

What has been done prior?	Year Group and History Focus	Links to English	Links to Science	Links to Art	Links to Computing	Links to other subjects? Celebrations within school.	Why is it taught at this time?
Paintings, poetry and Display by Reception class on remembrance	<p>Year One Autumn Term 2</p> <p>Who are we remembering?</p> <p>Remembrance Day—What and how does Atherton remember? Using artefacts and sources. Looking at local war heroes, statues etc in the locality.</p>					Remembrance Day, minutes silence within school, liturgy and Collective worship	Time of year NC Coverage KS1 local
Understanding of the world construction areas and continuous provision activities in Reception	<p>Year One Spring Term 1</p> <p>How do we connect to other places?</p> <p>Development of Transport The work of Brunel. Using artefacts, timelines and sources to identify changes and continuity and to describe the impact.</p>						NC Coverage KS1 key people made a national change.
Reception looking at special people— Mums and Dads and community (firemen)	<p>Year One Spring Term 2</p> <p>Neil Armstrong and Captain Cook were they brave people?</p> <p>Using artefacts, timelines and sources to describe the achievements of these men and the impact that their achievements had on others.</p>						NC Coverage KS1 People who made a global change

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Understanding of people who are significant from Y1 studies .	<p>Year Two Autumn Term 1</p> <p>Why were these women significant ?</p> <p>Florence Nightingale Neillie Spinder</p>						<p>Two women involved in war— Remembrance</p> <p>Women—as significant—y1 mainly men studied.</p>
Use knowledge from previous significant people studies from Reception and Year One	<p>Year Two Spring Term 1</p> <p>What is our heritage and should we be proud of it?</p>						<p>NC—Local history and identifying local people who make a difference</p>
Year 1 and Reception marked events— Friends Picnic for royal family.	<p>Year Two Summer Term 1</p> <p>What was life like when the Queen came to the throne in 1952?</p>					<p>Royal family celebrations often in summer term</p>	<p>NC Coverage</p> <p>Changes within living memory</p>
	<p>Year Two Summer Term 2</p> <p>What has changed since 1930? Is it for the better?</p>						<p>NC Coverage</p> <p>Changes within living memory</p>

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<p>Understanding of archaeology—local study in KS1</p>	<p>Year Three Autumn Term 1</p> <p>Did life in Britain improve from Stone-Iron Age?</p> <p>Various enquiries including; How did people feed themselves in the Stone Age? What are the key characteristics of the Bronze Age? What was living during the Iron Age like? How was the Iron Age different from the Stone Age?</p> <p>Using Artefacts, British Museum virtual study, creating timelines etc comparing all three time periods. Study of sites such as Skara Brae and Stonehenge.</p>	<p>Year Three complete in English the Stone Age Boy Book Study.</p>	<p>Materials (purpose, use and effectiveness)</p>		<p>BBC Bitesize History clips—Stone Age—Iron Age Journey (retrieval of facts)</p>	<p>Visit from Wigan Active Life—Den making and structures using natural materials.</p> <p>Geography—Land Use—how did they use natural materials? What was available?</p> <p>PE Stone Age Dance</p>	<p>Chronological understanding (British History) so that comparisons can later be made when studying other stone age civilisations.</p>
<p>RE Multi-faith studies in Y1,2</p>	<p>Year Three Spring Term</p> <p>What were the achievements of the Ancient Civilisations?</p> <p>Various enquiries including; Who were the Ancient Egyptians? How can we find out about them? Why did they settle along the Nile? What did they believe in? Why were the pyramids built? Tutankhamun and Nefertiti, who were they and what do we know about their lives? How was life similar/ different as it from Britain at this time?</p> <p>Using artefacts, timelines, sources and a trip to the Museum. Children will also explore similarities and differences between all of the Ancient Civilisations (Ancient Sumer, The Indus Valley, The Shang Dynasty of China)</p>	<p>Year Three complete The Egyptian Cinderella novel study.</p>		<p>Art—Canopic Jars , Jewellery and a song in Music (about the Egyptians)</p>	<p>Research of the achievements of Ancient Civilisations— website retrieval</p>	<p>Geography—land Use—why did they all settle by a river?</p>	<p>Chronological Study comparison between British and World History.</p> <p>Taught— heritage of some pupils and to ensure that all children see the achievements and similarities of other faiths/ countries around the world.</p>

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<p>Visits? Identify architecture— Bolton Albert Hall, Museums in Manchester and Liverpool.</p>	<p>Year Four Autumn Term 1 <u>What did the Ancient Greeks do for us?</u> Various enquiries including; Why is studying the ancient Greeks important? What were their main achievements? What legacy has been left behind? How did this impact Britain? (language, arts, architecture)</p>	<p>Greek Myths and Legends (Spring Term)</p>		<p>Negative Space in Art. Creating clay pots. Black and red figure painting.</p>	<p>Retrieval of facts/ research using websites</p>	<p>Geography— where in the world was the Greek Empire? What does this tell us about trade?</p>	<p>World History NC Coverage Comparing the achievements of other Stone Age civilisations (chronology)</p>
<p>Stone Age Britain in Y3— why was Julius drawn to Britain?</p>	<p>Year Four Spring Term <u>How Roman was Roman Britain?</u> Various enquiries including; Which countries were part of the Roman Empire? Was the Roman Army a strong one? In what way? When and why did the Romans come to Britain? How and where did they settle? What did the Romans do for us? What legacy have they left behind? How should Boudica be remembered? Boudica national heroine or murderous villain debate. What impact did this have on Britain? Local legacy, did the Roman's visit Wigan? Using artefacts, trip to a Museum, timelines and sources</p>				<p>History Association clips/ articles</p>	<p>Geography— where in the world was the Roman Empire? What does this tell us about them? Britain land— cities—where did the Romans visit? How do we know? Where did they invade?</p>	<p>British History NC Coverage Comparing the achievements of other Stone Age civilisations (chronology) Spring term— opportunity for trip?</p>

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<p>Previous study on Stone Age topics to make connections and comparisons—British, Egypt, Greece etc</p>	<p>Year Five Autumn Term 1 The Maya, the most important Stone Age society? Various enquiries including; Who were the Maya? Where were they from? What was life like in a Rainforest? How did they live? What did they believe in? Similarities between Egypt (pyramids), Greece (God's) and Britain (football, villages) What can we learn from them? Differences and similarities. What food came from the Maya? How has this influenced what we eat today? Modern day Maya. What civilisation contributed the most? Using artefacts, sampling food, timelines and</p>		<p>Habitats</p>	<p>Maya glyphs printing and designing.</p>	<p>Research from Historian Alf Wilkinson</p>	<p>Geography—land use and settlement</p>	<p>World History NC Coverage Comparing the achievements of other Stone Age civilisations (chronology)</p>
	<p>Year Five Spring Term Was Anglo Saxon England a 'golden age'? Various enquiries including; Who were the Scots and the Saxons? Where did they settle? What was it like to live in Anglo-Saxon England? How did Britain become Christian? Where were the women in Anglo Saxon Britain? Local legacy. Using artefacts, timelines, art work and sources. Vikings and Anglo Saxons Various enquiries including; Who were the Vikings? Was Alfred great? Was Athelstan greater? Who was Edward the Confessor? Why did his death cause a crisis? What were the claimants for</p>				<p>Research of evidence of hidden treasure—HA resource Bede transcripts</p>	<p>Geography—Settlements</p>	<p>British History NC Coverage</p>

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Key Stage 1—y2 study on heritage and local people.	<p>Year Six Autumn Term 1</p> <p><u>How healthy were the people in Atherton?</u></p> <p>Health over time (review of time periods studied. Describing which decade was the most healthy for people in Atherton looking at events nationally and locally)</p> <p>Local History Study, Mining Enquiry</p> <p>Census data, Sources and oral history of significant events and people in the area.</p> <p>Land through time/ land use in the future</p>	Essay writing—report about the health of the people		LS Lowry and Clarice Pomfrey perspective and artists comparison	Research—local achievements, buildings and events throughout the time period.	Remembrance assembly and prayer spaces.	British History NC Coverage For local enquiry—KS1 and KS2
How land has changed through time in the locality (Y6 previous study) (KS1 topics— Remembrance and key figures during various wars)	<p>Year Six Spring Term</p> <p><u>The Blitz: All we need to know about World War Two?</u></p> <p>Various enquiries—Dunkirk. Battle of Britain, local history (evacuees), contributions of India (Raj), new opportunities women in world war two.</p>	Autobiographies and Biographies of - Diary of Anne Frank, Roald Dahl Boy/ Going Solo Autumn Term Adolphus Tips as class reader.			Research of the Raj at war linking with work from the key historian. Evacuees case study from the HA resource.	RE— Judaism faith study, themed celebration/ remembrance days	British and World History NC Coverage— aspect beyond 1066 Celebration of British Values— role of women and the Empire.