


















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	I am Special Healthy Me Caring and Sharing	Seasons Festivals and Celebrations Space	Transport Dinosaurs	Animals and their babies Planting and growth	Traditional Tales	Around the World Under the Sea
Reception	Ourselves Where We Live	Autumn Celebrations	Dinosaurs (Local history study- Sandy Hill Academy)	Safari (Local history study- Sandy Hill Academy)	Minibeasts	Under the Sea Pirates
Year 1	<p style="text-align: center;">Seasonal Changes</p> <p style="text-align: center;">Britain in the 50's Were the 1950s a good time to live? (Similarity & difference - in period. Similarity and difference plus now and then)</p> <p style="text-align: center;"></p> <p style="text-align: center;">Why were people celebrating in 1953?</p>		<p style="text-align: center;">Brilliant Bodies</p> <p style="text-align: center;">(Local history study- Sandy Hill Academy and the surrounding area) Geography Field work to take place</p>		<p style="text-align: center;">All Aboard & Setting Sail</p> <p style="text-align: center;">Amelia Earhart & the Wright Brothers Why do we remember the Wright Brothers and Amelia Earhart? (Interpretations & significance)</p> <p style="text-align: center;"></p>	

	<p>How plentiful and tasty was food in the 1950s?</p> <p>How hard was it to cook food and keep the house clean?</p> <p>How did people get around in the 1950s?</p> <p>What was going on holiday like in the 1950s?</p> <p>How did people find out what was going on and stay in touch?</p>		<p>How did we try to fly before aeroplanes? (Chronology)</p>  <p>Who were the Wright Brothers and why do we remember them today? (Interpretations and significance)</p>  <p>Who was Amelia Earhart and why do we remember her today? (Interpretations and significance)</p>  <p>How do we know the first flight actually happened? (Sorting, sifting and weighing evidence)</p> 
<p>Year 2</p>	<p>Great Fire of London Why do we call it the 'Great Fire' of London? (Cause and consequence)</p>  <p>(Sorting, sifting & weighing evidence)</p> 	<p>Sensational Safari (Local history study – Charlestown – Charles Rashleigh study Geography Field work to take place</p>	<p>Columbus & Armstrong Who was the greatest explorer? (Interpretations & significance)</p>  <p>(Similarity & difference)</p> 

	<p>What was London like in 1666?</p> <p>Who were some of the most important people? (Charles II, John Evelyn, Christopher Wren, Samuel Pepys, Thomas Farriner)</p> <p>Why did the fire in 1666 spread faster and further than previous fires?</p> <p>What evidence do we have for the great fire of London?</p> <p>How did London change after the Great Fire?</p>		<p>What made Columbus set sail across the ocean?</p> <p>What difficulties and dangers did Columbus face on his voyages?</p> <p>Why were the Americans eager to get to the moon first?</p> <p>What difficulties and dangers did the crew of Apollo 11 face during their voyage?</p> <p>What evidence do we have for Armstrong's and Columbus' voyages?</p> <p>What was similar and different about each explorer?</p>
<p>Year 3</p>	<p>Stone Age to Iron Age</p> <p>How do we know what life was like during Pre-Historic Britain? (Change and Continuity)</p>  <p>What evidence do we have for the Stone Age? (Archaeology)</p> <p>How did early stone age people survive? (Nomadic lifestyle)</p>	<p>Oceans & Rivers</p> <p>(Local history study – Carylton Bay) Geography Field work to take place</p>	<p>Ancient Egypt</p> <p>Why were rivers so important to people of the ancient world? (Similarity & difference)</p>  <p>What did all ancient civilisations have in common? (Overview)</p> <p>Who were the Ancient Egyptians and when did their civilisation begin?</p>

	<p>What changes took place during the neolithic period? (New Stone Age) - Farming, crops, pottery. End of nomadic lifestyle, Skara Brae Case Study.</p> <p>What changed for it to become the Bronze Age? (Beaker people, Stonehenge)</p> <p>What were the benefits of living in an Iron Age hillfort? (Set up for Y4 Romans)</p>		<p>What evidence do we have for the Egyptians? (Howard Carter/Hieroglyphics)</p> <p>Who had power in Ancient Egypt and how did they use it? (Pharaohs, Scribes, everyday people, slaves)</p> <p>How certain can we be of the purposes of Egypt's pyramids?</p> <p>What did the Egyptians believe happened after a person died? (Mummification/religion/afterlife)</p>
<p>Year 4</p>	<p>Romans</p> <p>How did the Romans keep control of such a massive empire? (Change & continuity)</p>  <p>What were Rome and Britain like 2000 years ago?</p> <p>Why did the Romans add Britannia to their empire?</p>	<p>Amazon Rainforest</p> <p>(Local history study – Eden Project) Geography Field work to take place</p>	<p>Anglo-Saxons & Vikings</p> <p>Vicious, savage and brutal. Does this tell the whole story of the Dark Ages? (Interpretations & significance)</p>  <p>(Change & continuity)</p>  <p>Who might have owned the Sutton Hoo helmet? (Invasion - different kingdoms - no England)</p>

	<p>How did Britain change under the Romans?</p> <p>Boudicca: hero or villain?</p> <p>Why did the Romans build a wall across Britain?</p> <p>Why did the Romans leave Britain after 350 years in control? (Set up for Anglo-Saxons)</p>		<p>Who were the Anglo-Saxons? (Including laws and justice)</p> <p>What was life like in an Anglo-Saxon village? (Social structure)</p> <p>How had Anglo-Saxon religious beliefs changed by 700AD? (Pagan to Christianity)</p> <p>Who raided Lindisfarne (Holy island) and why?</p> <p>What do we know about the Vikings? (Jorvik, historians views of the past)</p> <p>How did different Anglo-Saxon kings deal with the Vikings? (Athelstan Edgar, Ethelred, and Alfred)</p> <p>Which one of these kings deserves the title, 'The Great'?</p>
<p>Year 5</p>	<p>Benin</p> <p>What led to the rise and fall of the Benin Empire? (until 1900)</p> <p>(Cause & consequence)</p> 	<p>Natural Disasters</p> <p>(Local history study – local beaches)</p> <p>Geography Field work to take place</p>	<p>Ancient Greece</p> <p>Legacy - What did the Ancient Greeks ever do for us?</p> <p>(Similarity & difference)</p> 

(Interpretations and significance)



Where in the world is Benin and how did its civilisation begin? -Chronology

What was life like in Benin by 1200CE? (Religion, Art and Craft) -

(Sorting, sifting and weighing evidence)



How did the Obas increase their power and keep the control of their empire?

(Cause and consequence)



How fairly did the British treat Benin?

(Interpretations and significance)



Should the Benin Bronzes be given back? -

(Interpretations and significance)



(Change & continuity)



What was everyday life like in the city-states (Athens and Sparta)?

How important was religion to the Ancient Greeks?

How did the Ancient Greeks spend their leisure time?

How similar were the Greek Olympics and modern-day Olympics?

Which great Greek thinkers have helped to shape our lives?

Year 6

WW2
St Austell goes to war.

Cornwall
Climate: Is Cornwall in danger?
Local History study

Local History
Who were the winners and losers of the Cornish mining boom?

How were people and communities affected by war?

(Cause and consequence)



(Similarity and difference)



Why did Britain declare war on Germany in 1939? (Outbreak of War, Democracy, Dictatorship)

(Cause and consequence)



How did Britain overcome the threat of invasion in 1940? (Battle of Britain)

(Cause and consequence)



How similar were children's experiences of evacuation? (Blitz and Evacuation)

(Similarity and difference)



Why do we still remember Harry Billinge and his comrades? (D-Day) -

(Interpretations & Significance)



Geography Field work to take place

(Similarity & difference)



(Change and continuity)



How long has metal been important to Cornwall?

(Chronology)



How did steam power transform Cornish mining?

(Change & continuity)



What dangers might a Cornish miner face during a working day? -

(Sorting, sifting and weighing evidence)



What roles did women and children play in the Cornish mining industry?

(Similarity and difference)

'If you look down a hole, you will find a Cornishman' - can you explain the Cornish diaspora? -

In what ways did Jews respond to
Nazi oppression from 1933-1945?

(Holocaust)

(Similarity and difference)



(Interpretations and significance)



Please Note:

Transition Year – 2022-2023

❖ **Historical Enquiry/ Organisation & Communication**

❖ **Local history study to be taught.**

Will be ongoing skills taught each term alongside the key areas listed above in bold.