

Year group	Unit of Work	Enquiry Question(s)	Knowledge, Skills and Concepts	Golden Threads
EYFS	My Life	<ul style="list-style-type: none"> How have I changed since I was a baby? Why do we wear different clothes at different times of the year? What are our favourite celebrations each 	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own lives and in lives of family members. Order and sequence events which are familiar to them. Use everyday language related to time and when talking about the past. Recognise similarities and differences (including between families, traditions, and communities) between themselves and those around them and recognise changes which have taken place. 	<p>Society</p> <p>Religion</p>
Year 1	Toys	How are the toys I play with different to the toys children played with in the past?	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Name the different toys that Victorian children played with and how this varied from rich to poor. Identify what materials Victorian toys were made out of. Identify the similarities and differences between Victorian toys and the toys we have today. 	<p>Society</p> <p>Invention</p>
	People who help us	What challenges did Mary Seacole overcome to help others?	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Know who Mary Seacole was and why she is remembered today. Name the most important events in Mary's life. Explain what Mary's most important achievement was and how we know. Understand the challenges that Mary Seacole faced on her journey to helping others 	<p>Society</p> <p>Conflict</p>
	Great Explorers	Who were the greatest explorers?	<p>In this unit, children will:</p> <ul style="list-style-type: none"> Name some significant explorers throughout history – Ibn Battuta, Captain Cook, Roald Amundsen, Robert Scott and Sunita Williams. Know about the time when they lived, know what their achievements/discoveries were and understand why they are seen as great explorers. Explain the differences between exploring in the past and exploring today. 	<p>Leadership and economy</p> <p>Invention</p>

Year 2	Remembrance Day	Who do we remember on Remembrance Day?	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Give reasons why Remembrance Day occurs and is important to many people. • Understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. • Understand who Walter Tull was, what happened to him when he fought in World War I and why he was different from most people of his time. 	<p>Society</p> <p>Conflict</p> <p>Religion</p>
	The Great Fire of London	How did the Great Fire of London change our Capital City?	<p>In this unit, children will:</p> <ul style="list-style-type: none"> • Articulate when the Great Fire of London occurred, how it started and why it spread so quickly. • Locate the area of London destroyed by the fire, and the key landmarks affected. • Compare and contrast London in 1666 to London now and understand why London is different today because of the fire. • Understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today. 	<p>Leadership and economy</p> <p>Society</p>
	Local Heroes	How has Chester Zoo changed over the years?	<ul style="list-style-type: none"> • Understand who founded Chester Zoo, how it started and what it was like when it first opened. • Understand how it has changed over time in size, appearance, what animals it cares for, its popularity and importance. • Identify the problems that Chester Zoo has overcome since 1931. 	<p>Society</p> <p>Invention</p>
Year 3	The Stone Age	What was life like in the Stone Age?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Understand how artefacts and historical evidence help us construct an understanding of the past. • Understand how stone age people used stone tools and weapons and how these developed over time. • Understand how farming changed the way people lived in the Neolithic era. • Describe how settlements changed from the Palaeolithic to the Neolithic era 	<p>Religion</p> <p>Society</p> <p>Invention</p>

	The Bronze Age and the Iron Age	How did life in the Stone Age change through the Bronze Age and Iron Age?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Describe how life changed from the Stone Age to the Bronze Age. Explain how the introduction of bronze and iron impacted people's lives. Explain the purpose of hillforts and their importance during the Iron Age. Compare and contrast the Stone Age with the Bronze and Iron Age. 	<p>Leadership and economy</p> <p>Invention</p> <p>Society</p>
	The Egyptians	How much did the Ancient Egyptians achieve?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. Know how different groups of people contributed to the achievements of Ancient Egyptian society. Identify the most significant achievements of the Ancient Egyptians and how these contributed to the success of the Egyptian empire. 	<p>Leadership and economy</p> <p>Invention</p> <p>Society</p> <p>Religion</p>
Year 4	Roman Britain	How did the Roman Empire impact our local area?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Understand the reasons why the Romans wanted to invade and settle in Britain. Compare life before, during and after the invasions and explain how Roman culture has shaped our everyday lives. Explain how Roman innovations improved the lives for people in UK and our local area at that time. 	<p>Invention</p> <p>Society</p> <p>Conflict</p>
	The Anglo Saxons	What was life like in Britain after the Romans left?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Understand who the Anglo-Saxons were and give reasons why they settled in Britain. Articulate the significant people and events during this period. Compare and contrast life the Anglo-Saxon period to life in the Roman period and identify some of the major changes that occurred. Understand what archaeological evidence can tell us about the Anglo-Saxons and the limitations this evidence can have. 	<p>Conflict</p> <p>Leadership and economy</p> <p>Religion</p> <p>Society</p>
	The Vikings	Were the Vikings ruthless raiders or peaceful settlers?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Understand what life was like for the Vikings in their homeland and identify their reasons for leaving. 	<p>Conflict</p>

			<ul style="list-style-type: none"> • Know when, where and why the Vikings settled in Britain. • Articulate the significant people and events during this period. • Understand why there are different accounts of the Viking raids on Lindisfarne. 	Leadership and economy Religion Society
Year 5	Ancient Greeks	What did the Greeks do for us?	In this unit, the children will: <ul style="list-style-type: none"> • Know the location and time period of Ancient Greece and draw comparisons with other civilisations and present day. • Compare the lives led by the Spartans and the Athenians. • Examine causes and results of great events/inventions and the impact on people. 	Religion Invention Society
	The Victorians	Could the 19 th century be called 'The age of improvement'?	In this unit, the children will: <ul style="list-style-type: none"> • Understand when the Victorian age was and identify the key social changes that occurred during it. • Know what impact the rapid growth of the railways had on Britain. • Understand what the industrial revolution was and how it changed life in towns and cities. 	Society Invention Leadership and economy
	Crime and Punishment	How has crime and punishment changed over time?	In this unit, the children will: <ul style="list-style-type: none"> • Understand how and why crime and punishment has changed over a long period of time (however some elements remain the same) • Explain key triggers for change, e.g. The Bloody Code of 1815 • Understand how and why the first police force was formed. • Make links to previously taught time periods. 	Society Invention Religion
Year 6	The Battle of Britain (WW2)	Why was the Battle of Britain a significant turning point of WW2?	In this unit, the children will: <ul style="list-style-type: none"> • Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. • Identify and explain a key turning point within the Battle of Britain; giving reasons for Britain's success over Germany. • Explain why the Battle of Britain was a significant turning point during WW2. 	Conflict Society Leadership and Economy

	The Maya Civilisation	Why should we remember the Maya?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Develop knowledge of the Mayan civilization and its contrasts with British History. • Explain what we can learn about the Maya from the people living in Meso-America today. • Know why the Maya are a significant society and why they should be remembered today. 	<p>Invention</p> <p>Society</p> <p>Religion</p>
	The Tudors	What impact did Henry III's leadership have on Tudor Times?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Develop knowledge of the Tudor era, when it was, significant individuals and events during this time and how its legacy still remains to the present day. • Explain what Henry VIII's desires were and identify the religious changes that occurred as a result. • Explain how religion changed under Henry VIII's reign and the impact this has had on religion today. 	<p>Religion</p> <p>Society</p> <p>Leadership and economy</p>