

Long Term Map 2021/22

	Autumn	Spring	Summer
Reception	Me and My Family Looking at the past from baby to now- Growing up.	Space	
National Curriculum Programme of Study	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Links to other subjects			
Year 1	Explorers		Our Village

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<p>National Curriculum Programme of Study</p>	<p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>		<p>Pupils should be taught about significant historical events, people and places in their own locality.</p>
<p>Links to other subjects</p>	<p>Science: Where are fossils found?</p>	<p>Geog: Our World</p>	<p>DT: Materials</p>
<p>Educational Visit/Visitor</p>			
<p>Year 2</p>	<p>How have people's lives changed in living memory?</p>		<p>Great Fire of London</p>
<p>National Curriculum Programme of Study</p>	<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p>
<p>Links to other subjects</p>	<p>Literacy: Children write a recount of their trip to Holdenby House. Computing-research about Alexander Graham Bell. Children create posters on Microsoft Word.</p>		<p>Literacy: Non-chronological reports based on the Great Fire of London. Fire poetry (cinquains and descriptive verse). Drama/music: Class assembly.</p>

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	<p>Art: Children produce prints based on the Victorian artist William Morris.</p> <p>DT: Victorian seaside holidays/Punch and Judy. The children design and make their own puppets.</p>		<p>DT: Re-creating Pudding Lane. Making and burning Stuart houses.</p> <p>Art: Silhouette paintings of London scene.</p> <p>Computing: Researching the life of Samuel Pepys.</p>
Educational Visit/Visitor	Holdenby House		
Year 3	Anglo Saxons & Vikings		Ancient Greeks
National Curriculum Programme of Study	<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		<p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
Links to other subjects	<p><u>Literacy:</u> Write information texts on Vikings and Instructions on How to train a Dragon.</p> <p>Children explore Viking stories and create their own adventure stories (based on researched information).</p> <p>Write their own Limericks.</p> <p>Diary entry reporting the feelings of Viking sailors.</p>		<p><u>Literacy:</u> Write own Non-chronological reports on the Gods and Goddesses.</p> <p>News report on the Unfolding events of the Olympics.</p> <p><u>Art:</u> Exploring Greek vases and patterns.</p> <p><u>Computing/ICT:</u> Word Documents, PowerPoint.</p>

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	<p>News report on whether Vikings are settlers or invaders.</p> <p><u>Art</u>: Viking (Norse art) exploring symbols relating to Viking culture.</p> <p><u>Computing/ ICT</u>: Word documents.</p> <p><u>Geography</u>: of where they settled and invaded.</p> <p><u>DT</u>: Make own Viking ships</p>		<p><u>Geography</u>: of where they lived and how this affected the culture of Athenians and Spartans.</p> <p><u>DT</u>: Explore Greek Food/ Create own Greek Vase (Ancient Greek Day)</p>
Educational Visit/Visitor			
Year 4	Stone Age to Iron Age	Northampton Shoe Industry	Egyptians
National Curriculum Programme of Study	<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p>	<p>Pupils should be taught about a local history study.</p>	<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>
Links to other subjects	<p><u>Literacy</u> – Narrative – based on Stone Age Boy Text</p> <p>Newspaper report – Write own reports about Mammoth sighting in Hartwell.</p> <p><u>Comprehension</u> using Stig of the Dump (Class text)</p> <p><u>Numeracy</u> – sequencing dates</p>		<p><u>Literacy</u> – Adapt a traditional tale using Egyptian Cinderella</p> <p>Explanation text – mummification process</p> <p>Non-chron report – how they built the pyramids</p> <p><u>Art</u> – Paint own gods/cartouches</p>

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	<p><u>Art</u>- Children research Lascaux Caves and design their own cave paintings</p> <p><u>Computing</u> – researching</p> <p><u>Geography</u> – Using atlases and google maps locating: Lascaux caves, Stone Henge and Scara Brae.</p>		<p><u>DT</u> – Design own Egyptian musical instrument</p> <p><u>Geography</u> – Map reading finding key areas of Egypt.</p> <p>Why River Nile was so important</p> <p><u>Computing</u> – researching, powerpoint</p>
Educational Visit/Visitor		River Nene visit	Portals to the Past
Year 5	WW2		Romans in Britain
National Curriculum Programme of Study	Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.		Pupils should be taught about the Roman Empire and its impact on Britain.
Links to other subjects	<p>Literacy: news reports, narrative, Non-chronological reports Film narrative.</p> <p>Art: multimedia collage of the Blitz</p> <p>ICT: codebreaking</p> <p>DT: Make Do and Mend unit</p> <p>Music: Wartime songs</p>		<p>Literacy: instructional text (How to be the perfect Roman soldier)</p> <p>Non chronological reports</p> <p>ICT: using Google sketch up to create a Roman Villa</p> <p>DT: design and make a roman catapult</p>
Educational Visit/Visitor	Bletchley Park		

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Year 6	Tudors		Aztecs
National Curriculum Programme of Study	Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Links to other subjects	Art: Portraits		
Educational Visit/Visitor	Boughton House - Tudor portraits		