

Curriculum Map for 24/25

Historical Themes	Culture & Society	Power & Conflict	Change & Legacy
Thematic Content	Pupils will focus on political movements, religion, social aspects such as sport and food, and cultural elements such as art and music.	Pupils will focus on powerful individuals, political groups, countries, alliances and empires. They will analyse and evaluate the rise and fall of power.	Pupils will focus on significant events and eras. They will compare and contrast them to contemporary times and evaluate their impact on today's society.

EYFS			
EYFS cycle 1			
EYFS cycle 2			
Key Stage 1			
Year 1	Toys 20th Century Britain	Castles / Medieval times 1154 AD - 1485 AD (Medieval)	The Space Race Significant Individuals
Year 2	Pioneering Women Significant Individuals	Great Fire of London 1666 AD	Victorian Holidays and Transport Local Study - Brunel - GWR 1837 AD - 1901 AD
Key Stage 2			
Year 3	Stone Age, Iron Age, Bronze Age 3500 BC - 43 AD	Roman Britain Local Study - Bath and Cirencester 753 BC - 476 AD - Empire (43 AD - 410 AD - Britain)	Egyptians 3100 BC - 332 BC
Year 4	Greeks 1200 BC - 146 BC	Anglo-Saxons, Vikings, Normans Local Study - Founding of Swindon 450 AD - 1066 AD - 1154 AD	Tudors 1485 AD - 1603 AD
Year 5	The British Empire 1497 AD - Today	World War 2 20th Century Britain	Benin Empire 900 AD - 1987 AD
Year 6	Maya Civilisation 1800 BC - 1500 AD	Migration to Britain Through time	Crime and Punishment Through the ages

Nursery (3-4 years old)	Culture and Society	Power and Conflict	Change and Legacy
Main area of focus from EYFS Development Matters 2020	Understanding the World Also Expressive Arts and Design Communication and Language Personal, Social and Emotional Development	Personal, Social and Emotional Development Also Understanding the World Communication and Language Physical Development.	Understanding the world Also Expressive Arts and Design Communication and Language Personal, Social and Emotional Development
Which skills will the children learn to prepare them for Reception and then for History in KS1 and beyond?	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the difference between people.</p> <p>Know that there are different countries in the world and talk about differences they have experienced or seen in photos.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.</p> <p>Develop their sense of responsibility and membership of community.</p> <p>Understand gradually how others might be feelings.</p>	<p>Talk about what they see, using wide vocabulary.</p> <p>Continue developing positive attitudes about differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.</p> <p>Develop their sense of responsibility and membership of community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings.</p> <p>Understand gradually how others might be feeling. Start taking part in some group activities which they make up for themselves or in teams.</p>	<p>Talk about what they see, using a wide range of vocabulary.</p> <p>Begin to make sense of their own life story and their family's history.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and animal.</p> <p>Explore and talk about the different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about differences they have experienced or seen in photos.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</p> <p>Choose the right resources to carry out their own plan.</p>
Opportunities to develop these skills			

Reception	Culture and Society	Power and Conflict	Change and Legacy
Main area of focus for EYFS Development Matters 2020	Understanding the World Also Expressive Arts and Design Communication and Language Personal, Social and Emotional Development	Understanding the World Also Communication and Language Personal, Social and Emotional Development	Understanding the World Also Expressive Arts and Design Communication and Language Personal, Social and Emotional Development
Which skills will the children learn to prepare them for History in KS1 and beyond?	Talk about members of their immediate family and community. Comment on images of familiar situations from the past. Compare and contrast characters from stories including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Eg. Chinese New Year, Diwali, Easter, Christmas. Recognise some similarities and differences between life in this country and in other countries. Recognise some environments are different to the one in which they live. Express their feelings and responses. Describe events in some detail. Develop social phrases. Engage in story times. Listen to and talk about stories. Learn rhymes, poems and songs. Engage in non-fiction books. See themselves as a valuable individual. Think about the perspectives of others.	Compare and contrast characters from stories, including figures from the past. Recognise similarities and differences between life in this country and life in other countries. Learn new vocabulary and use throughout the day. Describe events in some detail. Think about the perspectives of others.	Comment on images of familiar situations in the past. Compare and contrast differences from stories, including figures from the past. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. See themselves as a valuable individual. Think about the perspectives of others.
Opportunities to develop these skills			

Year 1	Toys	Castles / Medieval times	The Space Race
Enquiry Questions	How have toys changed over time?	What was life like in medieval times? What is still around us from medieval times?	What is the 'Space Race' and who is involved?
Main area of focus	Changes within Living Memory	Events Beyond Living Memory Significant historical events, people and places in our locality - Link to Oxford Castle - Trip	The Lives of Significant Individuals
Key questions	What are toys like now? What were toys like in the past? What are the similarities and differences between toys now and in the past? How have toys changed over time? What sources can you use to find out about past toys?	What does a medieval castle look like? What jobs did they have in medieval times? Who lived in a medieval castle? How do servants and nobles compare? Why is Oxford Castle significant? What's the difference between Oxford castle now and during medieval times?	Who has been into space? (Explore animals and people) How do people survive in space? (Explore space food) Who is Neil Armstrong and why is he significant? (Exploring the past) Who is Tim Peake and why is he significant? (Exploring the present) Who is Alyssa Carson and why is she significant? (Exploring future aspirations) What adversities have scientists faced?
Significant Individuals	Richard Steiff, Ole Kirk Christiansen, Ruth Handler, Elizabeth II, Steve Jobs	Kings, Queens, Jesters, Knights	Neil Armstrong, Tim Peake, Alyssa Carson, Mary Jackson, Katherine Johnson, Dorothy Vaughan

Year 2	Pioneering Women	Great Fire of London	Victorian Holidays and Transport
Enquiry Question	How do Florence Nightingale and Mary Seacole compare?	How has the Great Fire impacted London?	What was life like in Victorian times? How does Victorian life compare to today?
Main area of focus	The Lives of Significant Individuals	Events Beyond Living Memory	Changes within Living Memory Significant historical events, people and places in our locality - Link to WSM - School Trip
Key questions	Who is Florence Nightingale? What did Florence Nightingale achieve? What adversity did Florence Nightingale face? Who is Mary Seacole? What did Mary Seacole achieve? What adversity did Mary Seacole face? How do Florence Nightingale and Mary Seacole compare?	When did The Great Fire happen? How did the Great Fire spread so quickly? Who was Samuel Pepys? How does Samuel Pepys help us learn about The Great Fire? How was London impacted by The Great Fire? How does London compare from 1666 to today?	What are holidays like now? What were holidays like in the past? How do people travel on holiday now? How did people travel on holiday in Victorian times? What did people do on holiday in the past? What evidence is there to tell you about holidays in the past? What are the similarities and differences between holidays now and in the past?
Significant Individuals	Florence Nightingale, Mary Seacole,	Samuel Pepys, King Charles, Sir Christopher Wren	Isambard Kingdom Brunel, Grace Darling, Victoria I.

Year 3	Stone Age, Bronze Age, Iron Age	Roman Britain	Egyptians
Enquiry Question	How did Britain develop through the prehistoric ages?	What impact did the Romans have on Britain?	What was Egyptian life like? And how did they influence the wider world?
Main area of focus	Changes in Britain from Stone Age to Iron Age Change and Legacy	The Roman Empire and its Impact on Britain Local History Study - Bath and Cirencester - Trip to Roman Baths Power and Conflict	Ancient Civilisations Culture and Society
Key questions	<p>Which significant artefacts can we use to learn about the Stone Age? - Local link to StoneHenge</p> <p>What can we learn from Stone Age cave art?</p> <p>How did people survive in the Stone Age?</p> <p>What are the similarities and differences between the animals which lived in the Stone Age and now?</p> <p>How did life change when European settlers came to Britain in 2500 BC (Bronze Age)? - Local link to Amesbury Archer discovery in 2002</p> <p>How did life in Britain change during the Iron Age?</p> <p>What Stone-, Bronze- and Iron-Age developments have had a lasting impact on Britain?</p>	<p>Why did the Romans invade Britain?</p> <p>What kind of men could join the Roman army? (Why was the Roman army so successful?)</p> <p>How do we know about life in Roman Britain? (Explore artefacts from Hadrian's Wall, Roman Baths and Cirencester Amphitheatres)</p> <p>Did the native Britons welcome or resist the Romans, and why?</p> <ul style="list-style-type: none"> - Who was Boudicca and why do we remember her? - What did Boudicca really look like? <p>How did the Romans influence the culture of the people already here?</p> <ul style="list-style-type: none"> - How did Celtic people live? - Why did the Romans build Hadrian's Wall in the North of England? - Why did the Romans build baths? - Why did the Romans build amphitheatres? 	<p>Where and when did the Ancient Egyptians live?</p> <p>What was life like for Egyptians?</p> <ul style="list-style-type: none"> - Hieroglyphics, Architecture, Calendars, Gods and Goddesses, Afterlife and Mummification, Pharaohs <p>What can you learn about Ancient Egypt from today's artefacts?</p> <p>Who built the Great Pyramid at Giza?</p> <p>Why did Hatshepsut send an exhibition to the Punt?</p> <p>Why did Egyptians make mummies?</p> <p>How did the civilisation of Egypt end?</p> <ul style="list-style-type: none"> - Link to Romans
Significant Individuals	Hunter gatherers, Celts, Druids, Craftsmen, Miners	Aulus Plautius, Claudius, Prasutagus, Boudicca, Hadrian, Tacitus, Julius Caesar	Tutenkhamun, Nefertiti, Ramses II, Cleopatra VII

Year 4	Greeks	Anglo-Saxons v Vikings and Normans	Tudors
Enquiry Question	How did Greek society impact the world?	How did the Viking and Norman invasions impact Britain?	How did Tudors and Elizabethans change life in Britain?
Main area of focus	Ancient Greece Culture and Society	The Anglo-Saxon, Viking and Norman struggle for the Kingdom of England Power and Conflict	British History Beyond 1066 Change and Legacy
Key questions	<p>Who were the Ancient Greeks?</p> <ul style="list-style-type: none"> - Where, when, how <p>What do artefacts tell us about what life was like in Ancient Greece?</p> <ul style="list-style-type: none"> - Soldiers, ships, Gods and Goddesses, rulers, democracy and writing <p>What do archeological sites tell us about what life was like in Ancient Greece?</p> <ul style="list-style-type: none"> - Parthenon, Greek Theater at Ephesus Temple of Apollo, <p>Can we learn anything from Greek myths and legends?</p> <p>Why do we know about the achievements of Alexander the Great?</p> <p>Why is Ancient Greece so significant to the development of the rest of the World?</p>	<p>Who were the Anglo-Saxons, Vikings and Normans? When and why did they invade and settle in Britain?</p> <p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>What was life really like in Anglo-Saxon and Viking Britain?</p> <p>What did the Anglo-Saxons and Vikings leave behind?</p> <p>What were the significant events leading up to, and during, the Battle of Hastings?</p> <p>What were the causes and consequences of The Battle of Hastings?</p> <p>Local links When was Swindon founded? (First mention is in Domesday book in 1086)</p> <p>How did Swindon grow during the medieval period?</p>	<p>What was life like in Tudor and Elizabethan times?</p> <p>Who were the Tudors and Elizabethans?</p> <p>How were Tudor and Elizabethan times compared to the Vikings?</p> <p>How safe were the Tudor and Elizabethan times?</p> <ul style="list-style-type: none"> - Why did Mary Queen of Scots have so many enemies? - Why were there so many shipwrecks in 1588? <p>What does the story of Sir Francis Drake tell us?</p> <p>How have the Tudors impacted life in Britain today?</p>
Significant Individuals	Socrates, Plato, Aristotle, Sophocles, Aesop, Homer, Herodotus, Archimedes, Pythagoras, Hippocrates, Alexander the Great	Alfred the Great, Edward the Confessor, Harold Godwinson, William the Conqueror	Henry VII, Henry VIII, Elizabeth I, Mary Queen of Scots, Sir Francis Drake

Year 5	British Empire	World War 2	Benin Empire
Enquiry Question	What led to the Rise and Fall of the British Empire?	What was the impact of World War II?	What happened to The Benin Empire?
Main area of focus	British History Beyond 1066 Power and Conflict	British History Beyond 1066 Change and Legacy	A Non-European Study Culture and Society
Key questions	<p>Where and when was The British Empire?</p> <p>How did The British Empire change over time?</p> <p>What happened to the first British colony (the lost colony of Roanoke)?</p> <p>How did British colonists treat the Indigenous peoples of North America? And what was the impact of this?</p> <p>Why did the Pilgrims leave England and how did they survive?</p> <p>What was the East India Company? And how did it become so powerful?</p> <p>What led to the Indian Rebellion in 1857? And what were the consequences of this?</p> <p>How did India gain independence from The British Empire?</p> <p>What led to the end of The British Empire?</p>	<p>What led to the Outbreak of WWII?</p> <p>Who were the Allies and Axis powers?</p> <p>How do people's experiences of evacuation compare?</p> <p>Why was The Battle of Britain significant?</p> <p>How was Britain impacted by The Blitz? And how were Germany and Poland impacted during this time?</p> <p>What was the impact of The Holocaust?</p> <p>How did the roles of women change during WWII and what was the lasting impact of this?</p> <p>How were people affected by WWII in our locality?</p> <p>How did WWII end?</p>	<p>Where and when was The Benin Kingdom?</p> <p>How do we know about The Benin Kingdom?</p> <p>Who ruled The Benin Kingdom?</p> <p>What were people's lives like in The Benin Kingdom?</p> <p>What was The Benin Kingdom trade network?</p> <p>What was The Benin Kingdom's Golden Age?</p> <p>What led to the decline of The Benin Kingdom?</p>
Significant Individuals	Henry VII, John Cabot, Christopher Columbus, Elizabeth I, Sir Walter Raleigh, John White, Virginia Dare, Chief Powhatan, Pocahontas, Captain John Smith, Queen Victoria, Mahatma Gandhi	Churchill, Chamberlain, King George VI, Princess Elizabeth, Hitler, Stalin, Roosevelt, Eisenhower, Sikorski, Mussolini	Ogiso Igodo, Ogiso Owodo, Oba Eweke, Oba Oguole, Oba Ewuare, Oba Ovonramwen

Year 6	Maya Civilization	Migration to Britain	Crime and Punishment
Enquiry Question	How did the Maya develop such a civilised society?	What was the impact of migration on Britain?	How has Crime and Punishment changed through time?
Main area of focus	A Non-European Study Culture and Society	British History Beyond 1066 Power and Conflict	Changes in Social History Change and Legacy
Key questions	<p>What is the Maya Civilisation?</p> <p>How did the landscape affect trade?</p> <p>How did the Maya keep track of time?</p> <p>How did Maya settlers survive and thrive in the rainforest? (link to y5 previous learning)</p> <p>How do Maya ruins tell us about city states?</p> <p>Who was Pakal the Great?</p> <p>How do Frederick Catherwood's sources of information contribute to our understanding of the Maya?</p> <p>What led to the decline of the Maya civilisation?</p>	<p>What is migration?</p> <p>What has 'pushed' migrants to come to Britain?</p> <p>What has 'pulled' migrants to come to Britain?</p> <p>What were the experiences of migrants in Britain?</p> <ul style="list-style-type: none"> - What does the Ivory Bangle Lady tell us about the experience of Africans in Roman Britain? - How did the lives of Jewish people change in England in the Middle Ages? - Who were the Black Tudors? - Why did the Huguenots prosper but the Palatines failed? - How has Brick Lane changed? - What can we learn from the individual stories of different migrants? <p>What was the impact of migration on Britain?</p> <ul style="list-style-type: none"> - How has migration influenced the way we eat? Music? Art? Our streets? <p>How has migration helped us to understand about fighting racism and discrimination?</p>	<p>What did the Romans believe about crime and punishment?</p> <p>How did the legal system work in Anglo-Saxon Britain?</p> <p>Which punishment methods were popular during the Tudor period?</p> <p>Why did people believe in witches and how were they punished?</p> <p>How does the vilification of witches compare to the vilification of groups of people today?</p> <p>What was life like for Victorian prisoners?</p> <p>How has the way that we catch and treat criminals changed in the last 100 years?</p> <p>How does discrimination affect crime and punishment?</p>
Significant Individuals	Pakal the Great, Fredrick Catherwood	Huguenots, Palatines, Jewish migrants, Irish migrants, Afghan/Syrian refugees, Caribbean and Asian migrants, Julia Tertia.	Criminals, judges, juries, lawyers, witches, monarchy, policemen, policewomen, crime scene investigators.

Knowledge of Substantive Concepts

At Tadpole Farm we have chosen to focus on developing the children’s knowledge in four specific substantive concepts. These are: invasion, trade, power and legacy. We start in Early Years by developing the children’s understanding through storytelling and by engaging in conversation with them during their play. These concepts are built upon and developed as the children explore different eras and begin to develop a wider understanding of the concept.

Invasion

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Stories</u> Chn to explore the concept of invasion through The Three Little Pigs</p>	<p><u>Castles</u> Chn to learn about invasions of Oxford Castle</p>	<p><u>Great Fire</u> How the fire invaded the city of London</p> <p><u>Pioneering Women</u> How nurses helped soldiers during wartimes</p>	<p><u>Stone, Bronze and Iron Age</u> European settlers came to Britain in Bronze Age Britons lived in Hill Forts during Iron Age to protect from invasion</p> <p><u>Romans</u> Roman invasion of Britain (and Europe).</p> <p><u>Egyptians</u> Egypt was invaded by the Romans in 30BC. They defeated Pharaoh Cleopatra and Egypt became part of the Roman Empire. Link to Roman topic.</p>	<p><u>Greeks</u> City states with high walls to protect from invasion</p> <p><u>Anglo-Saxons and Vikings</u> Viking invasion of Britain</p> <p>Events throughout the Battle of Hastings</p> <p><u>Tudors</u> How Queen Elizabeth protected Britain from Spanish invasion</p>	<p><u>Benin</u> British invasion of Benin</p> <p>Scramble for Africa</p> <p><u>British Empire</u> British invasion and colonisation of many parts of the world (24% land mass) specific learning about North America and India.</p> <p><u>World War II</u> Germany defeated and occupied Poland (attacked in September 1939), Denmark (April 1940), Norway (April 1940), Belgium (May 1940), the Netherlands (May 1940), Luxembourg (May 1940), France (May 1940), Yugoslavia (April 1941), and Greece (April 1941).</p> <p>Land, sea and air invasion</p>	<p><u>Maya</u> Spanish Conquest of the Maya</p> <p><u>Migration</u> How persecution, war and famine ‘pushed’ migrants to Britain.</p> <p><u>Crime and Punishment</u> Link to Britain’s invasion of Australia</p>

Trade

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Toys</u> Exploring the concept of trade through trading games</p>	<p><u>Victorians</u> Exploring the concept of trade through traditional holiday treats - children buying penny licks and icecreams</p>	<p><u>Stone, Bronze and Iron Age</u> Traded materials with European settlers</p> <p>Mining to develop tools</p> <p>Celtic Britons traded intricate metal work with Europe</p> <p>Development of farming, pottery, carpentry and metalwork.</p> <p><u>Romans</u> Romans increased Britain's, already thriving, trade Some areas in Britain didn't have a currency before the Romans came. Romans introduced the same currency across Britain Introduction of roads increased trade routes</p> <p><u>Egyptians</u> Trade routes</p> <p>Bakers, scribes, farmers, priests, doctors, craftsmen, merchants</p>	<p><u>Greeks</u> Pottery trade</p> <p><u>Saxons and Vikings</u> Viking trade in the Middle East led to Muslim artefacts being discovered in Scandinavia.</p>	<p><u>World War II</u> Rationing Weapons</p> <p><u>Benin</u> Slave Trade</p> <p><u>British Empire</u></p> <p>Fish in Newfoundland - Britain no longer need to trade with Iceland.</p> <p>East India Company Other trade routes.</p> <p>British and Dutch Empires traded islands.</p> <p>Gandhi salt tax rebellion.</p>	<p><u>Maya</u> How Maya civilisations traded between regions.</p> <p><u>Migration</u> How migration has impacted food, music, art and high streets in Britain.</p> <p><u>Crime and Punishment</u></p> <p>Prosecution for theft of goods.</p> <p>How prisoners sent to Australia could carry out trades as part of their sentence.</p>

Power

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Space Race</u> What makes a person significant? Female 'calculators' at NASA</p> <p><u>Castles</u> Monarchy</p>	<p><u>Pioneering Women</u> Legacy of individuals</p> <p><u>Great Fire</u> Consequences of building planners decisions</p> <p>Money - Rich people had brick houses. Poor had wattle and daub</p>	<p><u>Stone, Bronze and Iron Age</u> Development of tools impacted farming and growth of settlements</p> <p>During the Iron Age - Celts settled across Europe and in Britain. Britons began to follow the Celtic way of life.</p> <p><u>Romans</u> Marcus Licinius Crassus - richest person - had own fire brigade</p> <p>Power of the army - invading and taking over Europe</p> <p><u>Egyptians</u> Pharaohs ruled over the land, collected taxes from the people, enforced the law and led the Egyptian army against invaders.</p>	<p><u>Greeks</u> Power of medicine Democracy Literacy</p> <p><u>Anglo-Saxons and Vikings</u> Changes in leadership</p> <p>Invasions by Anglo-Saxons and Vikings</p> <p>Battle of Hastings</p> <p><u>Tudors</u> Monarchy Armada Money - social classes</p>	<p><u>British Empire</u> Growth of the British Empire - reign of power across the world.</p> <p>British colonising North America and taking control of India.</p> <p><u>World War II</u> Power of Significant individuals - Churchill, Chamberlain, King George VI, Princess Elizabeth, Hitler, Stalin, Roosevelt, Eisenhower, Sikorski, Mussolini</p> <p>Political parties - Fascist Party, Nazi Party, Communist Party</p> <p><u>Benin</u> Power of Obas over the people of the kingdom. Human sacrifices and selling citizens into the slave trade</p>	<p><u>Maya</u> The Maya excelled at agriculture, pottery, writing, calendars and mathematics, and left behind an astonishing amount of impressive architecture and symbolic artwork.</p> <p><u>Migration</u> How persecution, famine and war had the power to 'push' people to Britain.</p> <p>How job opportunities, EU expansion and commonwealth has the power to 'pull' migrants to Britain.</p> <p><u>Crime and Punishment</u> The judicial systems has power over people and seek to punish or control their actions. Beliefs in higher powers affect punishments, particularly in Anglo-Saxon times and throughout the Middle Ages. Developing technologies having the power to identify criminals.</p>

Legacy

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Toys</u> Toys which remain today</p> <p><u>Space Race</u> Legacy of past astronauts and female calculators</p> <p><u>Castles</u> Who monarchs are</p> <p>Remains of castles in Britain and local area today</p>	<p><u>Pioneering Women</u> Contribution to nursing</p> <p><u>Great Fire</u> Building and city design in London remains today. Eg. St Paul's Cathedral</p> <p><u>Victorians</u> Brunel - Great Western Railway, Box Tunnel, Clifton Suspension Bridge and SS Great Britain.</p> <p>Inventions: Photography, pedal bikes, stamps, Christmas cards, Morse code, rubber tyres, tarmac, sewing machines</p>	<p><u>Stone, Bronze, Iron Age</u> Craft techniques Burial rituals</p> <p><u>Romans</u> Transport links across Britain - Roads</p> <p>Use of hot springs - spas</p> <p><u>Egyptians</u> Architecture - Pyramids</p> <p>Papyrus - predating paper</p> <p>Maths - geometry - surface area and volume -linking to architectural developments</p> <p>Irrigation systems</p> <p>First Peace Treaty</p>	<p><u>Greeks</u> Democracy and voting</p> <p>Development of Medicine</p> <p>Maths - Pythagoras, circumference of globe</p> <p>Scientific discoveries and theories (known then as philosophy) - displacement</p> <p>Cultural contributions- Olympics, writing plays</p> <p><u>Anglo-Saxons and Vikings</u> Monarchy - linking directly to King Charles III, today (verify)</p> <p>Place names and surnames</p> <p>Farming</p> <p><u>Tudors</u> Church of England -breaking away from Roman Catholic Church</p> <p>Cultural contributions - art</p> <p>First female monarchs</p>	<p><u>British Empire</u> Multicultural Britain</p> <p>English as a widely spoken language</p> <p>Multicultural food and drink in Britain</p> <p><u>World War 2</u> Empowerment of Working Women</p> <p>Technological developments. Eg. Radar</p> <p><u>Benin Empire</u> Cultural contributions across the world - art</p>	<p><u>Maya Civilisation</u> Cultural food and drink - maize and chocolate</p> <p>Calendars</p> <p><u>Migration</u> The impact of migration on Britain: Food, art, music, street names, statues. Multicultural Britain.</p> <p>Communities across Britain have come together to tackle issues around racism and discrimination.</p> <p><u>Crime and Punishment</u> Roman judicial system - courts, judge, jury and lawyers remain today Victorian policeforce and prisons remain today. After analysing current issues with crime and punishment pupils to decide what legacy they'd like to be known for.</p>