

Subject	Autumn One Roald Dahl	Autumn Two Shakespeare	Spring One Harry Potter	Spring Two Wizard of Oz	Summer One Alice in Wonderland	Summer Two Oliver Twist
History KS1	Significant historical events, people and places in their own locality. <i>(e.g. wartime in Norfolk; Roald Dahl was a pilot so look at local links to air force).</i>	The lives of significant individuals in the past who have contributed to national & international achievements & used to compare aspects of life in different periods. <i>(e.g. Queen Elizabeth 1st; Elizabethan Britain or a historical figure from one of his plays).</i>	Changes within living memory. <i>(e.g. steam trains)</i>	Events beyond living memory that are significant nationally or globally <i>(e.g. first plane flight, balloon flight).</i>	Opportunity to include any historical skills that have not been sufficiently taught.	The lives of significant individuals in the past who have contributed to national & international achievements & used to compare aspects of life in different periods. <i>(e.g. Victorian Britain, Queen Victoria or Dr Barnardo)</i>
	The historical skills set out in the National Curriculum should be developed across all the above topics: <i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>					
History KS2	Ancient Greece - a study of Greek life & achievements and their influence on the western world. <i>(link to art, Quentin Blake & the influence of Ancient Greek on art & design - framing pictures, mosaics, sketching etc)</i>	The Roman Empire & its impact on Britain. <i>(e.g. Julius Caesar)</i> This should include some local history study (e.g. Boudicca or local Roman remains).	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; China.	Opportunity to revisit or include any content from previous three topics that did not get covered sufficiently.	A study of an aspect of theme in British History that extends pupils chronological knowledge beyond 1066 (e.g. child labour, health & eating or conditions for the poor over time).	
	The historical skills set out in the National Curriculum should be developed across all the above topics: <i>Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i>					