

	FS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Topics of Study</p> <p>“Big Question”</p> <p>Global Advocacy links</p>	<p><b>Goal:</b> understanding the world about me:</p> <p>What can I do now that I couldn't do when I was a baby?</p> <p>Based on children's interests: adaptable, individualised content</p>	<p><b>Year A:</b></p> <p>"How has our village changed in approximately 100 years?"</p> <ul style="list-style-type: none"> <li>• Our village over time</li> <li>• Gravel pits</li> </ul> <p>Who has shaped our world?</p> <ul style="list-style-type: none"> <li>• Significant individuals</li> <li>• Women's/Human rights</li> <li>• Fair/unfair</li> <li>• People's responses</li> </ul> <p>How has the seaside changed?</p> <ul style="list-style-type: none"> <li>• At the seaside (Victorians)</li> </ul> <p><b>Year B:</b></p> <p>Why do we celebrate bonfire night?</p> <ul style="list-style-type: none"> <li>• The gunpowder plot</li> </ul> <p>Who has shaped our world?</p> <ul style="list-style-type: none"> <li>• Significant individuals</li> <li>• Women's/Human rights</li> <li>• Fair/unfair</li> <li>• People's responses</li> </ul> <p>Why did Samuel Pepys bury his cheese?</p> <ul style="list-style-type: none"> <li>• The Great Fire of London</li> </ul>	<p><b>Year A:</b></p> <p>How did the Romans change life in Britain?</p> <ul style="list-style-type: none"> <li>• Romans</li> <li>• Poverties and inequalities</li> <li>• % of production proceeds donated to charity</li> </ul> <p>How can we prove Ashton Keynes has changed over time?</p> <ul style="list-style-type: none"> <li>• Local History</li> <li>• Links between local and wider communities</li> <li>• People's responses</li> <li>• Local vs wider world</li> <li>• Human impact"</li> </ul> <p><b>Year B:</b></p> <p>How did humans survive in the Stone Age?</p> <ul style="list-style-type: none"> <li>• Links between local and wider communities</li> <li>• Poverties and inequalities</li> <li>• % of production proceeds donated to charity</li> </ul> <p>How did religious beliefs shape ancient Egyptians' lives?</p> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> </ul>	<p><b>Year A:</b></p> <p>Why is Spanish spoken in South America?</p> <ul style="list-style-type: none"> <li>• Tudors - conquistadores colonisations</li> <li>• Refugees</li> </ul> <p>Why is there an elephant in the Antarctic?</p> <ul style="list-style-type: none"> <li>• Antarctic explorers (E.S)</li> <li>• Person Study</li> </ul> <p>What was the impact of the ancient Greeks on modern civilisation?</p> <ul style="list-style-type: none"> <li>• Ancient Greeks</li> <li>• Links between local and wider communities</li> </ul> <p>Why am I leaving my home?</p> <ul style="list-style-type: none"> <li>• Historical sources (skills) WW2</li> <li>• Evacuees</li> <li>• Impact on wider world</li> </ul> <p><b>Year B:</b></p> <p>How did industrialisation and technology shape Britain?</p> <ul style="list-style-type: none"> <li>• Consequences</li> </ul> <p>Sutton who?</p> <ul style="list-style-type: none"> <li>• Saxons &amp; Vikings</li> <li>• Fairness and treatment</li> </ul> <p>How did the 20th Century shape the 21st?</p> <ul style="list-style-type: none"> <li>• 20th Century timeline of cold war</li> <li>• space race</li> <li>• modern Britain</li> <li>• modern issues</li> </ul>

## History Progression of Skills

<p>Skills Progression</p>	<ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one to another.</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes'</li> </ul>	<ul style="list-style-type: none"> <li>• Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Where people and events fit within a chronological timeline.</li> <li>• Use a wide vocabulary of historical terms.</li> <li>• Ask and answer questions using historical sources to show understanding of key events.</li> <li>• Use a range of sources to find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chronological secure knowledge and understanding of British, local and world history.</li> <li>• Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Develop an understanding of how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chronological secure knowledge and understanding of British, local and world history.</li> <li>• Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Develop an understanding of how our knowledge of the past is constructed from a range of sources.</li> </ul>
---------------------------	---	---	---	---