Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	This is Me	Scrumdidilyumptious	What a Wonderful World	Moon Zoom	The Ugly Bug Ball	Zap! Pow! Wham!
	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Talk about members of their immediate family and their relationship to them • Name and describe people who are familiar to them. • Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. • Compare and contrast characters from stories, including figures from the past		• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Comment on images of familiar situations in the past		• Understand the past through settings, characters and events encountered in books read in class and storytelling. • Comment on images of familiar situations in the past •	
Disciplinary skills	Chronology			Significance		
Substantive Concept	Personal History and History of Significant People		Personal History and History of Significant People		Personal History and History of Significant People	
Substantive knowledge	Explore the concept of family history and find out about ourselves, families, friends and the wider community.		Explore the chronology of our day, week and explore our personal timeline.		Explore the concept of similarity and diffence exploring the features of familiar people, places and objects over time.	
Learning sequence	Name and describe people who are familiar to them. Talk about members of their immediate family and their relationship to them. Find out about key historical events and how we celebrate today? Remembrance Day Diwali. Christmas Day		Talk about and understand changes in their own lifetime Create a personal timeline. Visually represent their own day on a timeline and begin to understand the chronology of a week. Describe images of familiar situation in the past using books such as ‘When we were giants’ ‘Peepo’ and Shirley Hughes stories.		Recount and event: orally, pictorial and or with caption. Talk about key roles people have in society in the past and present Name and describe people who are familiar to them within the community – police, fire service. Order experiences in relation to themselves and others, including stories. Describe features of objects, people and places at different times and make comparisons.	
Enhanced experiences			Visit the National Space Center or Space pod/workshop to visit school			
Tier 2 vocabulary	past	parents	father	brother	space	sun	day		past	before	finally	
	present	mother	sister		Earth	star	night		present	then		
	grandparent				planets	moon	journey		yesterday	next		
Tier 3 vocabulary	siblings				Mercury	Jupiter	Neptune	NASA				
					Venus	Saturn	Pluto	mission				
					Mars	Uranus	Dwarf planet					

CYCLE A Year 1/2	Autumn 1	Autumn 2	Spring 2	Summer 1	Summer 2
Unit title	**Castles**	**Scrumdidlyumptious**	**Space**	**Flower Power**	**Planet Protectors**
NC Statements	Pupils should be taught about: • changes within living memory. and Significant places in our locality – Bolsover Castle	Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Disciplinary skills	Chronology		Significance		
Substantive Concept	**History Beyond Living Memory**	**History Beyond Living Memory**	**Significant events, individuals and places**	**History within Living Memory**	**Significant events, individuals and places**
Substantive knowledge	Explore the concept of similarity and difference through ivestigating different types of castles in the UK and there purposes, link to Bolsover Castle and why it was built.	Exploring the concept of similarity and Difference through exploring housing the children live in today with what they would have lived in during Elizabethan times.	Investigating the concept of Cause and Consequence through looking at significant events that Armstrong is famous for.	Investigating the concept of Change and Continuity, and how our friends and family can provide us with good historical evidence.	Exploring the concept of Change & Continuity through looking at the major life events of Mary Seacole and Florence Nightingale.
Learning sequence	1. Understand the concept of 'history' and 'past'. 2. Different types of castles and their features 3. Learn about the original builders of Bolsover Castle. 4. What is the 'little Castle'?	1. To compare materials used over time in Elizabethan and modern homes. 2. To explore changes in the size and structure of homes. 3. To investigate how occupants and lifestyles have changed over time. 4. To identify technological advances that have altered homes. 5. To relate changes in homes to wider social change.	1. What was the space race? 2. Who was the first person to land on the moon? 3. What was Neil Armstrong's journey to and landing on the moon like? 4. Understand the use of animals in space exploration 5. What was the impact of landing on the moon?	1. What do grandparents remember about being a child? 2. What do grandparents remember about their toys and games? 3. Do we still play with toys and games that grandparents used? 4. What do grandparents remember about going to school? 5. How has TV/fashion/music/media and technology changed since the 1960s?	1. To understand the term 'significant person'. 2. What do nurses do today? 3. Why do we remember Florence Nightingale and Mary Seacole? 4. To identify the significant events of Florence Nightingale's life. 5. To identify the significant events of Mary Seacole's life. 6. To compare the lives of Florence Nightingale and Mary Seacole. 7. What changes have happened in healthcare since Florence Nightingale and Mary Seacole?
Enhanced experiences	Visit to Bolsover Castle		Visit to the National Space Centre or Space pod/work shop to visit school		Visit from a practising nurse to describe their job.
Tier 2 vocabulary	castle, hill	home, house	explorer, journey	clothes, fashion	war, soldiers
	turret, tower	change, continuity	danger, discovery	Flower power, media	hospital, nurse
	moat, drawbridge	evidence, building materials	space, America	lifestyle, technology	doctor, sick
	dungeon, Suit of armour	weather, sleeping	the moon, space travel	designers	illness, wounds
	Arrow loops, battlements	cooking	ship, rocket		
Tier 3 vocabulary	William Peveril, Timeline	Timeline, Elizabethan	timeline, N. Armstrong	past, memory	M. Seacole, F. Nightingale
				timeline	Crimea, Crimean War

CYCLE B Year 1/2	Spring 1		Spring 2		Summer 1		Summer 2	
Unit title	**All kinds of families**		**Pride of Britain**		**Planes, trains and automobiles**		**Around the world**	
NC Statements	• Compare aspects of life in different periods – Queen Victoria and the Victorians		Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods			
Disciplinary skills	Chronology				Significance			
Substantive Concept	**Significant events, individuals and places**		**History Beyond Living Memory**		**Significant events, individuals and places**			
Substantive knowledge	Exploring the concepts of Change and Continuity, and Similarity & Difference through learning about Queen Victoria and her impact on Britain.		Exploring the concept of Cause and Consequence through learning about the events around the Great Fire of London		Exploring the concepts of Change and Continuity, and Similarity & Difference through learning about the development of aviation and the first flight.			
Learning sequence	1. To understand the basic facts about Queen Victoria's life and family 2. To understand the wider context of Victorian Britain 3. To compare Victorian lifestyles to modern-day lifestyles 4. To investigate the impact of Victorian inventions on life today 5. To explore the Victorian school system 6. To engage with primary sources from the Victorian era		1. What materials were used to build houses and shops in 1666? 2. What were the main events and causes of the Great Fire of London? 3. Why did the fire spread so quickly and what was the role of firefighters? 4. What changed because of the Great Fire of London?		1. Who were the Wright Brothers and what was their contributions to aviation? 2. Investigate the Wright Brothers' first flight. 3. Who was Amelia Earhart and what was her contribution to aviation? 4. Compare and contrast the Wright Brothers and Amelia Earhart			
Enhanced experiences								
Tier 2 vocabulary	family	children	building materials	wood	aeroplane	navigation		
	Queen Victoria	royal	timber	flammable	map	weather		
	throne	style			flight			
	compare	school	fire	fire brigade				
Tier 3 vocabulary	monarch	noble	Pudding Lane	Sir Christopher Wren	Wright Brothers	A. Earheart		
	reign	Prince Albert			aviation			
	British Empire	mourning						

CYCLE A Year 3/ 4	Autumn 1		Spring 1		Summer 1	
Unit title	**Electricity**		**Rivers**		**Stone Age to Iron Age**	
NC Statements	Aspects of British History beyond 1066		• Britain's settlement by Anglo-Saxons		Changes in Britain from the stone age to the Iron age	
Disciplinary skills	Chronology		Significance		Using and interpreting evidence	
Disciplinary concepts	Advancing Technology, Cause & Consequence		Invasion & Settlement, Casue & Consequence		Forming Civilisations, Advancing Technology	
Substantive Concept	Understanding the development of electricity and its influence on daily lfe.		Understanding the reasons for the Anglo-Saxon invasions and settlement		Understanding what we know about the Paleolithic and Neolithic Periods	
Substantive knowledge	Exploring the concept of change through learning about the development of electricity and the impact on life in Britain.		Exploring the concepts of Invasion & Conflict and Migration through learning about the Anglo-Saxon invasion and subsequent settlement of Britain.		Exploring the concept of civilisation through learning about the lives of humans in the Prehistoric period. how these evolved from being hunter-gatherers to the first farmers.	
Learning sequence	1. To understand the discovery of electricity 2. To explore how electricity was initially produced 3. To investigate the growth of the commercial electricity industry in Britain 4. To discover how the advent of electricity changed home life 5. To understand the safety aspects related to electricity 6. To evaluate the impact of electricity on British history		1. Understand who the Anglo-Saxons and Scots were and when they settled in Britain. 2. Understand why the Anglo-Saxons and Scots came to Britain. 3. Explore how the Anglo-Saxons and Scots lived, their cultures and societies. 4. Understand how the Anglo-Saxons and Scots changed Britain. 5. Learn about the resistance to the Anglo-Saxon and Scot settlements. 6. What evidence tells us about the Anglo-Saxon civilisations?		1. To understand chronological order and the scope of this period in history 2. What can we prove about humans living in Britain a million years ago? 3. To learn about lifestyle and culture during the Stone Age 4. To understand the shift from the Stone Age to the Bronze Age 5. To learn about lifestyle and culture during the Bronze Age 6. To understand the shift from the Bronze Age to the Iron Age 7. To learn about lifestyle and culture during the Iron Age 8. To understand how did farming changed lives for prehistoric Britons.	
Enhanced experiences					Creswell Craggs visit	
Tier 2 vocabulary	electric	voltage	kingdom	migration	farming	agriculture
	industry	current	invasion	settlement	tools	hunter
	battery	conductor	natural resources		skeleton	bones
	insulator	circuit			caves	flint
Tier 3 vocabulary	filament	Benjamin Franklin	Bede	Anglo-Saxons	prehistoric	palaeolithic
	generate	Magnetic field	Britain	timeline	Mesolithic	neolithic
	pylons		civilisation		hunter-gatherer	civilisation
					cave painting	

CYCLE B Year 3/ 4	Autumn 2		Spring 1		Summer 2	
Unit title	**Food and Fitness**		**Ancient Egypt**		**Romans in Britain**	
NC Statements	• Aspects of British History		The achievements of the earliest civilization		• The roman empire and its impact on Britain	
Disciplinary skills	Chronology Significance Using and interpreting evidence					
Disciplinary concepts	Advancing Technology, Cause & Consequence		Forming Civilisations, Similarities & Differences		Invasion & Settlement, Advancing Technology	
Substantive Concept	Understanding the causes for changing lifestyles through fitness and diet and its impact on Britons.		A deep study of the development and achievements of the Ancient Egyptian civilisation		To understand the successful invasion by Claudius and his conquest	
Substantive Knowledge	Exploring he concept of change and consequence and the development of technology to support healthy lifestyles in Britain and its impact on daily life.		Exploring the concepts of Civilisation and Technology through learning about how the Ancient Egyptian civilisation developed.		Exploring the concepts of Invasion & Conflict and Power through learning about the Roman invasion of Britain, and some of the reasons why the Romans did not conquer the whole of the island.	
Learning sequence	1. To understand the importance of Middle Ages post-1066 in the history of Britain. 2. To analyse the changes in lifestyle and societal norms from the Middle Ages to today. 3. To comprehend the historic changes in food and diet in Britain. 4. To recognise the changing attitudes towards fitness and exercises. 5. To identify the role advancements in technology and science have played in changing lifestyle and fitness routines.		1. Understand the geographical location and timeline of Ancient Egypt. 2. Learn about Ancient Egyptian societal structure. 3. Explore Ancient Egyptian religious beliefs and practices. 4. Learn about the pyramids and famous archaeological findings. 5. Discover Ancient Egyptian writing system - Hieroglyphics. 6. Understand Ancient Egypt's contributions to various fields.		1. To understand the timeline of the Roman Empire and its expansion. 2. To identify and describe key Roman figures. (Claudius) 3. To examine the everyday life of Romans in Britain. 4. To understand the Roman influence on British infrastructure. 5. To reflect on the end of Roman rule in Britain and its legacy.	
Enhanced experiences						
Tier 2 vocabulary	health	fitness	religion	written records	invasion	natural resources
	diet	exercise	fertile	farming	Army	
	cooking	raw	tombs	Gods		
Tier 3 vocabulary	nutrient	obese	hieroglyphs	Pharoah	Claudius	Boudica
	processed	harvest	artefacts	remains	Hadrian's Wall	Scots
					Fosse Way	Ermine Street
					Roman Fort	

CYCLE A Year 5/ 6	Autumn 1		Spring 2	
Unit title	**Barbarians Rule**		**Age of Coal and Steam**	
NC Statements	• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		• A local history study	
Disciplinary skills	Chronology; Significance; Evidence; Cause and Consequence; Change and Continuity; Similarity and Difference			
Disciplinary concepts	Cause & Consequence, Invasion & Settlement		Cause & Consequence, Advancing Technology	
Substantive Concept	Resistance by Alfred and Athelstan, first King of England.		A study of the coal and steam industry and its impact on the locality	
Substantive Knowledge	Exploring the concept of Invasion & Conflict and Power through exploring King Alfred's resistance to Viking raids and invasion.		Explore the concept of civilization and how devloping industries impacted our local community and how that changed with devloping technology.	
Learning sequence	1. To understand who the Vikings and Anglo-Saxons were and where they came from. 2. To understand the Viking and Anglo-Saxon struggle for the Kingdom of England. 3. To understand the role of Edward the Confessor and his influence on England. 4. To understand the cultural influences of this period. 5. Explore the daily life of Anglo-Saxons and Viking their culture, beliefs, and societal structures		1. Understand the geographical location and importance of Bolsover. 2. Learn about the impact of coal mining on Bolsover and its people. 3. Understand the importance and impact of steam on the industry. 4. Learn about the challenges faced by coal miners. 5. Explore key events and individuals in Bolsover's coal and steam history. 6. Evaluate the impact of the coal and steam industry on modern-day Bolsover.	
Enhanced experiences	Jorvik Viking Centre		National Coal Mining Museum	
Tier 2 vocabulary	Vikings	conquest	coal	steam
	Anglo -Saxon	tribes	Industrial revolution	mining
	resistance	Alfred the Great	shaft	colliery
	kingdom		locomotive	
Tier 3 vocabulary	legacy	Athelstan	industrialisation	
	alliance			

CYCLE B Year 5/6	Autumn 2	Spring 2	Summer 2
Unit title	**Palterton Bake Off**	**Mayans**	**Legends and Heroes**
NC Statements	• a study of an aspect of British History that extends pupils' chronological knowledge beyond 1066.	• A non-European study that provides contrast with British History	• Ancient Greece – a study of Greek Life and achievements and their influence on the Western World
Disciplinary skills	Chronology; Significance; Evidence; Cause and Consequence; Change and Continuity; Similarity and Difference		
Disciplinary concepts	Cause & Consequence, Advancing Technology	Forming Civilisations, Similarities & Differences	Forming Civilisations, Similarities & Differences
Substantive Concept	A significant turning point in British History	Mayan Civilisation c. AD 900	A study of the legacy of of the Ancient Greek Civilisation – Democracy, Sport and Learning
Substantive Knowledge	Exploring the concepts of Invasion & Conflict, Power and Technology through learning about how Britain was able to defend itself from Nazi Germany's invasion.	Investigating the concept of civilization through studying the ways that the Mayan civilization was structured.	Exploring the concepts of Civilisation and Power through learning about the different ways parts of Ancient Greece were governed, and through learning about the lasting legacy on the Western World of this period in history.
Learning sequence	1. Understand the chronology of WW1 and WW2 2. Explore the causes of WW1 3. Investigate the causes of WW2 4. How far did the Germans get in their desire to create a German state throughout Europe? 5. What were the food convoys and why was it so dangerous? 6. What happened in the Battle Of Britain and why is it significant? 7. What is D-Day, and why is it significant? 8. Learn about the significance of the poppy 9. Reflect on the significance of remembrance	1. Understand the geographical location and key features of the Mayan civilization. 2. Learn about the religious beliefs and practices of the Maya people and the gods they believed in. 3. Learn about how the Maya invented and used their calendars and number system. 4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist 5. Learn about the Mayan writing system 6. Learn about the food the ancient Maya people ate and its religious and cultural significance	1. To understand the geographical context of Ancient Greece 2. What was different between the city-states of Sparta and Athens? 3. How did the Ancient Greek's beliefs shape their lives? 4. Examine the mythology and religion of Ancient Greece 5. To explore the cultural achievements of Ancient Greece 6. What is the connection between Ancient Greece and the modern Olympics? 7. Was education important in Ancient Greece?
Enhanced experiences	Eden Camp	Cadbury's World	

Tier 2 vocabulary					
Atlantic Ocean	occupation	Mayans	Civilizations	democracy	military rule
convoy	battle	pyramids	monuments	education	sport
morale	tactics	Hieroglyphics	calendar	competition	pottery
defend	concede	Rituals	sacrifice	art	mythology
invasion	Normandy	architects	culture	City-state	
United States of America (USA)	Soviet Union (Russia)				
defeat	bravery				
English Channel	aerial battle				
Tier 3 vocabulary					
Blitzkrieg	Eastern Front	Mesoamerica	Agriculturists	Athens	Sparta
U-Boat	Merchant Navy			Olympiad	
Luftwaffe	Royal Air Force				
Fleet Air Arm	Allied forces				
Top Secret	beach landings				

CYCLE B Year 5/6	Autumn 2			Spring 2		Summer 2	
Unit title	Palterton Bake Off			Mayans		Legends and Heroes	
	Atlantic Convoys	Battle of Britain	D-Day				