

EYFS

Autumn	Spring	Summer
Magnificent Me / Terrific Transport	Fantastic Fairy Tales	Minibeasts to Megabeasts
<p><u>Talk about the lives of people around them and their roles in society.</u></p> <p>Children will be encouraged to talk about themselves and the people in their lives. There will be a focus on the human body where the role of a doctor will be highlighted.</p> <p><u>Know some similarities and differences between things in the past and now.</u></p> <p>Children will look into the similarities and differences in transport throughout time. There will be a focus on Amelia Earhart where the changes in travel over time will be highlighted</p>	<p><u>Understand the past through settings, characters and events encountered in books read in class and storytelling.</u></p> <p>Children will be focusing on traditional fairy tales and the changes over time will be highlighted throughout the unit. In particular, the children will look at the different settings, characters and plots from a range of different texts.</p>	<p><u>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</u></p> <p>Children will be looking at dinosaurs during this topic and they will be focusing on changes over time through the use of various non-fiction texts.</p>

Year 1

Autumn	Spring	Summer
Toys	Kings and Queens	Seasides past and present
<p><u>Investigate and interpret the past</u></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><u>Understand Chronology</u></p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p><u>Communicate Historically</u></p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p><u>Investigate and interpret the past</u></p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><u>Build an overview of world history:</u> Describe significant people from the past.</p> <p><u>Understand Chronology</u></p> <p>Place events and artefacts in order on a time line.</p> <p><u>Communicate historically</u></p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Show an understanding of the concept of nation and a nation's history.</p>	<p><u>Investigate and interpret the past</u></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><u>Understand Chronology</u></p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p><u>Communicate historically</u></p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>

Year 2

Autumn	Spring	Summer
Explorers	The Great Fire of London	Local Study - The Mayflower
<p><u>Investigate and interpret the past</u></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p><u>Build an overview of World History</u></p> <p>Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Communicate historically</u></p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p><u>Investigate and interpret the past</u></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><u>Build an overview of World History</u></p> <p>Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Understand chronology</u></p> <p>Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</p>	<p><u>Investigate and interpret the past</u></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><u>Build an overview of World History</u></p> <p>Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><u>Communicate historically</u></p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>

Year 3

Autumn	Spring	Summer
Stone Age to Iron Age	The Romans	Local Study - The Redoubt Fort
<p><u>Investigate and interpret the past</u></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p><u>Understand chronology</u></p> <p>Place events, artefacts and historical figures on a timeline. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.</p> <p><u>Communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p><u>Investigate and interpret the past</u></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p><u>Understand chronology</u></p> <p>Place events, artefacts and historical figures on a timeline. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.</p> <p><u>Communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p><u>Investigate and interpret the past</u></p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p><u>Build an overview of World History</u></p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>

Year 4

Autumn	Spring	Summer
Ancient Greece	Vikings	Anglo Saxons
<u>Investigate and interpret the past</u>	<u>Investigate and interpret the past</u>	<u>Investigate and interpret the past</u>

<p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Build an overview of World History</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women</p> <p>Understand chronology</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p>Communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Build an overview of World History</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p>Understand chronology</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Build an overview of World History</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</p> <p>Understand chronology</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use dates and terms to describe events.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
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Year 5

Autumn	Spring	Summer
	<i>The Mayans</i>	<i>The Egyptians</i>
	<p>Investigate and interpret the past</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence.</p> <p>Build an overview of World History</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understanding Chronology</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</p>	<p>Investigate and interpret the past</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Build an overview of World History</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to a great standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas</p>

Year 6

Autumn	Spring	Summer
WW11	The Victorians	
<p>Investigate and interpret the past</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices, use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past and refine lines of enquiry as appropriate.</p> <p>Build an overview of World History</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Understand Chronology</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p> <p>Communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p>Investigate and interpret the past</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past, seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past and refine lines of enquiry as appropriate.</p> <p>Build an overview of World History</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Understanding Chronology</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p> <p>Communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use original ways to present information and ideas.</p>	