



Year	Autumn	Spring	Summer
<b>Early Years Foundation Curriculum: Understanding the World</b>			
Your child will learn about the world too, exploring different people, cultures and communities, the natural world and physical processes, and the past and present.			
R	<b><u>Time- Past, Present and the Future- Spring Term</u></b> <ul style="list-style-type: none"> <li>• Growing up- humans from birth to old age</li> <li>• Looking after our future planet</li> <li>• Dinosaurs</li> </ul>		
<b>The National Curriculum: Key Stage 1</b>			
1	<b><u>Changes within living memory- Toys</u></b> <ul style="list-style-type: none"> <li>• Place events and objects in chronological order.</li> <li>• Use common words and phrases relating to the passing of time.</li> <li>• Identify differences between ways of life at different times.</li> <li>• Find out about the past from a range of sources and information.</li> <li>• Ask questions about the past.</li> </ul>	<b><u>Changes within living memory and significant Individuals- Kings and Queens</u></b> <ul style="list-style-type: none"> <li>• To understand what a monarch is and the qualities needed to be a good monarch.</li> <li>• To find out how the title of king or queen is inherited.</li> <li>• To find out about how family history, such as Queen Victoria's <i>(1837–1901)</i> and my own family, can be represented.</li> </ul>	
2	<b><u>Changes within living memory and significant Individuals- Explorers</u></b> <ul style="list-style-type: none"> <li>• Understanding what makes a person significant.</li> <li>• Researching an explorer who lived a long time ago.</li> <li>• Developing an awareness of how and why Neil Armstrong <i>(first human to walk on the</i></li> </ul>	<b><u>Changes within living memory- Communication</u></b> <ul style="list-style-type: none"> <li>• Understand that there are a range of different ways that we communicate now, as there were in the past.</li> <li>• Order communication methods over the past 100 years.</li> </ul>	

	<p><b>moon on July 20, 1969)</b> and Kathy Sullivan (<i>Part of NASA's first intake of female astronauts in 1978. First American woman to complete a spacewalk 1984.</i>) are significant, then comparing them.</p> <ul style="list-style-type: none"> <li>• Discussing how significant people are remembered.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role and the use of messengers, both human and birds, in the past to send messages to others.</li> <li>• Understand how the telephone was created and make a cup version to evaluate.</li> </ul>	
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**The National Curriculum: Key Stage 2**

3	<p><b><u>Iron Age</u></b>  <i>between 1200 B.C. to the Roman invasion of 43 AD, and follows on from the Bronze Age.</i></p> <ul style="list-style-type: none"> <li>• Learn about changes in Britain from the Stone Age to the Iron Age This could include: A late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b. Bronze Age religion, technology and travel, for example, Stonehenge c. Iron Age hill forts: tribal kingdoms.</li> <li>• Trip to Celtic harmony to learn about Iron age and take part in activities to develop an understanding of what it was like to live in Iron Age.</li> </ul>		<p><b><u>Egyptians</u></b>  <i>For almost 30 centuries—from its unification around 3100 B.C. to its conquest by Alexander the Great in 332 B.C.</i></p> <ul style="list-style-type: none"> <li>• Understand what was important to people during ancient Egyptian times.</li> <li>• Compare the powers of different Egyptian gods.</li> <li>• Find Egypt on a map</li> <li>• Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.</li> </ul>
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4	<p><b>The Romans</b>  <i>ranges from 753 B.C.E. to its final days during the 15<sup>th</sup> century C.E.</i></p> <ul style="list-style-type: none"> <li>• Understand the context of Roman history</li> <li>• Understand where the Romans and Roman Britain fits in to a continuing chronological narrative <b><i>The Romans remained in Britain from 43 AD to 410 AD.</i></b></li> <li>• Understand why and when Britain was invaded</li> <li>• Understand the achievements of the Romans and impact they had on Britain</li> <li>• Understand the changes and continuity between Roman housing and Celtic</li> </ul>	<p><b>Roman Britain Continued</b></p> <ul style="list-style-type: none"> <li>• To understand the continuity and change within society from the Iron Age to Roman Britain.</li> <li>• To understand the differences in food collection and meal structures between Romans and Celts</li> <li>• To identify the types of Roman entertainment and the differences between them and Celtic entertainment</li> <li>• To understand the religious beliefs of the Romans and their impact on Britain</li> <li>• To understand that primary sources need careful analysis and that they can contradict each other</li> </ul>	<p><b>Tudors- Local History Study</b>  <i>between 1485 and 1603 in England and Wales and includes the Elizabethan period during the reign of Elizabeth I until 1603</i></p> <ul style="list-style-type: none"> <li>• Chronologically place the Tudor time period in British History.</li> <li>• Understand the significance of Hatfield House.</li> <li>• Who was Elizabeth I and why was she significant?</li> <li>• Understand continuity and change of religion in the Tudor period.</li> <li>• Identify the impact of national religious changes on Potters Bar.</li> </ul> <p>?</p>
5	<p><b>The Saxons and Vikings</b>  <i>The Anglo-Saxon age in Britain was from around AD410 to 1066</i>  <b>Vikings around A.D. 793 to 1066.</b></p> <ul style="list-style-type: none"> <li>• Understand why they invaded and how they settled</li> <li>• Examine Saxon religion</li> <li>• Examine the impact of the Viking invasion</li> </ul>		<p><b>Ancient Greece</b>  <i>The term Ancient, or Archaic, Greece refers to the years 700-480 B.C., not the Classical Age (480-323 B.C.)</i></p>

6	<p><b>Potters Bar at War</b>  <b>WW1 28 July 1914 – 11 November 1918</b>  <b>WW11 1 September 1939 – 2 September 1945</b></p> <ul style="list-style-type: none"> <li>• When did the World Wars take place and what were the key events in Potters Bar?</li> </ul> <p><b>1916 a German Zeppelin was shot down in Potters Bar</b></p> <ul style="list-style-type: none"> <li>• Which significant individuals from Potters Bar have influenced our lives today as a result of their role in either war?</li> <li>• How is VE Day in Potters Bar remembered by those that were there? <b>8<sup>th</sup> May 1945</b></li> </ul>		<p><b>Maya Civilisation</b>  <b>about 250 CE until about 900</b></p> <ul style="list-style-type: none"> <li>• Discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</li> <li>• Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</li> <li>• Understand how the Maya number system works.</li> <li>• Identify and use a range of evidence sources to help me understand more about the Maya civilisation.</li> <li>• Explain what the Mayan writing system consists of, how words are constructed and what codices are.</li> <li>• Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</li> </ul>
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