



History Long Term Map EYFS

EYFS – Supporting the History in the National Curriculum

Our curriculum is devised to develop all children into confident, resilient and happy individuals who are prepared and ready for the next stage of learning when they reach Year 1. There, they will have their skills built upon and progression made in a variety of new subjects, including Geography. Therefore, the role of EYFS is imperative as it underpins all learning and lays the foundations to children's skills and development in order for them to progress and achieve their maximum potential. In Reception we build upon the fantastic work and development which has taken place in our Nursery. We continue to use Target Tracker to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps. We also support each child in working towards achieving the Early Learning Goals (ELGs) at the end of Reception and help develop their independence, confidence and school readiness for different subjects they will be taught further up school in greater depth. The EYFS Framework can be found in the EYFS curriculum on our school's Target Tracker system. Each child from Nursery and Reception is tracked there for all teacher to see. Children should mostly develop the **3 prime areas** first: **Communication and Language: Listening and Attention, Understanding & Speaking, Physical Development: Moving & Handling & Health and Self-Care and Personal, Social and Emotional Development: Self-Confidence, Managing Feelings & Behaviour & Making Relationships**. As children grow, the prime areas will help them to develop skills in **4 specific areas: Literacy: Reading & Writing, Mathematics: Numbers & Shape, Space and Measures, Understanding the World: People and Communities, The World & Technology and Expressive Arts and Design: Exploring Media and Materials & Being Imaginative**. These **17 areas** are used to plan children's learning and activities, which are suited to their unique needs. To support the learning of all National Curriculum subjects, the skills in the prime areas need to be developed. This is done through **playing and exploring, being active**, and through **creative and critical thinking** which takes place both inside and outside. These are known as the 3 characteristics of effective learning. By providing learning opportunities throughout the EYFS academic year children will develop the skills in the above areas to make them 'curriculum ready' for Geography when they enter Year One. In EYFS we ensure we use this plan and the progression for skills document to specifically support the area 'People & Communities' as this has the greatest link to the subject Geography. Even though we introduce specific topics in the year we do not follow these rigidly as often the most effective learning takes place following the interests of the children. This means the statements may be met at different times of the year for each child. Therefore, each half-term is planned after analysing the Gap Strength Analysis from the term before to see what gaps need plugging to ensure every child makes sufficient progress. Experience based play is then planned to support children meeting these statements before they leave the EYFS, ensuring they have the foundation skills to progress through the subject in Years 1-6. Children are assessed in meeting the ELG in each area. If they are secure in Expected, they can be assessed in achieving Exceeding.

<u>22-26 Months (Typically Pre-K/Nursery Returners)</u>	<u>30-50 Months (Typically Nursery)</u>	<u>40-60 Months (Typically Reception)</u>	<u>Early Learning Goals (Assessment for the End of Reception)</u>
<p><u>People and Communities</u></p> <ul style="list-style-type: none"> - Has a sense of his/her own immediate family and relations. - Imitates everyday actions in pretend play and events from his/her own family and cultural background, e.g. making and drinking tea. - Is beginning to have his/her own friends. - Learns that he/she has similarities and differences that connect him/her to, and distinguish him/her from, others. <p><u>The World</u></p> <ul style="list-style-type: none"> - Enjoys playing with small-world models such as farm, a garage, or a train track. - Notices detailed features of objects in his/her environment. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to him/her. - Remembers and talks about significant events in his/her own experience. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>The World</u></p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world. - Can talk about some of the things he/she has observed such as plants, animals, natural and found objects. - Talks about how things happen and how things work. - Is developing and understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> - Enjoys joining in with family customs and routines. <p><u>The World</u></p> <ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. 	<p><u>People and Communities</u></p> <p>Emerging or Expected in: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Exceeding Judgement: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><u>The World</u></p> <p>Emerging or Expected in: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Exceeding Judgement: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>



History Long Term Map Year 1

	Theme	National Curriculum Objectives
Autumn 1	<p><i>Paddington's Adventures</i></p> <p><u>(Geography focus)</u></p>	
Autumn 2	<p><i>Childhood Then and Now</i></p> <p>Children will be learning all about childhood (toys, school, work, houses, Christmas) and how this has changed over time, with a particular focus on the Victorian era. Children will compare and contrast those aspects of childhood then and now. They will use words and phrases such as: now, long ago, recently, years and now to describe the passing of time. We will use artefacts, pictures and stories to find out about the past and ask questions such as: "What was it like children? What happened? How long ago?"</p> <p>Workshop: Victorian School Day</p>	<p>...changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</p> <p>...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 (Queen Victoria)</p>
Spring 1	<p><i>Marvellous Me</i></p> <p><u>(Science focus)</u></p>	

Spring 2	<p style="text-align: center;"><i>Sensational Safari</i> <u>(Geography focus)</u></p>	
Summer 1	<p style="text-align: center;"><i>Sensational Safari / Influential Individuals</i></p> <p>Children will learn about the lives of significant people in history. They will revisit what they learnt in Autumn 2 about the life of Queen Victoria and will compare her to Queen Elizabeth II. We will then move onto looking at how the current queen contributes to national life and will learn about her coronation and how it is celebrated. Children will then continue to learn about the lives of significant others from the Victoria Era.</p>	<p>...events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - Queen Elizabeth's Coronation</p> <p>... To find out 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</p> <p>In the context of learning about and comparing the lives of:</p> <ul style="list-style-type: none"> • Elizabeth 11 and Queen Victoria • Mary Seacole and/or Florence Nightingale and Edith Cavell] <p>significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Percy Shaw
Summer 2	<p style="text-align: center;"><i>Influential Individuals</i></p> <p>Continuation of Influential Individual topic. In this half term, children will look at Victorians at the Seaside and how this had become the popular pastime of people today.</p> <p>Trip: St Anne's (Seaside trip)</p>	



History Long Term Map Year 2

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Swashbuckle</u></p> <p>Children to identifying features of a pirate. The children will write a character profile for a pirate. Children to label a picture of a pirate ship and explain the use of different parts of a ship. Children to research famous pirates and write a non-chronological report in English Children to explore the similarities and differences between pirates today and pirates in the past. Explore the history and events of the Golden Age of Piracy.</p> <p>Visit- School workshop based around Pirates</p>	<p>Children to develop and understanding of events beyond living memory that are significant nationally or globally. Children to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Autumn 2	<p style="text-align: center;"><u>Fire, Fire</u></p> <p>Explore events beyond living memory that are significant nationally or globally: The Great Fire of London Samuel Pepys Guy Fawkes - Reason for Bonfire night and the significance of Guy Fawkes in London at the Houses of Parliament Children to know that the fire started on Sunday 2nd September 1666 and that he fire started in a Bakery on Pudding Lane Children to explain why the fire spread - houses made of wood and straw, very close together and the strong winds. Children to identify how the people tried to stop the fire - axes and buckets, water from the Thames.</p>	<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p> <p>Children to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use sources to show that they know and understand key features of events</p>

	<p>Children to understand how the fire stopped through the blowing up houses using gunpowder. Children to produce a timeline of what happened in the four days the fire happened. Samuel Pepys- wrote a diary about the fire. <i>Children will re-write their own diary entry describing what it was like in London (use Great Fire of London experience to help)</i> Children to name London landmarks that were destroyed in the fire and current day London landmarks - <i>St Paul's Cathedral</i></p> <p>Trip - Shibden Hall for a Great Fire of London experience Artefacts from the visit, re-enact being a fire man with buckets and water</p>	
Spring 1	<p style="text-align: center;"><u>The Circle of Life</u></p> <p>Science focus</p>	
Spring 2	<p style="text-align: center;"><u>St Lucia</u></p> <p>Geography focus</p>	<u>St Lucia</u>
Summer 1	<p style="text-align: center;"><u>A Walk in the Park</u></p> <p>To study the Shibden Estate (1615 - 1926). The Lister Family (mill owners and cloth merchants - Piece Hall link). <i>Creating a fact file about Anne Lister, including a family tree. The children will learn all about the industries that the Lister family were a part of which creates a link to the Piece Hall.</i> <i>Comparing the differences of then and now in terms of living and the estate itself.</i> <i>Write a letter to the architect at the time and suggest changes for the 'future'. The children will also focus on some decoding work, which links closely to Anne's diary which was all written in code.</i> Architect for the house, gardens and boating lake - John Harper/Samuel Gray.</p>	<p>....Children to understand significant historical events, people and places in their own locality. Shibden Hall Estate: Children to develop an awareness of the past. ...Children to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods Children to use sources to show that they know and understand key features of events.</p>

	<p>Timeline of the Shibden Estate with links to ourselves e.g. birthdays and previous topics. e.g. Victorian Toys and Golden Age of Piracy/Great Fire of London. Famous people in the locality e.g Anne Lister. Visit to Shibden estate to consolidate what is being taught</p>	<p><i>Family tree, photographs, discover box, visit to compare the estate, snippets of her diary.</i></p>
<p>Summer 2</p>	<p><u>A Walk in the Park</u></p> <p>Continuation of Topic from summer 1. Vist to Lotherton Hall (comparison of parks from Shibden Estate)</p>	



History Long Term Map Year 3

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>The UK</u></p> <p>Geography Focus</p>	
Autumn 2	<p style="text-align: center;"><u>Romans</u></p> <p>Children will divide the timeline into AD and BC and place the time of the Romans in Britain upon it. They will look at the chronology of the Roman rule in Britain focusing on the 3 invasions, and the rebellion Of Boudicca. Children will learn about the Roman army and how it was made up coupled with what a typical Roman Soldier actually wore. They will look at when, how and why Hadrian's wall was built. Children will also investigate Roman artefacts and look at what the Roman's brought to Britain. The written language, Roman Numerals, money, sewers, food and animals.</p> <p>Place the time of the Romans on the class timeline and introduce the children to the year 0 and BC and AD.</p> <p>Relate this to other periods of History studied in Year 1 and 2.</p> <p>Workshop—Roman Day in school as an introductory session.</p>	<p>... continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>...Caesar's attempted invasion in 55-54 BC</p> <p>...the Roman Empire by AD 42 and the power of its army</p> <p>...successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>...British resistance, for example, Boudicca</p> <p>...'Romanisation' of Britain: and the impact of technology,</p> <p>Relate to previous study of Great Britain in Autumn 1.</p>

<p style="text-align: center;">Spring 1</p>	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>Children to complete a study to understand that dinosaurs existed hundreds of millions of years ago and were on the Earth for hundreds of millions of years.</p> <p>Children to know that humans and dinosaurs did not exist at the same time and that dinosaurs do not exist anymore because they are extinct.</p> <p>Children to develop a greater chronological understanding and introduce prehistoric time on the class timeline in relation to the other periods of history studied.</p> <p>Children to put the three main periods of the dinosaurs into chronological order and know how many millions of years ago the periods were and how many millions of years they lasted for.</p> <p>Workshop in school from</p> <p style="color: red;">Interactive Museum Visit-Dinostar looking at replica artefacts and completing art based around the Dinosaurs</p>	<p style="color: green;">... continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<p style="text-align: center;">Spring 2</p>	<p>American Adventures</p> <p>Geography Focus</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p style="text-align: center;"><u>Invasions and settlers</u></p> <p>An eleven week study of the Vikings and Anglo Saxons Children to place the invasion and settlement of Anglo-Saxons and Vikings on a timeline to understand the chronology and length of the period of the Anglo Saxons and Vikings following on from the Romans to create a clear chronological narrative.</p> <p>Name and locate the seven Anglo-Saxon Kingdoms (Northumbria, Essex, Wessex, Sussex, Mercia, Kent and East Anglia) on a map. Britain's settlements by Anglo-Saxons and the Vikings, how they lived and what their jobs were.</p> <p>Children to spend a day in the life of a Viking on their school trip and look at Artefacts.</p> <p>Looking at primary and secondary sources and completing artefact analysis</p> <p>Relate to previous Topic of Great Britain in Autumn 1 to explain this period of time helped to shape how Great Britain is made up today (Countries, counties etc...)</p> <p style="color: red;">Trip to Murton Park, York to spend a day as a Viking in a Viking Village.</p>	<p>continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Viking raids and invasion.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p style="text-align: center;"><u>Invasions and settlers</u></p> <p>Continuation of Invasions and settlers topic</p>	



History Long Term Map Year 4

	Theme	National Curriculum Objectives
Autumn 1	<p style="text-align: center;"><u>Brazil</u></p> <p>Geography focus</p>	
Autumn 2	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>In our historical study of Ancient Egypt, finding out when the Ancient Egyptian period was and placing it on a timeline. Developing a chronological understanding by linking this with areas of history and events that have been previously studied. Then looking at key events within the Ancient Egyptian period and chronologically order these on timelines. Discovering when and where this civilization appeared. Investigating the pharaoh Tutankhamun; and how the discovery of his tomb by Howard Carter was an important historical event. Our trip to the museum, will look at historical artefacts and sources, and use this experience to help build our understanding of primary and secondary historical sources. Finding out about different aspects of Ancient Egyptian life, such as mummification & why it was important to Egyptians at the time; the many gods & goddesses that Egyptians believed in; and how Ancient Egyptians communicated in written ways using hieroglyphics.</p> <p style="color: red;">Trips - Leeds City Museum. Ancient Egypt Workshop and self-guided tour around rest of museum</p>	<p>... exploring the achievements of one of the earliest civilisations.</p> <p>... use timelines to help develop a chronologically secure knowledge of the Ancient Egyptian period of history in relation to periods and events in history studied previously.</p> <p>... use a variety of historical sources</p> <p>... devise and use historically valid questions</p> <p>... construct informed responses in relation to the significance of the gods and social hierarchy in Ancient Egyptian civilisation.</p> <p>... understand how our knowledge of Ancient Egypt and discoveries from Ancient Egypt is constructed from a range of source material.</p>

Spring 1	<p style="text-align: center;"><u>Antarctic Adventure</u></p> <p>Study of famous explorers (British and around the world).</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p>
Spring 2	<p style="text-align: center;"><u>Stone Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age (Stone Age Focus)</p> <p>An in-depth study of the Stone Age. Looking at where it chronologically fits with other periods and events already studied. Focussing on the three periods of the Stone Age (Palaeolithic, Mesolithic and Neolithic). Looking at how the people and their lifestyles changes over time (hunters, hunter-gatherers and farming). Also looking at homes, clothing and religion/spiritualism of the time period. Investigating why and how cave paintings were created, and reimagine our own versions of cave paintings.</p> <p>Trips/Visitor - Stone Age Day and Visitor</p>	<p>...develop chronologically secure knowledge and understanding of British, local & world history</p> <p>...note connections, contrasts and trends over time</p> <p>...develop appropriate use of historical terms</p> <p>...changes in Britain from the Stone Age to the Iron Age</p> <p>...late Neolithic hunter-gatherers and early farmers (Skara Brae)</p>
Summer 1	<p style="text-align: center;"><u>Bronze and Iron Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age (Bronze and Iron Age Focus) An in-depth study of the Bronze Age and Iron Age. Continue chronological understanding of this time period and where it fits with other periods and events already studied. Looking at how the people and their lifestyles changed from the Stone Age to being in the Bronze Age and Iron Age (settled, farming communities, building of Hillforts). Also looking at look at homes and jobs of the time period. Why and how Hillforts were created. Finally, compare Stone Age, Bronze Age and Iron Age homes.</p> <p>Trips/Visitor - Stone Age Day and Visitor</p>	<p>...develop chronologically secure knowledge and understanding of British, local & world history</p> <p>...note connections, contrasts and trends over time</p> <p>...develop appropriate use of historical terms</p> <p>...changes in Britain from the Stone Age to the Iron Age</p> <p>...Bronze Age religion, technology and travel (Stonehenge)</p> <p>...Iron Age hill forts: tribal kingdoms, farming, art and culture</p>

<p>Summer 2</p>	<p style="text-align: center;"><u>Yorkshire</u></p> <p>Study of local area (geography focus) - link with how aspects of national history are reflected in the locality - farming/ industrialisation OR study aspect of history or a site that is significant in the locality.</p> <p>Looking at how Yorkshire has changed over the years, touching on industrialisation and how land use has changed over time.</p>	<p>...develop chronologically secure knowledge and understanding of British, local & world history</p> <p>...note connections, contrasts and trends over time</p> <p>...develop appropriate use of historical terms</p> <p>...changes in local history</p>
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History Long Term Map Year 5

	Theme	National Curriculum Objectives
Autumn 1	<p><u>Water World</u></p> <p>Description of unit or N/A if no coverage this half term</p>	N/A
Autumn 2	<p><u>Ancient Greece</u></p> <p>Within the historical study of the Ancient Greeks, there shall be a huge focus upon the impact of the culture, life choices and heritage on the modern day world. The Ancient Greeks are well known for the invention of democracy, the introduction of the Olympics and marathons as well as being the home of various educational influences.</p> <p>The children shall begin by developing their understanding of chronology and where Ancient Greece fits into their previous studies of world history. At this early point, the children shall identify which events they think were key for the Ancient Greeks and which events are key to the modern day world.</p> <p>These ideas shall then be built on through the use of historical enquiry. Democracy as it was shall be explored and then how it has changed through location and time resulting in democracy in Great Britain now. The start of the Olympics and marathons shall also be studied as well as how and why they have been continuous events through time to this day. The work of famous Greek mathematician 'Pythagoras' shall also be investigated. The children will learn his theories, test them out and discuss why they are still used today.</p> <p>The location of Ancient Greece shall be explored and how and why the empire was able to expand. This will help the children to develop greater ideas about how and why the Ancient Greeks have influenced many parts of the world through time and still today.</p>	<p>...Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>... continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>... note connections, contrasts and trends over time.</p> <p>... address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>... construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

	<p>This will be concluded with an assessment piece of writing where the children will discuss the impact of Ancient Greece on modern day life.</p> <p><i>Greek Workshop in school.</i></p>	
Spring 1	<p style="text-align: center;"><i>Space</i></p> <p>Within this mainly geographic unit, the children will have the opportunity to explore the key historical events linked to Space. The children will find out about previous theories about our Solar System and how/why they have changes over time - heliocentric and geocentric theories.</p> <p>Through the story of the Space Race, the children will assess the reliability of different sources and the impact that propaganda has on reliability.</p> <p>Through the writing of a newspaper report, the children will demonstrate an understanding of the events before, during and after the 1969 moon landings.</p> <p><i>Wonderdome in school (information to be given about the Space Race between the USA and the USSR and the moon landing, 1969).</i></p>	<p>... continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>... understand how our knowledge of the past is constructed from a range of sources.</p> <p>... note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>
Spring 2	<p style="text-align: center;"><i>Early Islamic Civilisation</i></p> <p>In the historical study of Early Islamic Civilisation, primary and secondary sources of evidence will be used to deduce information about the past. The children will learn to recognise primary and secondary sources of information and understand that no single source of evidence gives the full answer to questions about the past and that versions of events may vary because of this. The children will develop their skills in assessing the level of reliability sources have and think about how some sources maybe biased.</p> <p>The investigation into the Early Islamic Civilisation will begin by identifying where this</p>	<p>...a non-European society that provides contrasts with British history -Mayan civilization c. AD 900;</p> <p>...explore the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.</p> <p>... continue to develop a chronologically secure knowledge and understanding of world history,</p>

	<p>area is, which continent it is a part of and which hemisphere it belongs to. The children will identify when this time period occurred in comparison to prior learning and use their skills of chronology to develop an understanding of the key events from this time. The children will learn about the four caliphs and build an understanding of how features of the past such as religion and technology have impacted upon the modern day including the wider world's impact upon Britain.</p> <p>Other aspects of life from this time shall be explored such as medicine, trade and academic studies to build a holistic view of how Early Islamic Civilisation has impacted us today and how it compared to London in AD 900. The children will carry out extensive research using primary and secondary sources to determine where they would rather have lived in AD 900 and why. They will need to consider the reliability and appropriateness of sources to construct informed responses to a historical question.</p>	<p>establishing clear narratives within and across the periods they study.</p> <p>...establish clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>...regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>...construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>...understand how our knowledge of the past is constructed from a range of sources</p>
Summer 1	<p style="text-align: center;"><u>Biomes</u></p> <p>Description of unit or N/A if no coverage this half term</p>	N/A
Summer 2	<p style="text-align: center;"><u>London</u></p> <p>During this mainly geographic unit of work, the children will have the opportunity to research famous London landmarks. Sculptors/architects named Charles Barry and John Thomas contributed to the construction of two of the most famous London landmarks: the Palace of Westminster and Buckingham Palace. They also contributed in completing the Halifax Town Hall. The children will complete some research about the architects including their work through the years. They will then have the opportunity to visit the Halifax Town Hall to see what remains of their work. The purpose of the town hall then and now shall be compared and how this building that was built in 1861 is still important today.</p>	<p>...a local history study (a study over time tracing how several aspects of national history are reflected in the locality).</p> <p>... continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>... note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>

The London transport systems shall also be compared. The change in trends over time and the reasons for this shall be explored.

Day visit to London (optional)

Visit to the Halifax Town Hall