



CONTENT COVERAGE	EYFS (One Year Cycle)	KS1	LKS2	UKS2
<p><u>A1</u> <u>GEOGRAPHY</u></p>	<p><u>All About Me</u></p> <ul style="list-style-type: none"> • Children to recall and discuss significant events in their own lives and the lives of people they know. • Children to understand the timeline of their lives so far- e.g was born, went to nursery, baby sister was born, moved house, started school etc • Children to know about their relationships with different family members and discuss their ages • Talk about similarities and differences in their lives and of others 			
<p><u>A2</u> <u>HISTORY</u></p>	<p><u>Toys and Games</u></p> <ul style="list-style-type: none"> • Children to compare modern toys to toys from the past and discuss similarities and differences • Children to learn about how toys are made differently now from times gone by • Children to identify the differences between their own toys and the toys played with by 	<p><u>The Great Fire of London/Homes through time</u></p> <ul style="list-style-type: none"> • Identify when and where the GFoL took place • Identify the King at the time (Charles II) • Understand how and why the fire began • Discuss factors that led to the quick spread of the fire 	<p><u>Ancient Civilisations</u></p> <ul style="list-style-type: none"> • Identify key early civilisations- Sumer, Indus Valley, Shang Dynasty and Ancient Egypt • understand that these civilisations were simultaneous but in different places • Suggest some major achievements of these different societies 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • Locate Ancient Greece in place and time • Know about the lives of influential Greeks- Hippocrates, Socrates, Galileo, Archimedes and Alexander the Great • Understand Ancient Greek mythology and be able to share examples of these



	<p>their parents and grandparents</p>	<ul style="list-style-type: none"> • Discuss the diary of Samuel Pepys and what we can learn from it • About the work of Sir Christopher Wren in rebuilding St Paul's Cathedral <p>Identify significant landmarks that were destroyed and rebuilt</p> <p>Understand how London changed after the fire and precautions put in place against another (cause and effect)</p> <p>Identify different types of home</p> <p>Use key vocabulary such as detached, terrace, semi-detached, flat, house, bungalow</p> <p>Compare modern homes to a range of homes from the past</p> <p>Look at homes from around the world and different time periods and identify similarities and differences</p>	<ul style="list-style-type: none"> • Locate Ancient Egypt in place and time • Know how and why pyramids were built • Egyptian kings were called Pharaohs and learn about the lives of Tutankhamun, Ramesses II and Cleopatra • Name several Egyptian Gods and know duties and representations • Identify significant archaeological discoveries e.g Tutankhamun's tomb 1922 • Understand the importance of the River Nile to Ancient Egyptian life • Compare the Egyptian creation story to ours • Understand the purpose of hieroglyphics and use them • Know the purpose of a cartouche and a shabti • Recall the events of the Battle of the Hittites between Ramesses II and King Muttwatali • Analyse source information pertaining to the Battle of 	<p>myths, retelling select ones in detail</p> <ul style="list-style-type: none"> • Know about Ancient Greek religious beliefs and recall the names and roles of Gods, along with key stories associated with the main ones (Zeus, Hera, Aphrodite, Athena, Hades...) • Learn about Ancient Greek architecture and styles • Know about Greek theatre and the development of comedies and tragedies • Explore Greek life and beliefs about healing including Asclepius and his daughters • Use source information to draw conclusions, such as photographs of ruins and archaeological finds • Answer enquiry questions using their own research and source analysis and evaluation
--	---------------------------------------	---	--	---



			<p>Kadesh and suggest why were unsure of who actually won</p> <ul style="list-style-type: none"> Investigate why Pharaohs would build temples and monuments to display their great deeds and victories 	
<p><u>A3</u> <u>GEOGRAPHY</u></p>	<p><u>Out and About</u></p> <ul style="list-style-type: none"> Children to know that different environments look and sound different, for example the town and the seaside Children to understand that their environment can change, new buildings are built and homes changed Compare transport over time and suggest how cars from the past are different to their own cars (or other modes of transport) 			
<p><u>B1</u> <u>HISTORY</u></p>	<p><u>All About Me</u> Same as Year A</p>	<p><u>Titanic/Our High Street</u></p> <ul style="list-style-type: none"> Why was the Titanic so famous and such a special ship at the time? Who went on the maiden voyage? Was everyone on board wealthy? 	<p><u>Stone Age to the Romans</u></p> <ul style="list-style-type: none"> Sequence periods of the Stone Age using accurate historical language Make links between this and periods of History previous studied (Egypt) 	<p><u>Invaders! Saxons, Scots and Vikings</u></p> <ul style="list-style-type: none"> Learn about life at the very end of the Roman era. Know of the letter telling Britons to manage their own defences



		<ul style="list-style-type: none"> • Explore the three different classes of ticket • Compare life on the Titanic for passengers in 1st and 3rd class • Compare the Titanic to modern cruise liners • Create a timeline of the life of the Titanic • Investigate the fate of the Titanic and the significance of its sinking • Plot the journey of the Titanic and the intended destination • Compare different source material about the ship and explain what can be learned about it • Know that the wreck was discovered by Robert Ballard and his team and investigate use of the Argo (underwater camera) • Look at photographs of the wreck and artefacts discovered and begin to infer what they can teach us 	<ul style="list-style-type: none"> • Explore continuity and change during Stone Age to Iron age in terms of tools, housing, farming, inventions and discoveries • Create a class chronological timeline that will be added to weekly • Photographic evidence of archaeological discoveries will be explored and evaluated in terms of what they teach us • Housing and diet will be explored in terms of progression and impact on the lives of people • Enquiry based on Skara Brae and why the discovery was significant • Investigation of the Lascaux caves and their significance • Explore life in Pre-Roman Britain • Who were the Celts? • Enquiry- Why would people want to invade Celtic Britain? • Timeline of Roman invasion • Compare and contrast Boudicca and Cartimangua and their 	<ul style="list-style-type: none"> • How do they think it felt to have been abandoned by Rome? • Know that this time period was called the dark ages • Identify the threat from the Scots fighting the Picts • Understanding that before the Saxons invaded, Britons were ruling themselves • Use sources to understand life in Anglo-Saxon Britain. • Discuss what can be gained from pictorial and written sources ad begin to discuss accuracy and bias • Understand that religion was extremely important to every day life and that Christianity was rising • Know about the lives of key Saxon individuals- Venerable Bede and Offa of Mercia • Conduct enquiry about most significant Saxon Enquiry: why was Saxon Britain desirable for the Vikings? Compare timelines for Saxons and Vikings and understand how these
--	--	---	---	---



			<p>reactions to the Roman invasion</p> <ul style="list-style-type: none"> • Explore Roman achievements and discuss impact on lives- aqueducts, baths, roads and engineering • Interpretation of sources relating to Roman Legacy in Britain 	<p>are linked, can overlap and cross over.</p> <ul style="list-style-type: none"> • Use sources to understand Saxon opinions of the Vikings. "Is it fair to call the Vikings vicious killers and thieves?" • Know about Norse Mythology ad Viking religious beliefs • Analyse the changing shape of Britain based on victories in Battle • In-depth study into the reign of Alfred the Great and the succession then to Edward the Confessor in 1042.
<p><u>B2</u> <u>GEOGRAPHY</u></p>	<p><u>Toys and Games</u> Same as Year A</p>			
<p><u>B3</u> <u>HISTORY</u></p>	<p><u>Out and About</u> Same as Year A</p>	<p><u>Portraits (Significant Individuals)</u></p> <ul style="list-style-type: none"> • What makes somebody a significant individual? Learn about the vocabulary in terms of meaning famous or making a difference to people's lives. • Know about the lives of Florence Nightingale and Mary Seacole and their contributions to both the Crimean War 	<p><u>The Victorians</u></p> <ul style="list-style-type: none"> • The Victorian period is classed as the reign of Queen Victoria • Recall key events in the life and reign of Queen Victoria and plot these chronologically; analyse sources and draw conclusions about her based on these • Understand the importance of the 	<p><u>Early Islamic Civilisation/Local History Study</u></p> <ul style="list-style-type: none"> • Construct a scaled timeline focusing on key events in the Early Islamic civilization, identifying links between events and cause and effect • Know about the city of Baghdad and its achievements circa 900 AD including: education, size, trading



		<p>effort and nursing beyond this.</p> <ul style="list-style-type: none"> • Know that Florence was 'the lady with the lamp,' and that she was responsible for ensuring nurses had training and hospitals had high standards or care and hygiene • Cause and effect: what did these ladies do that made a difference to others? • Learn about the achievements of Neil Armstrong and his contributions to science. Understand the importance of the Moon landing in 1969 <ul style="list-style-type: none"> • Compare his contributions to science to those of Marie Curie • They will know she was the first woman to win a nobel prize and that she discovered radium which is used in x-ray technology • Lives and work of Charles Dickens and William Shakespeare • Why were their works important and popular? Link to previous 	<p>British Empire and plot its span</p> <ul style="list-style-type: none"> • Know the titles Victoria held both formally (Empress of India) and informally (Grandmother of Europe) • Compare the lives of Victorian children to their own • Draw similarities and differences between lives of wealthy Victorian children and the working classes • Know about the Industrial Revolution and how this changed the face of the country <ul style="list-style-type: none"> • Identify key developments and inventions and suggest the wider impact, e.g steam railway • Know about Victorian school life and compare this to their own experience • Know about public health conditions and issues during the IR and understand initiatives introduced to try and improve these 	<p>centre, capital of the empire, layout, house of wisdom...</p> <ul style="list-style-type: none"> • Learn how to design and pursue a line of enquiry using differing evidence types and to locate answers to their questions • Know about Muhammed and his role as the founder of Islam • Compare and contrast different Islamic Art • Explain how Baghdad became a major world power • Identify key individuals that studied at the House of Wisdom • Identify important Islamic discoveries • Understand that Muslims split into two groups after the death of Mohammed and describe their beliefs <p>Local History Study:</p> <ul style="list-style-type: none"> • Look in detail at the Local History of Bicester and surrounding villages. Investigate roads and transport, town planning, street names and places, development of trade,
--	--	---	---	--



		<p>learning about Samuel Pepys in GFOL topic</p> <ul style="list-style-type: none"> • SIGNIFICANT LOCAL INDIVIDUAL STUDY: Winston Churchill • Learn about the life and accomplishments of Winston as Prime Minister and his birth place and home of Blenheim Palace. 	<ul style="list-style-type: none"> • Explore the purpose of workhouses and living conditions within them • Look closely at the work of contemporary authors such as Charles Dickens and know that he was not just an entertainer but a source of information about life at the time • Answer historical enquiry questions such as 'What was life like in the workhouse?' and use a range of source information to answer them. <p><u>Kings and Queens (from 22/23)</u></p> <ul style="list-style-type: none"> • Recall the key events in the Wars of the Roses • Understand what a civil war is and know about the houses of York and Lancaster • Richard III took the throne after locking the young heirs in the tower of London and that the Wars of the Roses ended on Bosworth Field in 1485 	<p>schools, buildings and architecture and the impact of RAF Bicester</p> <ul style="list-style-type: none"> • Children to design their own projects, enquiry and focus using local historical resources to research and answer their own questions.
--	--	--	--	---



			<p>as the Tudor Dynasty began</p> <ul style="list-style-type: none"> • Know the about the reign of King Henry VIII, his wives, struggle with the Catholic church and the role of Cardinal Wolsey • Know about the lives of Edward VI, Mary I and Elizabeth I • Plot the Tudor and Stuart family tree to show how the line of succession went • Recall the events of the Spanish Armada and explore sources to explain how the English were victorious and the impact of this • Answer the question "Did Mary I deserve the title of 'Bloody?' based on source evaluation • Compare Cavaliers and Roundheads and understand the importance of the English Civil War, exploring what life was like under Oliver Cromwell • Identify key events in the reign of Queen Victoria 	
--	--	--	--	--



			<ul style="list-style-type: none">• Understand what the British Empire was and its significance• Compare the monarchs Queen Elizabeth I and II• Identify how the modern royal family has changed, including changes to line of succession meaning Princess Charlotte is ahead of Prince Louis and why this is different to the past.	
--	--	--	--	--