

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS A	Unit Title All about me Where do I come from? Key learning - Can name where they live and go to school - Children know where different places are in school that are relevant to them- classroom, toilets, hall, office and playground - Can locate things in the classroom using simple locational instructions - Can talk about some of the things they see on their way to school Key Vocab: School Classroom Next to Near Village Community Key People - Themselves and their family Outdoor Learning Exploring the school grounds and finding out where different things are such as play equipment	Unit Title Let's Celebrate	Unit Title Transport and travel Where do we use different types of transport? Key learning - Children can talk about where we use different vehicles - Use mats to allow wheeled vehicles to travel through towns and villages - Children know about and can identify different vehicles that travel through our village including trains - Children hear stories that include different types of vehicles and understand that some are used for local journeys and some to explore further afield - Some vehicles help people to do their jobs- farmers, police, fire crew Key Vocab: Travel Transport Vehicles Roads traffic Key People - Historical? - Contemporary? Outdoor Learning Using bikes to follow the tracks on the yard Village walk to spot different types of vehicles and who is using them Industry Link- farmers, deliveries into school, bin lorry	Unit Title On the farm Key Question What is it like on the farm? Key learning - Children know what a farm is and that some have animals, some grow crops, and some do both - Children can make a model of a farm and talk about what they have included and why - Listen to stories about farms in different parts of the world and can talk about similarities and differences - Know that farmers have different jobs at different times of the year such as harvest and lambing time Key Vocab: Farm Animals Crops Machines Environment Key People Outdoor Learning Visit from a lamb Walk to the farm or a visit to Whitehouse farm Industry Link Farmer	Unit Title Creepy Crawlies Key Question Where do insects live? Key learning - Children can identify different places around school where we might find insects- sensory garden, pond - Listen to stories where insects live in different environments and talk about these Key Vocab: Pond Habitat Garden Hedges Environment Key People Outdoor Learning School grounds and pond	Unit Title On the beach Key Question What is the seaside like? Key learning - Children can use pictures to talk about similarities and differences between different beaches - Use natural materials to recreate a beach through a model or picture - Know simple features of the beach- sand, sea, rockpools - Know some of the birds and animals that make their home at the seaside. - Listen to stories set at the seaside so they understand how people use the seaside and how it has changed. Key Vocab: Seaside Beach Sea Pebbles Sand Rockpools Key People Outdoor Learning Visit to the beach Industry Link Fishermen RNLI Visit

KS1 A	Unit Title Our Country What makes up the UK? Key learning - Locate the UK on a map of Europe, a map of the world and a globe. Use an aerial or satellite image to recognise the UK - Name the four countries that make up the UK and their capital cities. Label on a map and include the North and Irish seas and the English Channel. - Know the four compass points and describe ways to move between different areas of the UK. - Use photographs and pictures to identify features and landmarks of the different countries of the UK - Learn more about London and through pictures and stories and contrast with the area we live in. Key Vocab: United Kingdom Countries Capitals Human features Physical features North, South, East and West Landmarks	Unit Title Remembrance Key Question Why is remembrance so important? Key learning - People wear poppies as a sign of remembrance in November each year - We remember people and animals who died in war - Soldiers in world war one were in the trenches and learn about the life of Walter Tull - We have remembrance so people who died in wars are not forgotten - What happens on remembrance day Key Vocab: Remembrance War Service Courage Armistice Silence Service Key People - Walter Tull - Lady Haig - Poppy Sellers Outdoor Learning Visit to the church and graveyard for commonwealth war graves.	Unit Title Antarctica What is it like in Antarctica? Key learning - Antarctica is a continent and locate it on a map of the world and in comparison to the equator. Locate the North Pole and compare with where Antarctica is and use the term South Pole - The climate in Antarctica is different to where we live. It is colder, windier and has much more snow. - People do not live in Antarctica all the time but scientists live there to study and explorers travel there - Some creatures, such as penguins and whales can survive in the Antarctic area Key Vocab: Continent Antarctica Ocean Weather Poles Key People - Ernest Shackleton and Robert Falcon Scott - Anne Bancroft or Felicity Aston	Unit Title Great Fire of London Key Question What caused the fire and how did it change people's lives? Key learning - The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666. - The fire started in a bakery on Pudding Lane - Samuel Pepys kept a diary about the fire - Many of the buildings were made of wood and so burnt down quickly leaving thousands of people homeless. St. Paul's Cathedral burns down - After the fire, buildings were rebuilt in stone and were further away from each other. Sir Christopher Wren designs St. Paul's. Key Vocab: 17th Century Diary Rebuilt City Key People - Sir Christopher Wren - Samuel Pepys - King Charles 2nd Outdoor Learning	Unit Title Local study and coastlines What is it like in our local area? Key learning - Can talk about our local area and how the environment changes e.g. on a walk through the village can note human features, then physical features- fields, then woodland then the beach - Use simple compass directions to describe the location of the coast in relation to the area we live in and school. - Know the different parts of the beach- dunes, beach, cliffs, rock pools and draw a field sketch of these. - Know that the beach has different uses for different people e.g. fishermen at Boulmer and Craster, dunes used for grazing and the beach and paths used for leisure - Can observe how the beach changes in as we move along the path. Key Vocab: Human Physical Direction Coast Key People Outdoor Learning Walk to the beach through the village and the woods	Unit Title Explorers Key Question Key learning - People explore for all kinds of different reasons- trade, adventure, gaining new land and to be the first to do something. Know that people are still exploring today and that there are places that are still being discovered- deep under the sea or further into space. - Ibn Battuta was an explorer who lived many hundreds of years ago and explored from around 1325-1353/ - Christopher Columbus was an explorer from a time which overlapped the Tudor time which was a time of great exploration. He travelled in the Santa Maria and his voyage had an impact on the native people of South America. - Know that Matthew Henson and Felicity Aston are both polar explorers who faced great prejudice when trying to explore and compare how their explorations were the same and different - Know that during the 1950s and 1960s there was a space race and that led to Russia and America sending first animals and people into space and that Neil Armstrong was the first man on the moon.

	Seas Outdoor Learning Industry Link	Industry Link Visit from Military personnel to explain what they do in the remembrance service	Outdoor Learning What and where Industry Link Find out about researchers who live in Antarctica	Visit to Delaval Hall where they compare the fire there to the Great Fire of London. Industry Link Fire service	Industry Link	- People are still exploring today. Compare Ellen McArthur and her journey across the oceans with the journey they learnt about that Columbus made. How are the journeys the same and different and which do they think was harder. Key Vocab: Explore Discover Conquer Polar Space Significant Key People - Ibn Battuta - Christopher Columbus - Matthew Henson - Felicity Aston - Ellen McArthur - Neil Armstrong Outdoor Learning Recreation of journeys and mapping out routes. Co Joes links. Industry Link
LKS2 A	Unit Title Tudors Key Question Key learning The Tudors were a period in history- know where they are on a time line and they came to power after defeating Richard III at Bosworth	Extreme Earth What makes the Earth Angry? Key learning Identify how the earth is made up underneath our feet and that there are plates that make up the surface.		Maps Skills How can we find out where we are? Key learning - Know the eight points of the compass - Know map symbols and how to use a key	Unit Title Anglo Saxons and Scots Who were the invaders? Key learning The Angles came from Denmark in around AD 450 and the Saxons from Germany at the same time. They invaded after the Romans had left.	Unit Title Local Area and Settlements Why is our local area so important? Key learning Know what a settlement is and what the key physical features are that make somewhere a suitable place for a settlement.

	- To know that Tudor monarchs had roles and responsibilities and they held a position of power and influence. - Henry married 6 times and the main reason for this was to have a son and heir - Who the wives of Henry were and the reasons why each of the marriages was made and failed. - Henry dissolved the monasteries to gain money to fight wars and gain control over the church and their lands - To use artefacts, sources and accumulated knowledge to consider their own opinions about Henry. Key Vocab: Heir Monarch Reign Dissolution Religion Power Political Key People Henry VIII Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr Outdoor Learning What and where Industry Link?	- To know how a volcano is formed and what makes them explode - Identify where most of the world's volcanoes can be found and see if any patterns can be identified - Understand why some people chose to make a home near a volcano- what are the risks and benefits - What causes earth quakes and what happens when one occurs. How is the strength measured? - Know what causes a tornado and the effect they have. Key Vocab: Volcano Tectonic plates Earth quake Ring of Fire Seismic Cyclone Tornado Key People Outdoor Learning Industry Link What does a vulcanologist do?		- Four figure grid references can be used on maps, including ordnance survey maps to locate places - Identify how maps and atlases both paper and digital can help us to locate places in the UK and around the world - Develop sketch maps during field work to observe and record human and physical features in the local area. Key Vocab: Compass Directions Symbols Key Ordnance survey Key People - Historical? - Contemporary? Outdoor Learning Sketching in the school grounds and around the village Orienteering around school Industry Link Mountain rescue	- The Picts were tribes from Scotland who were feared by other tribes - Name the 7 Anglo Saxon Kingdoms and investigate how they influenced some of the place names in Britain. - Use the story of Beowulf to know how Anglo Saxon society was organised. - Know what life was like in an Anglo Saxon village and the jobs people did- use pictures and artefacts to find out about everyday life. - The Anglo Saxons were pagans who were converted to Christianity and Lindisfarne was an important place for this Key Vocab: Migrate Invade Settle Pagan Artefacts Christianity Sutton Hoo Key People • Outdoor Learning Anglo Saxon village Industry Link?	- Can talk about the location of Longhoughton being coastal, rural and what landscape features it is close to- Alnwick, the moors, Cheviots and the wider context of Northumberland and North East England. - Longhoughton has a range of facilities that make it a good place to live but there are challenges to the location such as lack of public transport. - Identify how the RAF base had impacted the village through land use and the people who live in the village - Use old maps and photographs to see how the village has changed over time looking at new buildings, change of use of buildings and the impact of tourism on the village. Key Vocab: Settlement Human feature Physical feature Rural Coastal Development Land use Key People Outdoor Learning Walks around the village Looking at the holiday cottages on the farm road and the development of the coastal path Visit to the base? Industry Link
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UKS2 A	Unit Title Benin Key Question Key learning - Benin is not a country but an area within modern day Nigeria where an advanced and complex civilization existed from 900ad until 1897 - By using artefacts we can find out what society was like - European settlers influenced change once they started trading - Life changed for people in Benin once the Victorians became involved in Benin - reasons why the Benin Bronzes should or should not be returned. Key Vocab: Dynasty Colonial Guilds Empire Trade Repatriation Oba Key People - Historical?		Unit Title Ancient Greece What did the Ancient Greeks do for us? Key learning - Ancient Greek civilization lasted from 1200BC until 600 AD and can be broken down to different periods. - Greece was made up of different city states who often fought but could also form alliances when needed. - Alexander the Great was a key leader who extended the Greek Empire across Europe, the middle east and Asia. the Greeks had influence on other societies as the empire spread such as through trade and architecture - The Ancient Greeks introduced a democratic system and this has impacted modern society. - Philosophes such as Aristotle influenced those who came later. Key Vocab: Democracy Legacy Civilization City state Empire Slave Siege		Unit Title Anglo Saxons and Vikings Key Question Were the Vikings raiders or traders? Key learning - Significant Anglo Saxon kings were Alfred, Edward the confessor and Ethlred. - Canute was an important Viking leader - Vikings came from Scandinavia and raided areas such as Lindisfarne for the treasures but also to settle in new lands from 793 - Danegeld and how it helped the Vikings take control - Vikings settled in places like York and their culture and way of life began to spread - Viking age came to an end after William the Conqueror invaded in 1066 Key Vocab: Viking Invader / raider Danegeld Monastery Pagan Pillage realm Key People	

	Contemporary? Outdoor Learning What and where Industry Link?		philosopher Key People - Alexander the Great - Aristotle Outdoor Learning Industry Link		- Alfred the Great - Edward the confessor - Ethelred Outdoor Learning Visit to Jorvik Industry Link Archaeologist workshop	

Disciplinary Knowledge

By the end of...	I can...
Nursery	
Reception	Know some similarities between the past and now. Understand the past through story telling and characters and events encountered in stories in class. Talk about the lives of other people and the roles they have
Year 1	
Year 2	Have an awareness of the past and use language relating to the passage of time. Understand where the people studies fit into a timeline and talk about how events are similar and different. Ask and answer questions and know how to use stories and sources of evidence to show understanding of key events. Understand how the past is represented and know ways we can find out about the past.
Year 3	
Year 4	Show chronological awareness about aspects of British, local and world history. Begin to make connections and recognise contrasts that develop over time. Use appropriate historical terms relevant to the periods being studied Use historical information to make informed decisions and give opinions.

	Know that a variety of different sources of information can be used.
Year 5	
Year 6	Develop a secure understanding of the chronology of British, local and world history and make links between periods studied. Notice and comment on connections, contrasts and trends over time. Confidently use historical vocabulary appropriately. Ask and devise challenging questions Understand the significance of key events and the impact they had on society. Understand that knowledge is gained from a range of sources.