

Reception	Autumn	Spring 1	Summer 1
	Where is my family from? Past and present - Ask family members, parents and grandparents where they are from and what jobs they had	People who help us Past and present - Florence Nightingale and Mary Seacole	
Year 1	Autumn	Spring 1	Summer 1
	Where do, and did, the wheels on the bus go? - Awareness of the past and the way it is similar to and different from the present. Local history Local history – Escomb (School, bridge church) - Awareness of the past and the way it is similar to and different from the present.	What is wifi more fun than when my Grandparents were young? - Discussing changes within living memory. – Revealing aspects of change in national life. use the school grounds to play old games such as catapults, hopscotch, football, hula hoop	Who was famous when my mum and dad were little? (Ant and Dec) - Researching lives of significant individuals in the past who have contributed to national and international achievements. Article 4: the government has the responsibility to protect your rights.
Year 2	Autumn	Spring 1	Summer 1
	What were the people who lived in Escomb / Bishop Auckland like 100 years ago? : events beyond living memory that are significant nationally and globally	How has Nelson Mandela helped make the world a better place? : the lives of significant individuals from the past who have contributed to national and international achievements Article 2 – The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status	Why was Captain Cook very brave? : the lives of significant individuals in Britain's past who have contributed to national achievements. -identify continents and oceans
Year 3	Autumn 1	Spring 1	Summer 1

	<p>Who first lived in Britain? Stone Age to the Iron Age, including: Hunter gatherers; Early farming; Bronze Age, and Iron Age. <i>Build a Stone Age/Bronze Age shelter.</i></p>	<p>How can we re-discover the wonder of Ancient Egypt? The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society. <i>Float a papyrus boat in the 'river'.</i></p>	<p>Do you know where you are? Local History – Bishop Auckland. Local legends, important people and landmarks. Article 17: You have the right to get information. Article 13; You have the right to find out things and share what you think with others.</p>
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Year 4	Autumn			Spring			Summer		
	<p>Why were the Romans so powerful and what did we learn from them? -Julius Caesar -Hadrian's Wall -Boudica -Romanisation of Britain <i>Invasion! Class invaded by the romans to entice curiosity.</i> Article 19 (protection from violence) Article 24 (health and health services) Article 26 (social security)</p>			<p>Has Greece always been in the news? -A study of Greek life and achievements Their influence on the western world Article 17 (Access to reliable information) Article 13 (Freedom of expression) Article 31 (Leisure, play and culture)</p>					

Year 5	Autumn			Spring			Summer		
	<p>Who were the Mayans and what have we learnt from them?</p>			<p>Were the Anglo-Saxons really smashing?</p>					

	<p>Maya Gods Maya numbers and writing Maya food and technology – legacy Rights Respecting Article 14 (freedom of thought, belief and religion)</p>	<p>- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion Rights Respecting Article 14 (freedom of thought, belief and religion) Escomb Church Visit</p>	
<h1>Year 6</h1>	Autumn	Spring	Summer
	<p>Why should the world be ashamed of slavery? -A study of and aspect of British history that extends pupils knowledge beyond 1066 <i>Article 32 (Child Labour)</i> <i>Article 35 (Abduction and trafficking)</i> Article 12 <i>(Respect views of the child)</i></p>	<p>Were the Vikings always victorious and vicious? -Viking Raids -Edward the Confessor Reconstruct Viking raids using adventure forest</p>	