

History coverage mapping by year on entry

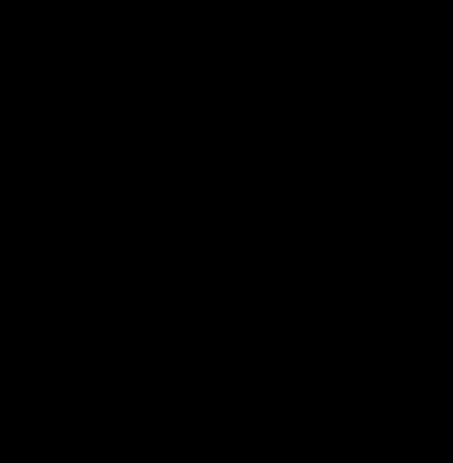


Year of entry 2018 (current Year 6)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers</p> <p>Reception 2018-2019</p>	<p>Changes beyond living memory</p> <p>Stone Age Key points: Who were the Stone Age people and when did they live? How did the Stone Age people find food? What did the Stone Age people eat?</p>	<p>To know about events beyond living memory that are significant nationally. To understand about the lives of significant individuals in the past who have contributed to national and international achievements. To recognise significant historical events, people and places.</p> <p>The Romans Key points: Why did Roman gladiators dress that way? How would my life have been different if I had lived in Roman times? What was Roman food like? Which Roman leader would I like to find out more about? How did the Romans change Britain?</p>	

<p>Year 1 2019 - 2020</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time. To ask and answer questions about the past.</p> <p>Significant historical events, people and places in their own locality – Norwich castle</p> <p><i>Fantastical tales</i></p> <p>Key points: Who lived in a castle? Why did they build castles out of stone? Why are castles often on a hill?</p>	<p>To develop an awareness of the past, using a wide vocabulary of everyday historical terms. To ask and answer questions.</p> <p><i>Roll up! Roll up!</i></p> <p>Key points: Why is the Chinese state circus different? Who invented the circus?</p>	<p>Significant historical events, people and places in our area.</p> <p><i>Oh, I do like to be beside the seaside</i></p> <p>Key points: Why did they wear different clothes at the seaside 100 years ago? What did Edith Cavell do?</p>
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<p><i>Gatekeepers</i></p> <p><i>Year 2</i> <i>2020-2021</i></p>	<p>Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</p> <p><i>Dinosaur Detectives</i></p> <p>Key points: What are physical features? Who was Mary Anning and how did she change thinking? How do we know about pre-history?</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Hunter gatherers</i></p> <p>Key points: Have humans always lived in Britain? How did the way we live change and why? What were the key innovations?</p>	<p>Changes within living memory, significant historical events, people and places in their locality (KS1). Local history study (KS2)</p> <p><i>Wind in the willows</i></p> <p>Key points: How old is our school? How has school life changed? Why did the school need a new building?</p>
<p><i>Year 3 2021 - 2022</i></p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><i>Walk like an Egyptian</i></p> <p>Key points: How were the pyramids built? How reliable are the different types of historical sources? What was Ancient Egyptian life like?</p>	<p>A non-European society that provides contrast with British history – Mayan civilization c.AD 900</p> <p><i>Mystery of the Maya</i></p> <p>Key points: Why do we need to study the Maya? What artefacts/remains help to build a picture of what life was like?</p>	<p>The Roman Empire and its impact on Britain.</p> <p><i>Remarkable Romans</i></p> <p>Key points: How did the Romans manage to conquer so many countries? What was life like for a Roman soldier? Who was Boudicca?</p>

<p>Year 4 2022 - 2023</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>The Shape of our Land</i></p> <p>Key points: What is pre-history? How reliable is the evidence we can see? Why did life change?</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <p><i>Chocolate!</i></p> <p>Key points: How did Britain's railway network grow? How has technology changed over time?</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 and a local history study.</p> <p><i>A place called home</i></p> <p>Key points: Who were the Tudors? Where did 'The Strangers' come from? What signs of Tudor Norwich are left today?</p>
<p>Peacocks</p> <p>Year 5 2023 - 2024</p>	<p>Ancient Greece</p> <p><i>Footprints</i></p> <p>Key points: Who were the Ancient Greeks? What are they remembered for? What was happening in Britain?</p>	<p>The Roman Empire and its impact on Britain</p> <p><i>All creatures great and small</i></p> <p>Key points: What is cultural diversity? What is the history of Roman Britain as a chronological narrative? What is meant by change, cause and consequence?</p>	

<p>Year 6 2024 – 2025</p>	<p>A local history study</p> <p><i>Healthy Body, Healthy Mind</i></p> <p>Key points: What is the history of the Norfolk Broads?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Changing states</i></p> <p>Key points: Why do people move away from where they were born? What does the word 'nomad' mean?</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>History matters</i></p> <p>Key points: How did Viking behaviours affect our future? Why did people travel and trade? What is an archaeologist? Did Vikings have a close relationship with the sea?</p>
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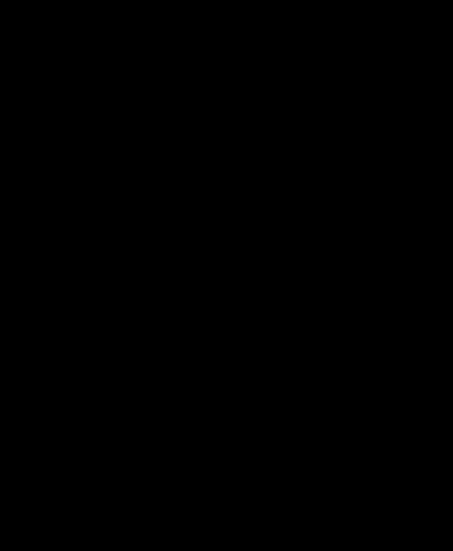


History coverage mapping by year on entry

Year of entry 2019 (current Year 5)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers</p> <p>Reception</p> <p>2019 –</p> <p>2020</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time. To ask and answer questions about the past.</p> <p>Significant historical events, people and places in their own locality – Norwich castle</p> <p><i>Fantastical tales</i></p> <p>Key points:</p> <p>Who lived in a castle?</p> <p>Why did they build castles out of stone?</p> <p>Why are castles often on a hill?</p>	<p>To develop an awareness of the past, using a wide vocabulary of everyday historical terms. To ask and answer questions.</p> <p><i>Roll up! Roll up!</i></p> <p>Key points:</p> <p>Why is the Chinese state circus different?</p> <p>Who invented the circus?</p>	<p>Significant historical events, people and places in our area.</p> <p><i>Oh, I do like to be beside the seaside</i></p> <p>Key points:</p> <p>Why did they wear different clothes at the seaside 100 years ago?</p> <p>What did Edith Cavell do?</p>

<p>Year 1 2020-2021</p>		<p>Changes beyond living memory</p> <p><i>The Savage Stone Age</i></p> <p>Key points: Who were the Stone Age people and when did they live? How did the Stone Age people find food? What did the Stone Age people eat?</p>	
<p>Year 2 2021 - 2022</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time. To ask and answer questions about the past.</p> <p>Significant historical events, people and places in their own locality – Norwich castle</p> <p><i>Storyland</i></p> <p>Key points: Who lived in a castle? Why did they build castles out of stone? Why are castles often on a hill?</p>	<p>Changes beyond living memory – Ancient Egypt</p> <p><i>Fantastical Pharaohs</i></p> <p>Key points: What did people in Ancient Egypt wear? Who was Tutankhamun? What did the Ancient Egyptians eat? Who was Howard Carter?</p>	<p>Significant historical events, people and places in our area – seaside holidays in the past, Queen Victoria, Florence Nightingale</p> <p><i>Oh, I do like to be beside the seaside</i></p> <p>Key points: Why did they wear different clothes at the seaside 100 years ago? Why do people look up to Florence Nightingale?</p>

<p><i>Gatekeepers</i></p> <p><i>Year 3</i></p> <p><i>2022-2023</i></p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>The Shape of our Land</i></p> <p>Key points:</p> <p>What is pre-history?</p> <p>How reliable is the evidence we can see?</p> <p>Why did life change?</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <p><i>Chocolate!</i></p> <p>Key points:</p> <p>How did Britain's railway network grow?</p> <p>How has technology changed over time?</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 and a local history study.</p> <p><i>A place called home</i></p> <p>Key points:</p> <p>Who were the Tudors?</p> <p>Where did 'The Strangers' come from?</p> <p>What signs of Tudor Norwich are left today?</p>
<p><i>Peacocks</i></p> <p><i>Year 4 2023</i></p> <p><i>- 2024</i></p>	<p>Ancient Greece</p> <p><i>Footprints</i></p> <p>Key points:</p> <p>Who were the Ancient Greeks?</p> <p>What are they remembered for?</p> <p>What was happening in Britain?</p>	<p>The Roman Empire and its impact on Britain</p> <p><i>All creatures great and small</i></p> <p>Key points:</p> <p>What is cultural diversity?</p> <p>What is the history of Roman Britain as a chronological narrative?</p> <p>What is meant by change, cause and consequence?</p>	

<p>Year 5 2024 - 2025</p>	<p>A local history study</p> <p><i>Healthy Body, Healthy Mind</i></p> <p>Key points: What is the history of the Norfolk Broads?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Changing states</i></p> <p>Key points: Why do people move away from where they were born? What does the word 'nomad' mean?</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>History matters</i></p> <p>Key points: How did Viking behaviours affect our future? Why did people travel and trade? What is an archaeologist? Did Vikings have a close relationship with the sea?</p>
<p>Year 6 2025 - 2026</p>	<p>Ancient Greece</p> <p><i>Reflections</i></p> <p>Key points: Who were the Ancient Greeks? What are they remembered for? What was happening in Britain? How did they influence the Western World?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Shaping our world</i></p> <p>Key points: What was happening at the end of the Roman era? When were the Anglo-Saxons in Britain?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Design for life</i></p> <p>Key points: How do we know all this? Was this the 'Dark Ages'? What were their beliefs? How did they live?</p>

History coverage mapping by year on entry



Year of entry 2020 (current Year 4)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers</p> <p>Reception 2020 - 2021</p>		<p>Changes beyond living memory</p> <p><i>The Savage Stone Age</i></p> <p>Key points:</p> <p>Who were the Stone Age people and when did they live?</p> <p>How did the Stone Age people find food?</p> <p>What did the Stone Age people eat?</p>	
<p>Year 1 2021 - 2022</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time, to ask and answer questions about the past. Significant historical events, people and places in their own locality – Norwich castle</p> <p><i>Storyland</i></p> <p>Key points:</p> <p>Who lived in a castle?</p>	<p>Changes beyond living memory – Ancient Egypt</p> <p><i>Fantastical Pharaohs</i></p> <p>Key points:</p> <p>What did people in Ancient Egypt wear?</p> <p>Who was Tutankhamun?</p> <p>What did the Ancient Egyptians eat?</p> <p>Who was Howard Carter?</p>	<p>Significant historical events, people and places in our area – seaside holidays in the past, Queen Victoria, Florence Nightingale</p> <p><i>Oh, I do like to be beside the seaside</i></p> <p>Key points:</p> <p>Why did they wear different clothes at the seaside 100 years ago?</p> <p>Why do people look up to Florence Nightingale?</p>

	<p>Why did they build castles out of stone?</p> <p>Why are castles often on a hill?</p>		
<p>Year 2 2022 - 2023</p>	<p>To develop an awareness of the past, using a wide vocabulary of everyday historical terms. To ask and answer questions.</p> <p>Roll up! Roll up!</p> <p>Key points:</p> <p>Why is the Chinese state circus different?</p> <p>Who invented the circus?</p>	<p>To know about events beyond living memory that are significant nationally.</p> <p>To understand about the lives of significant individuals in the past who have contributed to national and international achievements. To recognise significant historical events, people and places.</p> <p>Rebellious Rampaging Romans</p> <p>Key points:</p> <p>Why did Roman gladiators dress that way?</p> <p>Would I like to have lived in Roman times?</p> <p>What was Roman food like?</p>	
<p>Gatekeepers</p> <p>Year 3</p> <p>2023- 2024</p>	<p>Events that are significant nationally or globally.</p> <p>Dinosaur Detectives</p> <p>Key points:</p> <p>Should Mary Anning always be remembered?</p> <p>What is an ally?</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Once upon a time</p> <p>Key points:</p> <p>What is pre-history?</p> <p>When did the first people arrive in Britain?</p>	<p>Significant events in their own locality and a local history study.</p> <p>Wonderland</p> <p>Key points:</p> <p>Which rules changed education in the Victorian era?</p>

	When, where and why did World War 1 take place?	Where and how did early humans live?	Were all schools the same? How were Victorian schools similar/different to today?
Peacocks Year 4 2024 - 2025	A local history study <i>Healthy Body, Healthy Mind</i> Key points: What is the history of the Norfolk Broads?	Britain's settlement by Anglo-Saxons and Scots <i>Changing states</i> Key points: Why do people move away from where they were born? What does the word 'nomad' mean?	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>History matters</i> Key points: How did Viking behaviours affect our future? Why did people travel and trade? What is an archaeologist? Did Vikings have a close relationship with the sea?
Year 5 2025 - 2026	Ancient Greece <i>Reflections</i> Key points: Who were the Ancient Greeks? What are they remembered for? What was happening in Britain? How did they influence the Western World?	Britain's settlement by Anglo-Saxons and Scots <i>Shaping our world</i> Key points: What was happening at the end of the Roman era? When were the Anglo-Saxons in Britain?	Britain's settlement by Anglo-Saxons and Scots <i>Design for life</i> Key points: How do we know all this? Was this the 'Dark Ages'? What were their beliefs? How did they live?

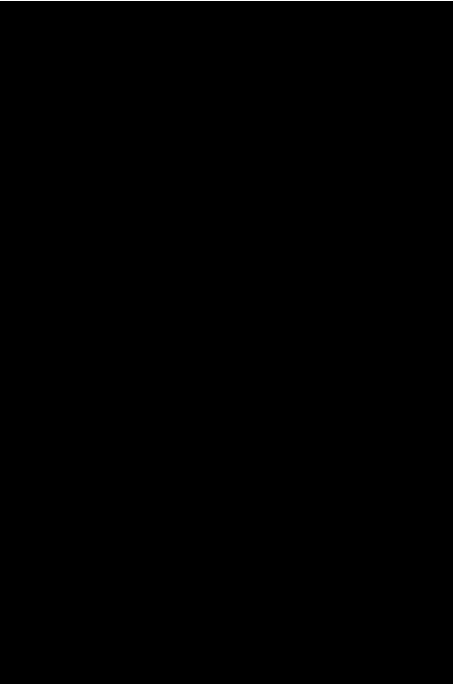
<p>Year 6 2026 - 2027</p>	<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p><i>Express yourself</i></p> <p>Key points: How did Viking behaviours affect our future? Why did people travel and trade? What is an archaeologist? Did Vikings have a close relationship with the sea?</p>		<p>Ancient Greece</p> <p><i>Technology</i></p> <p>Key points: Who were the Ancient Greeks? What are they remembered for? What was happening in Britain? How did they influence the Western World?</p>

History coverage mapping by year on entry



Year of entry 2021 (current Year 3)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers Reception 2021 - 2022</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time, to ask and answer questions about the past. Significant historical events, people and places in their own locality – Norwich castle</p> <p>Storyland Key points: Who lived in a castle? Why did they build castles out of stone? Why are castles often on a hill?</p>	<p>Changes beyond living memory – Ancient Egypt</p> <p>Fantastical Pharaohs Key points: What did people in Ancient Egypt wear? Who was Tutankhamun? What did the Ancient Egyptians eat? Who was Howard Carter?</p>	<p>Significant historical events, people and places in our area – seaside holidays in the past, Queen Victoria, Florence Nightingale</p> <p>Oh, I do like to be beside the seaside Key points: Why did they wear different clothes at the seaside 100 years ago? Why do people look up to Florence Nightingale?</p>

<p>Year 1 2022 - 2023</p>	<p>To develop an awareness of the past, using a wide vocabulary of everyday historical terms. To ask and answer questions.</p> <p><i>Roll up! Roll up!</i> Key points: Why is the Chinese state circus different? Who invented the circus?</p>	<p>To know about events beyond living memory that are significant nationally. To understand about the lives of significant individuals in the past who have contributed to national and international achievements. To recognise significant historical events, people and places.</p> <p><i>Rebellious Rampaging Romans</i> Key points: Why did Roman gladiators dress that way? Would I like to have lived in Roman times? What was Roman food like?</p>	
<p>Gatekeepers Year 2 2023 - 2024</p>	<p>Events that are significant nationally or globally.</p> <p><i>Dinosaur Detectives</i> Key points: Should Mary Anning always be remembered? What is an ally? When, where and why did World War 1 take place?</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Once upon a time</i> Key points: What is pre-history? When did the first people arrive in Britain? Where and how did early humans live?</p>	<p>Significant events in their own locality and a local history study.</p> <p><i>Wonderland</i> Key points: Which rules changed education in the Victorian era? Were all schools the same? How were Victorian schools similar/different to today?</p>

<p>Year 3 2024- 2025</p>	<p>The Roman Empire and its impact on Britain</p> <p><i>Remarkable Romans</i></p> <p>Key points: Why did the Romans invade Britain? What was life like for a Roman soldier? Who was Boudicca? What legacies did they leave behind?</p>	<p>A non-European society that provides contrast with British history – Mayan civilization c.AD 900</p> <p><i>Mystery of the Maya</i></p> <p>Key points: How did the Ancient Maya settle in the rainforest? Why was chocolate important to them? What did the Ancient Maya believe? What did they invent?</p>	<p>Study of significant individuals</p> <p><i>A place called home</i></p> <p>Key points: Why are Rosa Parks and Martin Luther King remembered? What does racial segregation mean? What qualities might a 'significant' individual in history have?</p>
<p>Year 4 2025 – 2026 onwards to be determined by class structure in September 2025</p>			
<p>Year 5 2026 - 2027</p>			
<p>Year 6 2027 - 2028</p>			



History coverage mapping by year on entry

Year of entry 2022 (current Year 2)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers Reception 2022 - 2023</p>	<p>To develop an awareness of the past, using a wide vocabulary of everyday historical terms. To ask and answer questions.</p> <p>Roll up! Roll up! Key points: Why is the Chinese state circus different? When was the first circus created?</p>	<p>To know about events beyond living memory that are significant nationally. To understand about the lives of significant individuals in the past who have contributed to national and international achievements. To recognise significant historical events, people and places.</p> <p>Rebellious Rampaging Romans Key points: Why did Roman gladiators dress that way? Would I like to have lived in Roman times? What was Roman food like?</p>	
<p>Year 1 2023 - 2024</p>			<p>Significant historical events, people and places in our area – seaside holidays in the past, Queen Victoria, Florence Nightingale</p>

			<p><i>Oh, I do like to be beside the seaside</i></p> <p>Key points:</p> <p>Why did they wear different clothes at the seaside 100 years ago?</p> <p>Why do people look up to Florence Nightingale?</p>
<p><i>Gatekeepers</i></p> <p><i>Year 2 2024 – 2025</i></p>	<p>The Roman Empire and its impact on Britain</p> <p><i>Remarkable Romans</i></p> <p>Key points:</p> <p>Why did the Romans invade Britain?</p> <p>What was life like for a Roman soldier?</p> <p>Who was Boudicca?</p> <p>What legacies did they leave behind?</p>	<p>A non-European society that provides contrast with British history – Mayan civilization c.AD 900</p> <p><i>Mystery of the Maya</i></p> <p>Key points:</p> <p>How did the Ancient Maya settle in the rainforest?</p> <p>Why was chocolate important to them?</p> <p>What did the Ancient Maya believe?</p> <p>What did they invent?</p>	<p>Study of significant individuals</p> <p><i>A place called home</i></p> <p>Key points:</p> <p>Why are Rosa Parks and Martin Luther King remembered?</p> <p>What does racial segregation mean?</p> <p>What qualities might a 'significant' individual in history have?</p>
<p><i>Year 3</i></p> <p><i>2025- 2026</i></p> <p><i>Planning to be finally determined by class</i></p>	<p><i>Events beyond living memory – dinosaurs</i></p> <p><i>Dinosaur detectives</i></p> <p>WW1 and Remembrance Day</p> <p>Significant historical events (KS1)</p>	<p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>Once upon a time</i></p> <p>Stone Age to Iron Age</p>	<p><i>Changes within living memory, significant historical events, people and places in their locality (KS1).</i></p> <p><i>Local history study (KS2)</i></p> <p><i>Wonderland</i></p> <p><i>The Victorians</i></p>

<i>structure in September 2025</i>	<i>Study of an aspect or theme of British history beyond 1066 (KS2) Dinosaurs/ WW1</i>		
<i>Year 4 2026 – 2027</i>			
<i>Year 5 2027 – 2028</i>			
<i>Year 6 2028 - 2029</i>			

History coverage mapping by year on entry



Year of entry 2023 (current Year 1)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers</p> <p>Reception</p> <p>2023 - 2024</p>			<p>Significant historical events, people and places in our area – seaside holidays in the past, Queen Victoria, Florence Nightingale</p> <p>Oh, I do like to be beside the seaside</p> <p>Key points:</p> <p>Why did they wear different clothes at the seaside 100 years ago?</p> <p>Why do people look up to Florence Nightingale?</p>
<p>Year 1 2024 – 2025</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time, to ask and answer questions about the past. Significant historical events, people and places in their own locality – Norwich castle</p>	<p>Changes beyond living memory</p> <p>The Savage Stone Age</p> <p>Key points:</p> <p>Who were the Stone Age people and when did they live?</p> <p>How did the Stone Age people find food?</p> <p>What did the Stone Age people eat?</p>	

	<p><i>Once upon a time</i></p> <p>Key points: Who lived in a castle? Why did they build castles out of stone? Why are castles often on a hill?</p>		
<p><i>Year 2 2025 – 2026</i></p> <p><i>Planning to be finally determined by class structure in September 2025</i></p>			
<p><i>Year 3 2026 – 2027</i></p>			
<p><i>Year 4 2027 – 2028</i></p>			
<p><i>Year 5 2028 – 2029</i></p>			
<p><i>Year 6 2029 - 2030</i></p>			



History coverage mapping by year on entry

Year of entry 2024 (current Year Reception)

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<p>Red Skippers Reception 2024 - 2025</p>	<p>To find out about the past from a range of sources of information. To use common words and phrases relating to the passage of time, to ask and answer questions about the past. Significant historical events, people and places in their own locality – Norwich castle</p> <p><i>Once upon a time</i> Key points: Who lived in a castle? Why did they build castles out of stone? Why are castles often on a hill?</p>	<p>Changes beyond living memory</p> <p><i>The Savage Stone Age</i> Key points: Who were the Stone Age people and when did they live? How did the Stone Age people find food? What did the Stone Age people eat?</p>	
<p>Year 1 2025 - 2026</p>	<p>Events beyond living memory that are significant nationally or globally Stomp in the swamp!</p>	<p>Events beyond living memory that are significant nationally or globally The Savage Stone Age <i>Stone Age</i></p>	

	<i>Dinosaurs</i>		
<i>Year 2 2026 – 2027 Planning to be finally determined by class structure in September 2025</i>	<i>Events beyond living memory that are significant nationally or globally Once upon a time Castles</i>		<i>Changes within living memory. Significant historical events, people and places in their own locality and nationally. I do like to be beside the seaside Victorians</i>
<i>Year 3 2027 – 2028</i>			
<i>Year 4 2028 – 2029</i>			
<i>Year 5 2029 – 2030</i>			
<i>Year 6 2030 - 2031</i>			



Progression planned (subject to changes due to changes in class structures)

History, 2024 - 2025

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Red Skippers	Events beyond living memory that are significant nationally or globally Once upon a time Castles	Events beyond living memory that are significant nationally or globally The Savage Stone Age Stone Age	
Gatekeepers	The Roman Empire and its impact on Britain (KS2) Remarkable Romans Romans	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a study of one (KS2) Feel the force Ancient Maya	Significant individuals (KS1) A place called home Significant individuals
Peacocks	A local history study Healthy Body, Healthy Mind The Broads	Britain's settlement by Anglo-Saxons and Scots. Changing states Anglo-Saxons	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor History matters Vikings

History 2025 - 2026

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Red Skippers	<p>Events beyond living memory that are significant nationally or globally</p> <p>Stomp in the swamp!</p> <p>Dinosaurs</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>The Savage Stone Age</p> <p>Stone Age</p>	
Gatekeepers	<p>Events beyond living memory – dinosaurs</p> <p>Dinosaur detectives</p> <p>WW1 and Remembrance Day</p> <p>Significant historical events (KS1)</p> <p>Study of an aspect or theme of British history beyond 1066 (KS2)</p> <p>Dinosaurs/ WW1</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Once upon a time</p> <p>Stone Age to Iron Age</p>	<p>Changes within living memory, significant historical events, people and places in their locality (KS1).</p> <p>Local history study (KS2)</p> <p>Wonderland</p> <p>The Victorians</p>
Peacocks	<p>Ancient Greece</p> <p>Reflections</p> <p>Ancient Greece</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Roman Empire and its impact on Britain</p> <p>Shaping our world & Design for life</p> <p>Anglo-Saxons ad the end of the Roman Era</p>	

History 2026 - 2027

	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Red Skippers	Events beyond living memory that are significant nationally or globally Once upon a time <i>Castles</i>		Changes within living memory. Significant historical events, people and places in their own locality and nationally. I do like to be beside the seaside <i>Victorians</i>
Gatekeepers	The Roman Empire and its impact on Britain (KS2) Remarkable Romans <i>Romans</i>	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a study of one (KS2) Feel the force <i>Ancient Maya</i>	Significant individuals (KS1) A place called home <i>Significant individuals</i>
Peacocks	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor. Express yourself <i>Vikings</i>		Ancient Greece Technology <i>Ancient Greece</i>