

LONG TERM PLAN

SHERRIER C of E PRIMARY SCHOOL CURRICULUM OVERVIEW
Unit Titles, Inquiry Questions and Mantle of The Expert information



	AUTUMN		SPRING		SUMMER	
EYFS	<p>I am Unique! Learning to be part of our Sherrier family and the importance of being kind and making friends. Exploring how we are all special and unique. Everyone is welcome.</p>	<p>Autumn Magic! Exploring the change in seasons from Summer to Autumn and what this means for animals. Investigating day, night, space and stars. Celebrating festivals of light and Christmas. Discussing the history of toys.</p>	<p>Winter Detectives Finding out about our mystery visitor to Foundation Stage. Exploring the change from Autumn to winter. Explore cold places and the animals that live there. Explore Chinese New Year.</p>	<p>Amazing Animals! Children to take on role as Animal Park Rangers. Learn about endangered animals and discover African culture. Learn how we can make a difference. Explore signs of Spring and Easter.</p>	<p>Fairy Tale Experts Explore being Fairy Tale Problem solvers. Meet and help traditional tale characters.</p>	<p>Wish You Were Here! Explore the change from Spring to Summer. Talk about holidays now and then. Exploring looking after our beaches and seas.</p>
Year 1 Impact	Heroes	Discovery Island	Great Fire of London		Local Nature study	
	What skills and qualities do you need	What does evidence from the	How do we remember those that came before us?		Is Nature important?	

	to be an effective learner?	past tell us about the history of our planet?		
	Expert team of real-life heroes who use their unique attributes to complete 'missions'	Team of Archaeologists researching an unknown island	Expert Team of Firefighters and Tourist Guides for Paddington's visit to London	Woodland Support Experts
Change Year 2	The Farm- How we can change as a person	History of Flight -Change in the World affecting humans	Animal Conservation-Change in the world affecting animals	
	How do people change?	How do humans change the world?	How are changes in the world affecting animals and what can we do to protect them?	
	Trouble-shooting experts to support an aging farmer – works alongside our class novel, George's Marvellous Medicine	Expert journey planners for pilot to travel the world	Animal Conservation Park experts	
Innovation Year 3	Stone Age	Roman Britain	Global Issues/ Local Solutions	
	What innovations did early humans make to survive?	How did life change for the Celts and how have Roman innovations influenced our country today?	Are human beings in danger of innovating themselves into extinction?	
	A tribe relocation – Doggerland to Skara Brae	Iceni tribe who are impacted by the Roman Invasion/ Boudicca Revolt	Commissioned to be a CBBC Research team for Why Don't You programme	
Attrition (Changing) Year 4	Anglo-Saxons and Vikings	Natural Disasters	Mountains and Rivers	
	Were the English ever really English?	How do we prepare for the worst?	Is anywhere in the world ever really remote?	
	Education Website Design Team – working	Disaster Response Team protecting visitors to	Mountain Rescue Team / Education Centre	

	for CBBC		a remote island	
Stewardship Year 5	Egyptians	Space	Oceans Study	Regional History Study -King Richard III
	Do we have the right to own things-should we ever have the right?	Who owns Space?	Who owns the oceans?	Who owns the memories of the dead?
	The Egyptian Tomb exploration as Expert team of Archaeologists	Flight to Mars – choosing a team to	The Marine Protection Team – Researchers to find solutions and protect marine life	To be reviewed
Power and Year 6	Sustainable/Accessible Tourism		World War II Study	Greeks
	Can business be a force for good?		Did WW2 impact all children equally?	How do rights and responsibilities shape a society?
	Discovery Holidays – planning for a new location/holiday package		Differing viewpoints Kindertransport /Evacuees /ARP Wardens	Creating an exhibition detailing Greek life – Videographers

LONG TERM PLAN ...

	Autumn		Spring		Summer	
EYFS	I am unique!	Autumn Magic	Winter Detectives	Amazing Animals	Fairy tale Experts	Wish you were here!
YEAR 1	Autumn 1: Dinosaur Island Autumn 2: Bonfire Night and the Gunpowder Plot		Britain- Influences and influences over the wider world- London over time.		Local Nature Project- Is nature important?	
	Aspect: Historical knowledge Focus: Significance		Aspect: Historical knowledge Focus: Significance; Continuity and change			

	<p>Outcome: Children understand some of the key facts about Bonfire Night and Gunpowder plot</p> <p>Aspect: Historical knowledge and Chronological understanding</p> <p>Focus: Cause and consequence</p> <p>Outcome: Children learn about Dinosaurs on earth and the importance of protecting and preserving animals and the environment</p>	<p>Outcome: Children learn about London in Victorian times and about Queen Victoria and Queen Elizabeth I</p>	
YEAR 2	<p>The Farm- How we can change as a person?</p>	<p>History of Flight -Change in the World affecting humans</p>	<p>Animal Conservation-Change in the world affecting animals</p>
	<p>Aspect: Focus: Outcome:</p>	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Continuity and change</p> <p>Outcome:</p>	
YEAR 3	<p>Stone Age to Iron Age</p>	<p>Roman Britain</p>	<p>Global Issues/ Local Solutions- Are human beings in danger of innovating themselves into extinction?</p>
	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Significance; Continuity and change</p> <p>Outcome: Children will learn about the significance of tribal life and settlements to people in the Stone age and how innovations changed through the Bronze and Iron Ages.</p>	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Continuity and change</p> <p>Outcome: Children will learn about the Roman invasion and impact on Britain and consider if the use of power is ever justified for creating an empire.</p>	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Significance; Continuity and change</p> <p>Outcome:</p>
YEAR 4	<p>Anglo- Saxons and Vikings- Were the English really ever English?</p>	<p>Natural Disasters- how do we prepare for the worst?</p>	<p>Mountains and Rivers- Is anywhere in the world really ever remote?</p>
	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Significance; Continuity and change</p> <p>Outcome: Children will learn about They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. Education Website Design Team – working for CBBC.</p>	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Significance; Continuity and change</p> <p>Outcome:</p>	<p>Aspect: Historical knowledge and chronological understanding</p> <p>Focus: Significance; Continuity and change</p> <p>Outcome:</p>
YEAR 5	<p>Ancient Egypt</p>	<p>Space- Tim Peake and the International Space Centre</p>	<p>Regional History Study -King Richard III- Who owns the memories of the dead?</p>

	<p>Aspect: Historical knowledge and interpretation Focus: Significance; Similarity and difference</p> <p>Outcome: Children will learn about life in Ancient Egypt and the significance of the artefacts as evidence- do we have the right to keep them, unearth them? The Egyptian Tomb exploration as Expert team of Archaeologists.</p>	<p>Aspect: Historical knowledge and Chronological understanding Focus: Continuity and change Outcome: Children learn about the International Space Station and the challenges and changes astronauts face when in space. Plan a Flight to Mars.</p>	
YEAR 6	Mayans- Can business be a force for good?	World War II- Did WW2 impact all children equally?	Greeks- How do rights and responsibilities shape a society?
	<p>Aspect: Historical knowledge and enquiry Focus: Similarity and difference; Cause and consequence Outcome: Children will learn about the Mayan civilization and plan for a new location/holiday package based on Mayan civilisation and modern environmental factors.</p>	<p>Aspect: Chronological Understanding and Historical interpretation Focus: Cause and consequence; Significance Outcome: Children will learn about World War II and the impact on lives in Lutterworth, the children and ARPs at this time.</p>	<p>Aspect: Chronological Understanding and Historical knowledge Focus: Cause and consequence; Continuity and change Outcome: Children will create an exhibition detailing Greek life.</p>

Children explore and develop key concepts and skills required to develop a mastery of the subject. This is done through teaching the following key concepts and skills:

Chronological Understanding	This would involve placing the time period being studied on a timeline, identifying if it is before, after or at the same time as previous history topics. It could also be done by sequencing artefacts or events and using chronological vocabulary like dates, time periods etc. Time needs to be understood as linear but also that different events could be happening in the world at the same time e.g Vikings and Mayan civilisation.
Range and Depth of historical knowledge	This is learning about life in the time period studied, looking for links and effects, different aspects of life or find out about behaviour and beliefs.
Interpretations of history	This is a really important part of the history curriculum which is often overlooked. Children need to know that history is interpretation of events, not facts. You could compare accounts from different sources, evaluate the usefulness of evidence and offer some reasons for different versions of events.
Historical enquiry	This is where children construct the past through a range of evidence. They should use primary and secondary sources to answer a question or line of enquiry. It should allow them to ask questions and identify areas of the past that have limited or unreliable sources. Again, this will help them to understand that the past is a construct made from interpretation of sources.

Continuity and Change	Similarity and Difference	Cause and \consequence	Significance
<p>There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.</p>	<p>Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.</p>	<p>This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the</p>	<p>Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.</p>

Local history

Where possible, links to local history will be made. Any links are outlined on the year group's key knowledge. Each year group has at least one topic that has local history links.

EYFS: Sherrier school in the past

Year 1: Rutland Ichthyosaur; Great Fire of London – records of suspects in prison in Leicester and reports that suspicious persons seized near Lutterworth were carrying fire balls as big as tennis balls (The Great Fire of London by Stephen Porter)

Year 2: Frank Whittle- testing the jet engine in a disused foundry in Lutterworth; links to local Lutterworth Museum.

Year 3: Roman roads in the local area including Watling Street (A5) – triangle of the three key roman roads, considerable amounts of Roman treasure have been found in several places in the area; Iron Age round house (Swinford and Lutterworth farmland Archaeological Excavation Summer 2011) and flint finds in nearby Lutterworth fields

Year 4: Anglo-Saxon burial near Lutterworth on Watling Street [1986 \(60\) 16-20 Liddle.pdf](#) Watling Street continued to be an important routeway in the Anglo-Saxon period, but relate more to its use as a boundary. Many burials of the Early Saxon period lie on boundaries and Watling Street is still the boundary between Leicestershire and Warwickshire; Anglo- Saxons- Croft Hill parliament 836AD (charter document) [https://www.le.ac.uk/lahs/downloads/1950/1950%20\(26\)%2083-92%20Hoskins.pdf](https://www.le.ac.uk/lahs/downloads/1950/1950%20(26)%2083-92%20Hoskins.pdf)

Year 5: Ancient Egyptian amulet found at Roman site;

Year 6: WWII memorial and link to villagers who fought in WWI and WWII