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| Aim | Pupils should produce creative work, exploring their ideas and recording their experiences. Pupils should become proficient in drawing, painting, sculpture and other art, craft and design techniques. They should evaluate and analyse creative works using the language of art, craft and design. Pupils should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | | | | | |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Advent | My Family  *Share our culture and faiths and learn how these impact the community. (Birth to 5 matters)* | Toys and Games  *Events within Living Memory*  *Key knowledge - How games and toys have changed over the last 100 years.* | Lives of significant individuals  *Neil Armstrong, Rosa Parks, Walt Disney and Ruby Bridges.*  *Key knowledge-*  *Why are these people important?* | Stone age to Iron age    *Key knowledge- How the development of new tools and weapons led to changes in the way people lived from Nomads to farmers.* | Ancient Greece and its influence on the Western World  *Key knowledge- development of citizenship where the people rule the state, introduction of democracy and first cities.* | Anglo Saxons- Britain’s Settlement  *Key knowledge- Roman withdrawal from Britain. Life in Anglo Saxon Britain including village life.* | Freedom  *Key knowledge- How was the slave trade abolished? How has it impacted on our lives?* |
| Lent | People who help us in the community  *Community members such as fire fighters, refuse collectors, delivery personnel, care home resident, artists. (Birth to 5 matters)* | Transport  *Events beyond living memory*  *Key knowledge - Significance of major improvements to transport and how people lived and worked.* | No history this term | Ancient Egypt    *Key knowledge- describe the achievements of the Egyptians e.g. hieroglyphics, irrigation systems, developing a sophisticated culture* | London Olympics  *Key knowledge- a significant event identifying the development of 3 London Olympics.* | Viking and Anglo-Saxon struggle for Britain  *Key knowledge- How the Vikings eventually beat the Anglo Saxons. Three centuries of conflict from Viking raids to a Viking King of* England. | Battle of Britain (local history study- Bletchley Park)  *Key knowledge- Why was the Battle of Britain a key turning point in British history?* |
| Pentecost | Important people  *Share stories about people from the past who have an influence on the present (Birth to 5 matters)* | Seaside holidays.  *Events beyond living memory*  *Key knowledge- Identify how seaside holidays are similar and different in the Victorian period to now.* | The Great Fire of London  *Events beyond living memory*  *Key knowledge- What were the causes and consequences of the fire?* | Kings and Queens of England  *Key knowledge- The changing power of the monarchy.* | Romans and their impact on Britain  *Key knowledge- How did the Romans change life in Britain for ordinary people. What evidence of Roman life still visible today?* | Local study: Luton and its industry  (hats, Vauxhall, airport)    *Key knowledge- How Luton has changed over time and the effect it has had on its population.* | Maya  *Key knowledge- How did the Maya’s become so important? Why did the Maya empire decline?* |