



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Why do we play...? Changes within living memory: childhood and technology – toys and stories Perspectives: Cultural and Social Significant individuals: Ole Kirk Christiansen and LEGO Sources: Older relatives and children, adults, toys, colour photographs, stories set in the past, Magic Granddad programme Org and Comm: Timelines, open and closed questions, interviewing a visitor, recording an interview – sound, video, photographs, notes and drawings Assembly with toys and stories shown What toys do all children play with?</p>	<p>Hello I'm new here.</p>	<p>What can learn about our world from stories?</p>	<p>Starry Night</p>	<p>Why is water so precious? Supplying water to the home. Clean water Significant individuals – John Snow and others</p>	<p>Where could we go for a great day out? Why did an old woman of 84 years walk 300 miles from Newlyn in Cornwall to London? Story of The Great Exhibition 1851 London and the Crystal Palace, Prince Albert & Queen Victoria How could people from here go to The Great Exhibition? Could children like us have had a school trip to The Great Exhibition? Thomas Cook, Richard Branson</p>
Y2-6	<p>Geography and History in the news – Ongoing Learning Unit - Chronological understanding, using timelines relevant to news story chosen</p>					

History



WOODVALE PRIMARY ACADEMY

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Year 2	<p>Can Party Food be Healthy?</p>	<p>Pride in Place What happened in London in the summer of 1666? What happened after 1666? Why should we know about the Fire of London? Was any one person to blame for the burning of the City of London? Significant individual: Samuel Pepys, Christopher Wren Famous local people, events</p>	<p>What is the best way for Mrs Armitage travel? Henry Ford Changing designs of cars</p>	<p>Where do bong trees grow?</p>	<p>What makes us like other animals? Significant individuals Jane Goodall and Charles Darwin</p>	<p>How did families have fun in the past? Changes within living memory visits to the seaside George & Robert Stephenson and The Rocket; local railway builders</p>
Year 3	<p>How does electricity work? Homes before electricity Inventors</p>	<p>Who were the greatest builders...? Discovery of Lindow Man, the bog body How long have people lived in Britain? Where were the first towns and cities in the world? Overview of first civilisations and changes in Britain from Stone Age to Iron Age Depth study of achievements of Ancient Egypt Timelines</p>	<p>Let's go on an adventure. Would we like to visit Guatemala? Recall learning about early civilisation and buildings Story of discovery of Tikal city site What was happening here when the Maya left their cities? What made the Mayan people leave their cities?</p>	<p>The Games Children Play Living Memory</p>	<p>Are Bugs important?</p>	<p>How can we make living here better for everyone? Stories of new towns and model villages Local old maps</p>
Year 4	<p>How do I see? How do I hear?</p>	<p>Why do we speak English at school? Overview: Development of the English language from Iron Age to Norman conquest</p>	<p>Should we stop eating chocolate? Story of Maya & Aztec chocolate and Europe Research – Columbus, Hernando Cortez and the missing Maya</p>	<p>From a Railway Carriage</p>	<p>What happens inside us? Captain Cook and Scurvy Live and work of significant scientists Potatoes</p>	<p>European Regional Study Famous people, inventions and discoveries in the country - link with Angles, Vikings, Saxons, Romans</p>

History



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		<p>Overview of the invasions by the Roman Empire, the Anglo-Saxons, Scots and the Vikings</p> <p>Letter and contract from archaeology consultancy</p> <p>Interpretation of artefacts</p> <p>Depth period study: What do we need to find out?</p> <p>Exhibition & presentations, report, reconstructions of artefacts, two-minute digital recordings of explanations</p>	Interpretations of the past		Honey	
Year 5	<p>What's it made of?</p> <p>Research the invention of plastic</p>	<p>Why would someone build a castle...?</p> <p>What has World War One got to do with castles?</p> <p>How did life change here for people like us during World War One?</p> <p>How did life change here for people like us during the Norman Conquest?</p> <p>Castle visit and follow up</p> <p>Why are the Norman Conquest and World War One called 'turning points' in our past?</p> <p>Why do people want to remember wars and castles?</p> <p>What was life like in other countries during World War One?</p>	Fairgrounds	The Highwayman	<p>Do we make the most of what is right on our doorstep?</p>	<p>Who are we? Why do I live here? UK and Duluth USA</p> <p>Personal histories of why we live here</p>
Year 6	<p>What's out there?</p>	<p>Has there ever been a better time...?</p> <p>Has there ever been a better time to live here?</p> <p>What makes a good life?</p> <p>What do other people think about whether there has ever been a better time to live here?</p> <p>What is good about living here now?</p>	<p>Why do some creatures no longer exist?</p>	The Lady of Shalott	<p>The Great UK Geographical Challenge</p>	<p>How successful are we as entrepreneurs?</p> <p>Sainsbury's virtual museum</p> <p>History of shops and shopping</p>

History



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		What do I want in my future? Can one person make a difference in the world?				
EYFS-Y6	The Ancient Greeks – Whole School Learning Unit (suggested use Olympics year i.e. every four years) What do we already know about sporting events and Ancient Greece? Framing questions for research Timelines Reading images – What can we learn from historical evidence? Research allotted area of Ancient Greece What is the legacy of the Ancient Greeks? Study of a Greek myth Presenting research findings					
	The Global Dimension – Whole School Learning Unit (can be used at your discretion. You may choose to revisit every 3-4 years) The focus subjects of this Learning Unit are History, Geography, Citizenship This is intended to provide a launch pad for adding a global dimension to your existing curriculum. Further opportunities to explore and provide experiences in this subject area					

Subject Leaders plan for and layer on school's own:

- Entitlement and simple progression
- Sig individuals artists/architects/scientist/historical – **in bold**
 - Also see **The Subjectness of Subjects** in the **Teacher and Subject Leader Handbook**