

Subject intent: To inspire pupil's curiosity to know more about Britain's past and that of the wider world. To develop and use their skills in enquiry analysis, evaluation and argument. To develop a sense of identity and understand the diversity of societies and relationships between different groups. To acquire a coherent, chronological narrative, from the earliest times to the present day and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Subject: History

Lead: Jeanette Court

	Autumn	Spring	Summer
Y1	<p><u>Naughty Bus</u> <u>Lead question</u> Where do and did the bus go? <u>History coverage</u> Changes within living memory</p>		<p><u>Dogger</u> <u>Lead question</u> Why are iPad more fun than my grandparents' old toys? <u>History coverage</u> Changes within living memory</p>
	Refer to Focus History driver planning & Focus: Weaving Knowledge Skills and Understanding document for skills progression.		
	Autumn	Spring	Summer
Y2	<p><u>I am Rosa Parks</u> <u>Lead question</u> How have people like Rosa Parks helped to make the world a better place? <u>History coverage</u> Famous people in history –lives of significant individuals in the past, national and international</p>		<p><u>Major Glad, Major Dizzy</u> <u>Lead question</u> What do we know about the Victorians and the way they lived? <u>History coverage</u> Events beyond living memory that are significant nationally or globally. Must include a significant event.</p>
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	Autumn	Spring	Summer
Y3	<p><u>Boy with the Bronze Axe & Stone Age Boy</u> <u>Lead question</u> Who first lived in Britain? <u>History coverage</u> Changes in Britain from the Stone Age to the Iron Age</p>		<p><u>Greek Myths</u> <u>Lead question</u> Why were the Ancient Greeks ruled by their Gods? <u>History coverage</u> Ancient Greece – A study of Greek life and achievements and their influence on the western world.</p>
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Y4	<p><u>Roman Diary</u> <u>Lead question</u> Who were the Romans and what did we learn from them? <u>History coverage</u> The Roman Empire and its impact on Britain</p>	<p><u>Egyptian Cinderella</u> <u>Lead question</u> How can we recreate the wonder of Ancient Egypt? <u>History coverage</u> The achievements of the earliest civilizations - Ancient Egypt</p>	
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Y5		<p><u>Journey to Jo'Burg</u> <u>Lead question</u> Why should Britain be ashamed of slavery? <u>History coverage</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Slavery) <u>Local study</u> Liverpool & the history of the docks with a specific focus on slavery. Merseyside Maritime Museum – Gateway to the World Workshop & Old Dock Experience. <u>History coverage</u> A local history study A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p><u>Beowulf</u> <u>Lead question</u> Who were the Anglo-Saxons and what were their links to Christianity? <u>History coverage</u> Britain's settlement by Anglo-Saxons and Scots</p>
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Y6	<p><u>Viking Boy</u> <u>Lead question</u> Were the Vikings always victorious and vicious? <u>History coverage</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><u>Tales of the Arabian Nights</u> <u>Lead question</u> Why was the Islamic civilisation known as the golden age? <u>History coverage</u> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</p>	
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