece</p> <p>Prior Knowledge Links: Conduct a study of the earliest civilisations, where and when the first civilisations appeared – <i>Ancient Egypt, Ancient Maya.</i></p> <p>Links to European Regions – Athens</p> <p>Know about the reasons for the wars between Athens and Sparta.</p> <p>Know that the Ancient Greeks weren't a single country ruled by a single country, but was made up of a number of city states; hierarchy in society.</p> <p>Know the reasons why there were city states and the different rulers in the city states.</p> <p>Know about Greek democracy.</p> <p>Hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time, religion.</p> <p>Know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece.</p> <p>National Curriculum Links:</p> <p>Conduct a study of the earliest civilisations, where and when the first civilisations appeared.</p>	<p>Ancient Egypt</p> <p>Prior Knowledge Links: Conduct a study of the earliest civilisations, where and when the first civilisations appeared – <i>Ancient Greece, Ancient Maya.</i></p> <p>Links to Year B – Rivers and Climate Zones</p> <p>Know that Ancient Egypt was a monarchy: it was ruled by a powerful pharaoh. There were several dynasties who ruled Ancient Egypt (people from the same family).</p> <p>Know hierarchy in society; homes, food, farming, jobs, buildings, communication, leisure time, religion.</p> <p>Know about the importance of the River Nile as a trade route.</p> <p>National Curriculum Links:</p> <p>Conduct a study of the earliest civilisations; where and when the first civilisations appeared.</p>

	Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge. Focus on a significant turning point in British history.	Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge.	A study of Greek life and achievements and their influence on the Western world.	
		Geography – Volcanoes and Earthquakes		Geography – Climate Zones
Spring Term	Geography – United Kingdom	<p>Roman Britain</p> <p>Prior Knowledge Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge – <i>Modern War, Industrial Revolution, Stone Age to Iron Age, Anglo-Saxon and Vikings, Modern Trade.</i></p> <p>Focus on a significant turning point in British history – <i>Modern War, Industrial Revolution, LL and CH Historical Local Study, Modern Day Trade.</i></p> <p>Know changes in Britain from the Stone Age to the Iron Age – <i>Stone Age to Iron Age.</i></p> <p>Links to Volcanoes and Earthquakes Visit to Hadrian's Wall and a Roman Fort.</p> <p>Know that the Romans conquered Britain in AD 43.</p> <p>Know why the Roman army was successful.</p> <p>Know why some tribes rebelled and some became allies of the Romans.</p> <p>Know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over.</p> <p>Know how Britain was ruled before and after the Roman invasion.</p>	Geography – European Region	<p>Ancient Maya</p> <p>Prior Knowledge Links: Conduct a study of the earliest civilisations, where and when the first civilisations appeared – <i>Ancient Greece, Ancient Egypt.</i></p> <p>Links to Climate Zones, South American: The Amazon</p> <p>Know the reasons why the Spanish conquistadors came to Mesoamerica and what the consequence was.</p> <p>Know about hierarchy in society that the Ancient Maya lived in City States ruled by powerful kings.</p> <p>Know about hierarchy in society; homes, food, farming, jobs, buildings, communication, leisure time, religion.</p> <p>Know what goods they traded, who they traded with and how they traded (transport and trading routes).</p> <p>Know the impact of trade on the Ancient Maya.</p> <p>Know about the impact if the Spanish explorers and traders on the Ancient Maya.</p> <p>National Curriculum Links: Conduct a study of the earliest civilisations; where and when the first civilisations appeared.</p> <p>A non-European society that provides contrasts with British history.</p>

	<p>Industrial Revolution</p> <p>Prior Knowledge Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge – <i>Modern War; Stone Age to Iron Age, Roman Britain, Anglo-Saxon and Vikings, Modern Trade.</i> Focus on a significant turning point in British history – <i>Modern War; LL and CH Historical Local Study, Roman Britain, Modern Day Trade.</i></p> <p>Links to United Kingdom and Geographical Local Study/Railways Visit to Darlington Railway Museum. Know about hierarchy in society, homes, food, farming, jobs, buildings, communication, leisure time, religion. Know about goods, trade routes and transport in the North and our local area before and after the Industrial Revolution and the technology which escalated the pace of change. Know how the Industrial Revolution changed Britain and how it impacted our lives today.</p> <p>National Curriculum Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge. Focus on a significant turning point in British history.</p>	<p>Know how Britain was ruled after the Romans left. Know about hierarchy in society; homes, food, farming, jobs, buildings, communication, leisure time, religion. Know the reasons why the Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain. Communication links which enables trading; roads and sea routes.</p> <p>National Curriculum Links: Know the Roman Empire and its impact on Britain. Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge. Focus on a significant turning point in British history.</p>	<p>Modern Day Trade</p> <p>Prior Knowledge Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge – <i>Modern War; Industrial Revolution, Stone Age to Iron Age, Roman Britain, Anglo-Saxon and Vikings.</i> Focus on a significant turning point in British history – <i>Modern War; Industrial Revolution, LL and CH Historical Local Study, Roman Britain.</i></p> <p>Links to European Region Visit to Parliament. EU and world trade; impact on the world; how has Brexit impacted on trade in Britain?; similarities to Ancient Greece – democracy, city states, allegiances. Know how trade has changed over time. Know what Britain has traded in the past and what it trades in the present. Know how trade helped Britain to become an important world power.</p> <p>National Curriculum Links: Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge. Focus on a significant turning point in British history.</p>	<p>Geography – North America: The Rockies</p>
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Summer Term	<p>Historical Local Study</p> <p>Prior Knowledge Links:</p> <p>LL and CH – Focus on a significant turning point in British history – <i>Modern War, Industrial Revolution, Roman Britain, Modern Day Trade.</i></p> <p>PH – Know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor’s death in 1066 – <i>Anglo-Saxons and Vikings.</i></p> <p>Links to Geographical Local Study</p> <p>Walks around the local area.</p> <p>Understand how the village has changed over time; how is national history reflected in the locality; how have historical events impacted on today?</p> <p>National Curriculum Links:</p> <p>Conduct a study over time tracing how several aspects of national history are reflected in the locality.</p> <p>Focus of this study varies from school to school, dependent on each school’s immediate local history.</p> <p>Pickhill – focus on Viking and Norman invasions, why they both chose Pickhill and how Pickhill have changed as a result. (Linked to Year B – Vikings and Anglo-Saxons unit) Links to local impact of invasions and settlements.</p> <p>Leeming and Londonderry – focus on the railway, why it was built in Leeming and how it changed Leeming as a result. (Linked to Year A – Industrial Revolution unit) Links to migration and local geographical development.</p>	Geography – Rivers	Geography – Rainforests	Geography – South American: The Amazon
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	Crakehall – focus on Crakehall’s mills and how they impacted Crakehall’s importance throughout the country. (Linked to Year A – Industrial Revolution unit) Links to migration and local geographical development.			
Geography – Local Study	<p>Anglo-Saxons and Vikings</p> <p>Prior Knowledge Links:</p> <p>Conduct a study of an aspect or theme in British history that extends pupils’ chronological knowledge – <i>Modern War; Industrial Revolution, Stone Age to Iron Age, Roman Britain, Modern Trade.</i></p> <p>Know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor’s death in 1066 – <i>PH Historical Local Study.</i></p> <p>Know changes in Britain from the Stone Age to the Iron Age – <i>Stone Age to Iron Age.</i></p> <p>Know the Roman Empire and its impact on Britain – <i>Roman Britain.</i></p> <p>Links to Rivers and Year A – United Kingdom and Local Studies</p> <p>Know about the reasons each had for invading England.</p> <p>Know that Anglo-Saxon tribes often fought each other.</p> <p>Know the locations and reasons for the main battles between Anglo-Saxons and Vikings and the significant kings and rulers.</p> <p>Know about hierarchy on society; know that Anglo-Saxon Britain was not one kingdom but several.</p>	Geography – Mountains	Geography – Rio and Southeast Brazil	

		<p>Know what happened to the kingdoms after the Vikings invaded, including Danelaw.</p> <p>Know the impact of Anglo-Saxon kingdoms and Danelaw on the UK today.</p> <p>Know about hierarchy in society, homes, food, farming, jobs, buildings, communication, leisure time, religion.</p> <p>Know the reasons why Angles, Saxons and Jutes came to Britain and settled.</p> <p>See evidence found in archaeological sites of Anglo-Saxon trade with other countries.</p> <p>Know about Viking raids, sea trade routes and impact of trade on Anglo-Saxon and Viking society.</p> <p>Know Britain's settlement by Anglo-Saxons and Scots.</p> <p>National Curriculum Links:</p> <p>Know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor's death in 1066.</p> <p>Conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge.</p>		
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