

	Autumn	Spring	Summer
<b>EYFS</b>	<p>In Reception, learning is linked to topics that arise from the children's interests and planning is spontaneously adapted to these topic areas. Historical links are made through Continuous Provision/Topic. These include but are not limited to:            All about me (Home Role-Play; looking at pictures of them as babies; links to family members) Potential enquiry: How have I changed since I was a baby?            Key events throughout the year, e.g. Bonfire Night, Christmas etc. (chronology; passing of time) Potential enquiry: What are our favourite celebrations each year?            Seasons (passing of time, continuity and change) Potential enquiry: Why do we wear different clothes at different times of year?</p>		
<b>Year 1</b>	<p><b>Toys from the Past</b></p> <p>Children should find out about:            Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p><b>Castles / William the Conqueror</b></p> <p>Children should find out about:            The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>
<b>Year 2</b>	<p><b>Florence Nightingale / Mary Seacole compare to Modern Day</b></p> <p>Children should find out about:            The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p><b>Great Fire of London</b></p> <p>Children should find out about:            Events beyond living memory, which are significant nationally or globally.</p>	<p><b>Winchester Cathedral / William Walker – Spring 2</b></p> <p>Children should find out about:            Significant historical people and places in their locality.</p>
<b>Year 3</b>	<p><b>Stone Age to Iron Age (linked with Geography)</b></p> <p>Children should find out about:  <b>Changes in Britain from the Stone Age to the Iron Age, e.g.;</b>            Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae            Bronze Age religion, technology and travel, for example, Stonehenge            Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p><b>Capital City Comparison (Geography topic with linked History incorporated)</b></p>	<p><b>Romans – Summer 2</b></p> <p>Children should find out about:  <b>The Roman Empire and its impact on Britain, e.g.;</b>            Julius Caesar's attempted invasion in 55-54 BC            the Roman Empire by AD 42 and the power of its army            successful invasion by Claudius and conquest, including Hadrian's Wall            British resistance, for example, Boudicca            'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>
<b>Year 4</b>	<p><b>Anglo Saxons / King Alfred</b></p> <p>Children should find out about:  <b>Britain's settlement by Anglo Saxons and Scots, e.g.;</b>            Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire            Scots invasions from Ireland to north Britain (now Scotland)            Anglo-Saxon invasions, settlements and kingdoms: place names and village life            Anglo-Saxon art and culture            Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p><b>Europe (Geography topic with linked History incorporated)</b></p>	<p><b>Vikings – Summer 2</b></p> <p>Children should find out about:  <b>The Viking and Anglo Saxon struggle for the Kingdom of England to Edward the Confessor, e.g.;</b>            Viking raids and invasion            resistance by Alfred the Great and Athelstan, first king of England            further Viking invasions and Danegeld            Anglo-Saxon laws and justice            Edward the Confessor and his death in 1066</p>
<b>Year 5</b>		<p><b>Mayan Civilisation</b></p> <p>Children should find out about:            A non-European society that provides contrasts with British history – <b>Mayan civilization c. AD 900</b> (chosen from a list of historical periods).</p>	<p><b>Ancient Civilisations – Summer 2</b></p> <p>Children should find out about:            Ancient Greece – a study of Greek life and achievements and their influence on the western world.             The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (chosen from a list of options).</p>
<b>Year 6</b>	<p><b>Victorians</b></p> <p>Children should find out about:            A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.   <b>Local History link – Royal Hampshire County Hospital</b></p>		<p><b>Local History Study (2/3 week block)</b></p> <p>Children should find out about:            A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.             Outcome: Web page for the school website detailing a history of the school</p>