

Class	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Owls (EYFS and Year One)	Our Hometown Civilisation Town by Simone Shine.	Geography	Welcome Others Migration Lost by Mariajo Ilustrajo	Geography	Kings and Queens Leadership The Apple Wars by Bernice Myers.	Geography
Prior Learning	Understanding the World		Understanding the World			Understanding the World
Knowledge	To understand how Great Harwood has changed from the past. To understand what makes our town so special. To know who helps us and has been significant in our town's history.		To learn about famous explorers who have migrated. To understand why people migrate. To understand why people migrated to Lancashire in the past.			To learn about what a leader does and what makes a good leader. Children understand how times have changed and what leaders were like in the past.
Skills	To enhance observational skills by exploring our hometown, observing details, and asking questions about what is seen. To encourage storytelling and narrative skills by listening to stories from older members of the community about the history of our hometown. Begin to understand basic mapping concepts by creating simple maps of our hometown, including landmarks and routes.		Use stories or pictures to introduce children to characters from various backgrounds. To discuss what makes each character special. Role-play fun adventures where children go on trips or visits to new places. To discuss what they might like about exploring different spots			To use role play activities where children can take on the roles of different leaders to better understand what makes a good leader. Empathy and Understanding: develop empathy by helping children understand the challenges and emotions faced by those who are leaders. Promote awareness of the broader community and how leaders play a crucial role in maintaining a just society.
Vocabulary	Hometown, house, neighbourhood, streets, families, people, explore, nature, visit.		Migration, racism, friendly, helpful, welcoming, family, move, celebrate.			Leadership, rules, fairness, King, Queen, ally, teamwork, democracy.

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Hawks (Year One and Year Two)	Local History - Highstreet Civilisations Similarities and Differences How has our high-street changes over time?	Geography	Leare Consantine (Significant People) Migration/Invasion Significance How significant was Learie Consantine to British History?	Geography	Changes Beyond Living Memory – Seaside Childhood Similarities and Differences How has life changed for a child at the seaside?	Geography
Prior Learning	Understanding the World Owls – Our Hometown		Understanding the World Owls – Famous Explorers			Understanding the World Owls – Our School
Knowledge	To know what a high street is and the importance of one to the local community. To understand the difference between our high street now and in the past.		To understand where Learie Consantine fits into our chronological framework. To learn who was Learie Consantine and why he was significant.			To understand what life was like for a Victorian at the beach. To identify key aspects from the past. To understand where the Victorians fit into our chronological framework.
Skills	To make simple observations. To recognise past from present. To understand similarities and differences linked to our topic. To retell simple stories from the past.		To discuss who is significant in our lives. To ask and answer questions through using simple sources. To retell simple stories from the past. To recognise the reasons that caused people to behave in a certain manner.			To make simple observations about the past. To recognise past from present. To retell key events from the past. To understand similarities and differences linked to our topic.
Vocabulary	Local, high street, similarities, differences, past, present, heritage, landmarks, civilisations, history.		Artefact, significance, pandemic, migration, racism, equality, prejudice, freedom, enslave, discrimination, reputation, tournament.			Childhood, similarities, differences, past, present, national, artefact, museum, significant, famous, decade, century, Victorians, timeline, order, future, children. Era.

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Red Kites (Year Three and Year Four)	Stone Age to Iron Age Civilisations Change and Continuity When do you think it was better to live – The Stone Age, The Bronze Age or Iron	Geography	Castles Civilisations Significance How significant is Clitheroe Castle?	Geography	Ancient Civilisations Civilisations Similarities and Differences What do Ancient Civilisations have in common?	Geography
Prior Learning	Owls – Our Hometown Hawks – Our Local Highstreet, Great Fire of London		Owls – Our Hometown Hawks – Our Local Highstreet, Great Fire of London Red Kites – Stone to Iron Age		Owls – Our Hometown. Red Kites – Stone to Iron Age, Castles	
Knowledge	To identify where the Stone, Bronze and Iron Age fit into our chronological framework. To describe significant aspects of Stone, Bronze and Iron Age. I provide evidence on how Britain changed over this period of time.		To identify where Clitheroe Castle fits into our chronological framework. To identify the features of a castle. To explain why Clitheroe Castle is so significant.		To identify the different Ancient civilisations of the world. To identify where these civilisations fit into our chronological framework. To compare all the different civilisations and find common features.	
Skills	To communicate historical findings. Explore main events, situations and changes within and across different periods. To understand why there is no evidence for some periods of history. To recognise how knowledge of past is made up by different sources.		To discuss historical issues and changes. To recognise how our history of the past is made up of sources. To produce our own historical account making connections. To make historical claims and sources.		To explore main events and situations across different periods. To discuss historical issues and changes. To recognise that our knowledge of the past is made up by sources.	
Vocabulary	Neolithic, prehistoric, civilisation, change, continuity, Mesolithic, Palaeolithic, Nomadic, smelting, mining, Mount Gabriel, Brougham Hoard, Beaker, hill forts, round houses, smithing, settlement		Castle, keep, motte and bailey, draw-bridge, moat, battlements, turret, portcullis, knight, siege.		Dynasty, civilisations, location, river, valley, irrigation, achievements, latitude, longitude	

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Buzzards (Year Four and Year Five)	Ancient Maya Civilisations Similarities and Differences How are they different to us?	Geography	Anglo Saxons Migration/Invasion Evidence What impact on Britain did the Anglo Saxons and Scots have?	Geography	Lancashire Cotton Industry Justice and Equality Significance How significant was the Cotton Industry to Lancashire?	Geography
Prior Learning	Owls – Our Hometown Hawks – Great Fire of London, Our Local Highstreet. Red Kites – Ancient Civilisations, Castles, Stone to Iron Age.		Owls – Welcoming Others. Hawks – Significant People		Owls – People who help us.	
Knowledge	To learn key facts about Ancient Maya. To describe significant aspects of Mayan Culture. Understand where this event fits into our chronological framework. Understand how Ancient Maya told the time.		To understand where the Anglo-Saxons came from and how they were lots of different tribes. To understand what life was like for an Anglo-Saxon. To understand where the Anglo-Saxons fit into our chronological framework. I can describe the impact Anglo-Saxons had on Britain.		To understand why the Cotton Industry was so important to Lancashire. I understand why the population of Preston increased so much. I can explain who Henry Ashworth is. I can identify the differences between clothes (Past and Present) I can explain the importance of Quarry Bank Mill.	
Skills	To make historical claims. Understand how our knowledge of the past is made up by sources and judgements. To discuss and debate historical issues. Describe the results of historical events.		To discuss and debate historical issues. To recognise how our knowledge of the past is made up. To make judgements from historically valid sources.		To devise and answer historical questions. To discuss connections between local, regional, national and international history. To identify how sources are used to make historical claims. To present answer to historical questions by selecting relevant information.	
Vocabulary	Civilisations, contrast, similarities, differences, religious, ancient, Maya, AD, BC, BCE, CE, international, investigation, chronological, chronology, perspective		Migration, culture, society, civilisation, invaders, invasion, settlers, monastic, chronical, Kingdom, heathens, settlement.		Cotton, slave, hypothesis, local, regional, national, international, quakers, famine, insurrection	

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Eagles (Year Five and Six)	World War Two Childhood Causes Where children's lives better before they were evacu- ated?	Geography	Crime and Punish- ment Justice and Equality Similarities and Dif- ferences Whose justice sys- tem is the most simi- lar to ours?	Geography	Transatlantic Slave Trade Justice and Equality Evidence What was life like in Lancashire for a slave?	Geography
Prior Learning	Our School Changes within living memory Changes beyond living memory		People Who Help Us Lancashire Cotton Mills		People Who Help Us Lancashire Cotton Mills Crime and Punishment	
Knowledge	To learn who and why was evacuated. To learn the key dates of Operation Pied Piper. To understand the different opinions of evacuees. Understand where this event fits into our chronological framework.		To understand how Crime and Punish- ment has changed over time. To describe the impact of punishment on people's lives. To understand people's opinions on the police and prison.		To understand how Britain has been influ- enced the wider world and vice – versa. To explain what The Transatlantic Slave Trade. To understand how Lancashire was involved in the TAST. Understand where this event fits into our chronological framework.	
Skills	Answer and devise historically valid questions. Understand how our knowledge of the past is made up by sources and judge- ments. To discuss and debate historical issues. Describe the results of historical events.		To make links between events and changes across different periods of time. To discuss and debate historical issues. To recognise of how our knowledge is made up by a range of sources. To create historical hypothesis.		To evaluate different sources and make in- ferences. To identify historically significant people. To discuss and debate historical issues. To recognise of how our knowledge is made up by a range of sources.	
Vocabulary	Childhood, evacuation, rationing, blackout, refugee, air-raid siren, blackout, conscription, host family, morse code, telegram, warden, allot- ment, shelter, continuity.		Crime, punishment, execution, exile, jury, pillory, arson, severe, rebel, deter, noble, court, legionnaires.		Slave, trade, Transatlantic, abolished, stowed, influential, abolition, chronology, legacy.	