

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	What's your favourite fairy-tale? The children will read and compare traditional and modern stories. Discuss people that are familiar to them in the community and people that help us- firemen, policemen, nurses and doctors etc. Firework night – explain why we celebrate and how we stay safe.	What changes in our environment can you see? Discuss how we celebrate Christmas / holidays and that we may celebrate them differently to other people. Show photos from past and photos from present – what is the same and what is different – Christmas past.	What can you see through a telescope? Look at pictures of rockets – have they changed? Discuss astronauts – what do they do? Show videos of astronauts on the moon / in rockets. Discuss the moon landing and how it was a significant time in history. Explore the concept of space through continuous provision activities.	If you were a fish, what fish would you be? Explore how people previously celebrated Easter and how it has changed overtime.	How does your garden grow? Discuss how in the past fruits and vegetables were used to dye clothes.	Are you mad about animals?
Year 1	How have toys changed overtime? We will be: Examining similarities and differences between toys from now and the past and hypothesising about why some toys have continued to be popular for generations. <i>I know the difference between past and present and how it is represented</i> <i>I show curiosity and ask questions.</i> <i>I can compare, contrast and conclude.</i>	How does the weather change over seasons?	Who is the oldest reigning monarch? We will be: <i>I can identify significant events, people and places.</i> <i>I know that life is different at different times.</i> <i>I show appreciation for differences.</i>	How is London different to where we live?	What makes the seaside the seaside?	Who was Mary Anning and how did she change history? We will be: <i>I can identify significant events, people and places.</i> <i>I know that life is different at different times.</i> <i>I can identify significant events, people and places.</i>
Year 2	What does a Pirate need to reach the treasure?	How did the fire change London? We will be: learning about The Great Fire of London by ordering the events of the fire. They will think about why the fire spread so quickly, talk about how many people died and create a better London which would prevent a fire that big happening again. <i>I can identify significant events, people and places.</i>	How does the weather change the closer you get to the equator?	Could The Titanic have been saved? We will be: ordering the events of The Titanic and thinking about what could have been done differently. They will be looking at the different classes and what sort of facilities they would have been able to use and explaining how to build better ships and make them operate more safely. <i>I can explain the cause of something happening and the consequence(s) of it happening.</i>	How has Andover changed? We will be: learning about how Andover has changed over the past 100 years. We will look at different pictures of Andover and compare them from the past and now – for example a picture of the high street in the 1900s and now. <i>I know the difference between past and present and how it is represented</i>	How is Kingston different to Andover?

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Year 3	Did it rock to live in Stone Age Britain? We will be: Focusing on the Neolithic period of the Stone Age investigating what it was like to live in the Stone Age. <i>I can compare, contrast and conclude. I know that life is different at different times.</i>	When was life in Andover better? The Iron Age or Stone Age? We will be: Continuing our learning on the Neolithic period and then moving on to investigating the Bronze Age and Iron Age through the use of books and pictures to compare the life of each period. <i>I can identify significant events, people and places. I show curiosity and ask questions. I can compare, contrast and conclude.</i>	How extreme can Earth be?	Why should we save Earth's Rainforests?	Who were the Romans? What did they do for us? We will be: investigating the Romans and exploring aspects of 'Romanisation' and its impact on Britain. We will also be exploring the changes to life when under the Romans rule and what period they left. <i>I know that life is different at different times. I can explain the cause of something happening and the consequence(s) of it happening. I show appreciation for differences.</i>	Andover- How do we use our land?
Year 4	"Why do so many people settle in Megacities?"	"Were the Anglo Saxons the ruin of Britain?" We will be: Placing the Anglo-Saxons on a timeline, investigating migration to and from Britain, evaluating sources and identifying differing opinion. <i>I can identify significant events, people and places. I can explain the cause of something happening and the consequence(s) of it happening. I understand and use historical language.</i>	"Were the Vikings Raiders or Traders?" We will be: Continuing learning to see links between Anglo – Saxons and Vikings, researching Viking boats and identifying stereotypes and examining source evidence for evidence of opinion. <i>I can explain the cause of something happening and the consequence(s) of it happening. I can identify significant events, people and places. I can compare, contrast and conclude. I understand and use historical language.</i>	"Where does the River Anton begin and end?"	"Was King Alfred really great?" We will be: <i>I show appreciation for differences. I show curiosity and ask questions. I can compare, contrast and conclude.</i>	Is the Costa Brava a world away from our local area?

Year 5	What was the greatest achievement for each civilisation? We will be: discovering why and where civilisations built up in certain areas around the ancient world; become experts in one civilisation and then finally making a decision about the greatest achievement that each civilisation made. <i>I can identify significant events, people and places.</i> <i>I can compare, contrast and conclude.</i> <i>I show appreciation for differences.</i>	Where in Russia would you launch a space rocket?	What was everyday life for men, women and children in ancient Egypt? We will be: Looking at the life an everyday Egyptian might have had from evidence and artefacts and comparing it to the children's lives now to decide if they would have liked to be an Ancient Egyptian. <i>I know the difference between past and present and how it is represented</i> <i>I know that life is different at different times.</i> <i>I show appreciation for differences.</i>	Why does parliament run the country rather than the king? We will be: Investigate 4 different monarchs and decide how much 'power' each one had and why. Each one will be placed on a power scale and then finally make a decision about how much power our parliament has. <i>I know that life is different at different times.</i> <i>I can compare, contrast and conclude.</i> <i>I can explain the cause of something happening and the consequence(s) of it happening.</i> <i>I know the difference between past and present and how it is represented</i>	Why would a refugee want to move to Andover?	Are we protecting our British wildlife?
Year 6	Are there mountains in the UK?	Andover or the Canadian Wilderness – which biome would you choose?	Why is the Mayan culture important? We will be: locating the Mayan civilization on a timeline, discussing what was happening in Britain at that time and what life in Britain was like, examining artefacts to explore Mayan life and achievements, researching different aspects of the Mayan civilization <i>I can identify significant events, people and places.</i> <i>I can compare, contrast and conclude.</i> <i>I show appreciation for differences</i> <i>I understand and use historical language.</i>	Which countries grow cocoa and how do we get chocolate?	How have the Ancient Greeks influenced the modern western world? We will be: Evaluating sources of evidence, locating the Ancient Greek civilization on a timeline along with other periods already studied, identify key locations of Ancient Greece, understand the achievement of the Ancient Greeks and the influence they still have, identify the most significant aspects of the Ancient Greeks legacy. <i>I show curiosity and ask questions.</i> <i>I know that life is different at different times.</i> <i>I can identify significant events, people and places.</i> <i>I show appreciation for differences.</i>	How have the Ancient Greeks influenced the modern western world? We will be: Evaluating sources of evidence, locating the Ancient Greek civilization on a timeline along with other periods already studied, identify key locations of Ancient Greece, understand the achievement of the Ancient Greeks and the influence they still have, identify the most significant aspects of the Ancient Greeks legacy <i>I know the difference between past and present and how it is represented</i> <i>I know that life is different at different times.</i> <i>I can identify significant events, people and places.</i> <i>I show appreciation for differences.</i>