



	Autumn	Spring	Summer
Year 1	<p>The Great Fire of London This theme is about the Great Fire of London, an event beyond living memory which is significant nationally. Children will ask and answer basic questions about the Great Fire and its effects. They will consider why it happened, its results and the different ways in which it is represented. They will develop their understanding of the passing of time and sense of chronology of the event. They will also be introduced to the concept of a first-hand historical source.</p>	<p>How have things changed since our grandparents were at school? In this theme, children will develop their chronological understanding through, initially, exploring changes within their own living memory. They will consider aspects of national life as well as events more familiar to them. They will then investigate the changes in living memory of their grandparents and older people and deepen their understanding of first-hand historical sources by interviewing a familiar person.</p>	<p>How has technology changed our lives? In this theme, children will learn how technology has changed over the years and how it has changed our lives. They will learn about two significant individuals (Tim Berners-Lee and William Caxton). They will make comparisons between the two people and the impact of earlier developments in communications technology. They will explore the significance of the early printing press and compare it with modern day technology.</p>
Year 2	<p>Hale Village and the Child of Hale. In this theme, the children will explore a significant historical person linked to their own locality of Hale Village. Also, children will learn about the school grounds and its history.</p>	<p>How has flight changed over the years? In this theme, children will explore how humans have developed their ability to fly. They will begin by learning the legend of Icarus before studying the Montgolfier Brothers contribution to balloon flight. They will then explore how air flight was developed up to the Wright Brothers' successful sustained flight. Linked to this study, children will also identify significant historical individuals in transportation (including: Amelia Earheart, Amy Johnson, Tim Peake and Helen Sharman). The children will also have a focus on the history of the local airport.</p> <p>Florence Nightingale, Mary Seacole and Edith Cavell. In this theme, the children will explore how significant women from the past have contributed to national and international achievements. They will also consider the difference between 'significant and famous'.</p>	<p><i>Large geography-focused learning in Summer.</i></p>
Year 3	<p>Stone Age through Bronze Age to Iron Age In this theme children will learn about changes in Britain from the Stone Age to the Iron Age. They will learn that people have lived in Britain for a very long time and that this period of study covers over 10,000 years of history. The children will learn about: the late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts, tribal kingdoms, farming, art and culture.</p>	<p><i>Large geography-focused learning in Spring</i></p>	<p>Ancient Civilisations, focusing on Ancient Egypt) In this theme, children learn about the achievements of the earliest civilisations including those of the Ancient Sumer, The Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study Ancient Egypt in more depth. The children will have an overview of where and when the first civilisations appeared. Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them (particularly their reliance on the rivers they were built around).</p>

<p>Year 4</p>	<p>What was our Village like in the past? In this theme, children will learn about how buildings and homes have changed over time. The children will also explore Hale Lighthouse and how it has changed over time.</p>	<p>EUROPE PAST AND PRESENT - Roman Britain The Roman invasion of Britain was hugely significant in shaping the British nation. The learning within this theme focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result. Due to the huge amount of evidence that exists around this period in British history, it provides an ideal opportunity for a visit to an archaeological site and museum, which will be the Roman Museum and amphitheatre in Chester. During this study, the children will also learn about Julius Caesar's attempted invasion in 55-54 BC, their army's successful invasion by Claudius and conquest, including Hadrian's Wall, Boudica's role in the British resistance, the 'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity.</p>	<p><i>Large geography-focused learning in Summer</i></p>
<p>Year 5</p>	<p>Britain's settlement by Anglo-Saxons and Scots In this theme children learn about Britain's settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time. They will learn where in Britain the Anglo-Saxons settled, their ways of life and about some of the tensions caused by their settlement.</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England This theme will follow on from the above theme which will be delivered in the preceding half-term. Learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in the preceding half-term. The children will study The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.</p>	<p><i>Large geography-focused learning in Spring</i></p>	<p>Inventors and Inventions from the Early Islamic civilisation The learning within this theme focuses on a non-European society that provides contrasts with British history e.g. the early Islamic civilisation in Baghdad around the year AD900, commonly known as the Islamic Golden Age. Children also study the Ancient Silk Road and the opportunities that this provided the Early Islamic Civilisation with and learn all about the House of Wisdom and the amazing inventions and achievements that came from this.</p>
<p>Year 6</p>	<p>How did the two world wars impact Hale and Liverpool? As part of a Remembrance Day project with Year 6 classes from our school network, the children will develop a chronological understanding of the two world wars. They will then investigate The Blitz and its impact on Liverpool, including the evacuation of children and an empathy of what that would have been like. They will then visit the city to view a key landmark that was affected by The Blitz. Whilst there, they will see the recent monument to commemorate Armistice Day and study the underpinning true story.</p>	<p>What do we mean by empires and civilisations? In this unit, children will revise what is meant by an empire and a civilisation by reflecting on those they have learned about across key stage 2. The children will have a number of opportunities to compare civilisations and establish differences, similarities and significance. They will review the concept of peasantry and slavery as well as how and why the civilisations studied came to an end.</p>	<p>Ancient Greece In this theme, children will learn how Ancient Greece was a time which saw the emergence of great philosophers, a passion for the arts and the development of governance. The learning focuses on life in Ancient Greece and the impact that their thinking and ideas have had on the western world. There will be a particular focus on Ancient Greece's contributions to democracy and the theatre. They will explore Ancient Greece's democratic systems and compare them to those used in UK today. They will also explore the theatre's</p>

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