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| **Year**  **Group** | **Autumn** | **Spring** | **Summer** |
| EYFS | |  |  |  |  | | --- | --- | --- | --- | | **Nursery** | **Understanding the World** | | **Begin to make sense of their own life story and family history** | | **Reception** | **Understanding the World** | | **Comment on images of familiar situations in the past**  **Compare and contrast characters from stories and figures from the past.** | | **ELG** | **Understanding the World** | **Past and Present** | **Talk about the lives of 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.** |   **EYFS are taught through topic based learning and enquiry to provide them with the prerequisites and foundational learning for History.**  **Through this approach pupils are learning to:** | | |
| 1 | **Toys through time**  -What is history?  (Historical skill- Chronology)  - What toys do we enjoy playing with today?  (Historical skill- Similarity and difference)  - What toys did our grandparents play with?  (Historical skill- Similarity and difference)  - How have toys changed over time?  (Historical skill- Evidence and interpretation/ Change and continuity)  - What were Victorian toys like?  (Historical skill- Evidence and interpretation)  - Why do people buy toys?  (Historical skill- Evidence and interpretation)  - What will toys look like in the future?  (Historical skill- Evidence and interpretation)  - Assessment: Create an advert for a toy  (Historical skill- Evidence and interpretation) | **The Great Fire**  -What was London like in 1666?  (Historical skill- Evidence and interpretation/similarity and difference)  - How did the Great Fire of London start? How far did it spread?  (Historical skill- Chronology)  - Why did the fire spread so  quickly?  (Historical skill- Evidence and interpretation)  - How do we know what happened?  (Historical skill- Evidence and interpretation)  - How did they make sure it wouldn’t happen again?  (Historical skill- Evidence and interpretation/ Change and continuity)  - Assessment: What have we learnt about the Great Fire of London?  (Historical skill- Chronology) | **Women in history**   * Who was Mary Anning and what was her life like?   (Historical skill- Chronology)   * What was Mary Anning’s most important discovery?   (Historical skill- Chronology/Significance)   * How and why is Mary Anning remembered?   (Historical skill- Evidence and interpretation/Significance)   * Who was Florence Nightingale and when did she live?   (Historical skill- Evidence and interpretation/Significance)   * How did Florence improve the life of soldiers?   (Historical skill- Similarity and difference/Change and continuity)   * How and why is Florence Nightingale remembered?   (Historical skill- Significance)   * Assessment: Who was the most influential of these two women?   (Historical skill- Similarity and difference/Significance) |
| Substantive concept | **Society and community** | **Conflict and Disaster** | **Society and community** |
| 2 | **Technology changes**  -How can we find out about the past?  (Historical skill- Evidence and interpretation)  - How has technology changed how we write?  (Historical skill- Historical significance)  - How has technology changed how we talk?  (Historical skill- Change and continuity)  - How has technology changed the way we are entertained?  (Historical skill- Chronology)  - Who are the important inventors in the history of technology?  (Historical skill- Cause and consequence)  Assessment: How has technology changed our lives in the last 60 years?  (Historical skill- Similarity and difference) | **Famous Explorers**  -How can we find out about the past? (Historical skill- Evidence and interpretation)  - Why do people explore?  (Historical skill- Cause and consequence)  - Who are the important explorers from the past?  (Historical skill- Historical significance)  - What are the famous explorations of the past?  (Historical skill- Chronology)  - Can we compare different explorations?  (Historical skill- Similarity and difference)  Assessment: How have explorations changed over time?  (Historical skill- Change and continuity) | **Comparing Queens**  -What is a monarch?  (Historical skill- Evidence and interpretation/Chronology)  -Who was Queen Elizabeth II?  (Historical skill- Chronology/Significance)  -Who was Queen Victoria?  (Historical skill- Similarity and difference/Significance)  - What was life in Britain life during Queen Victoria’s reign?  (Historical skill- Similarity and difference/Continuity and change)  -Who was Queen Elizabeth I?  (Historical skill- Similarity and difference/Significance)  -What was life in Britain like during Queen Elizabeth I reign?  (Historical skill- Similarity and difference)  - Assessment: Can I compare the Queens?  (Historical skill- Similarity and difference) |
| Substantive Concept | **Society and Community** | **Exploration and Invasion** | **Power** |

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| **3** | **Stone Age**   * What is meant by ‘Prehistory?’   (Historical skill- Evidence and interpretation)   * How did humans survive during the Stone Age (dwellings)?   (Historical skill- Similarity and difference/Continuity and change)   * How did humans survive during the Stone Age (hunter gatherers)?   (Historical skill- Evidence and interpretation)   * How did humans survive during the Stone Age (beliefs)?   (Historical skill- Evidence and interpretation)   * How did life change when early man began to farm?   (Historical skill- Evidence and interpretation/Continuity and change)   * What does Skara Brae tell us about life at the end of the Stone age?   (Historical skill- Evidence and interpretation)   * Assessment: What can we learn about the Stone age from Skara Brae?   (Historical skill- Evidence and interpretation) | **Bronze Age to Iron Age**   * What was the Bronze Age?   (Historical skill- Evidence and interpretation)   * What were Bronze Age homes like and how did farming develop?   (Historical skill- Evidence and interpretation)   * What were Bronze Age people’s lives like?   (Historical skill- Evidence and interpretation/ Continuity and change)   * What was the Iron Age?   (Historical skill- Evidence and interpretation/Chronology)   * Where did Iron Age people live?   (Historical skill- Evidence and interpretation/Similarity and difference)   * What new tools were used in the Iron Age?   (Historical skill- Evidence and interpretation/Continuity and change)   * What did Iron age people believe?   (Historical skill- Significance/Continuity and change)  Assessment: When was the best time to be alive – The Stone Age, Iron Age or Bronze Age?  (Historical skill- Evidence and interpretation/Similarity and difference) | **Ancient Egypt**   * Who were the Ancient Egyptians and what were their lives like?   (Historical skill- Evidence and interpretation/Chronology   * Why was the River Nile so important?   (Historical skill- Evidence and interpretation)   * Who were the important Gods and Goddesses?   (Historical skill- Evidence and interpretation/Similarity and difference)   * Who were the Pharaohs and why were they important?   (Historical skill- Evidence and interpretation/Significance)   * What happened to the Pharaohs when they died?   (Historical skill- Evidence and interpretation/Chronology)   * What were the Egyptians greatest achievements and why were they significant?   (Historical skill- Evidence and interpretation/Significance)  Assessment: Who were the Ancient Egyptians and why were they so significant?  (Historical skill- Evidence and interpretation/Chronology) |
| Substantive concept | **Society and Community** | **Society and Community** | **Society and Community**  **Power** |
| **4** | **Ancient Greece**  -Who were the Ancient Greeks?  (Historical skill- Evidence and interpretation/Chronology)  -What is democracy?  (Historical skill- Evidence and interpretation/Similarity and difference)  -Who were the Greek Gods?  (Historical skill- Significance/Similarity and difference)  -What were the origins of the first Olympics?  (Historical skill- Evidence and interpretation/Changes and continuity)  -How much of our language comes from the Ancient Greeks?  (Historical skill- Evidence and interpretation)  -What have the Greeks done for the world?  (Historical skill- Evidence and interpretation/Significance)  - Was Alexander the Great the greatest Greek?  (Historical skill- Evidence and interpretation/Significance/Chronology)  -Assessment: What have  the Ancient Greeks achieved?  (Historical skill- Evidence and interpretation/Significance) | **Roman Empire (impact on GB)**  **-**Who were the Romans and where did they come from?  (Historical skill- Evidence and interpretation/Chronology)   * Why did Rome build an empire?   (Historical skill- Evidence and interpretation/Change and continuity)  - Why did the Romans invade Britain?  (Historical skill- Evidence and interpretation/Similarity and difference)  - Who was Boudica and why is she remembered?  (Historical skill- Significance)  - What was the Roman Impact on Britain?  (Historical skill- Cause and Consequence/ Change and continuity)  - What was the long-term impact of the Romans on Britain?  (Historical skill- Evidence and interpretation/Cause and consequence)  - Assessment: How significant was the Roman impact on Britain?  (Historical skill- Evidence and interpretation/Cause and consequence/significance.) | **Local study**  **(Ashington: A mining town)**  -How and when was Ashington  formed?  (Historical skill- Evidence and interpretation/Chronology)  -When did Ashington become a mining town? Why?  (Historical skill- Evidence and interpretation/Change and continuity)  -What was mined in Ashington and how did it develop?  (Historical skill- Evidence and interpretation/Chronology)  -What was the impact of the end of mining?  (Historical skill- Evidence and interpretation/Change and consequence)  - Who Were the Pitman Painters?  (Historical skill- Evidence and interpretation/Significance)  -How has Ashington changed?  (Historical skill- Similarity and difference)  -Assessment: Should I be proud of Ashington?  (Historical skill- Evidence and interpretation/Change and continuity) |
| Substantive Concept | **Conflict and invasion/Power/Society and Community** | **Conflict and invasion/Power/Society and Community** | **Society and Community** |

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| **5** | **Anglo Saxons and the Scots**  -How did Saxon England begin?  (Historical skill- Chronology)  -What was life like in an Anglo Saxon settlement?  (Historical skill- Evidence and interpretation)  -How did Christianity arrive in Anglo Saxon Britain?  (Historical skill- Significance/Change and continuity)  -What was the significance of Lindisfarne?  (Historical skill- Significance)  -What impact did the monks of Lindisfarne have on society?  (Historical skill- Significance)  - What do artefacts tell is about Anglo-Saxon culture?  (Historical skill- Evidence and interpretation)  -Assessment: How did life in Britain change after the arrival of the Anglo Saxons?  (Historical skill- Evidence and interpretation/Change and consequence) | **Vikings**  -Who were the Vikings?  (Historical skill- Chronology)  -How did the Vikings attack Britain?  (Historical skill- Cause and consequence)  -What was the significance of the Viking raid?  (Historical skill- Significance)  -What did the Vikings believe and how did this change?  (Historical skill- Change and continuity/Cause and consequence)   * What impact did the Vikings have in Britain?   (Historical skill- Significance)  Assessment: Were the Vikings Brutal invaders?  (Historical skill- Evidence and interpretation) | **Early Islamic civilization**  -When and how did the  early Islamic civilization  begin?  (Historical skill- Chronology)  -Why was Muhammad  important?  (Historical skill- Significance)  -What was the significance of Baghdad?  (Historical skill- Significance/Similarity and difference)  -What was the significance of The  House of Wisdom?  (Historical skill- Significance)  -Who lead after Muhammad’s  death?  (Historical skill- Continuity and change/Similarity and difference)  -How powerful were the Early Islamic Civilisation and how significant was trade?  (Historical skill- Evidence and interpreatation/Significance)  -Assessment: Why was the Early Islamic Civilisation and important turning point in  history?  (Historical skill- Significance) |
| Substantive Concept | **Conflict and invasion/Power/Society and Community** | **Conflict and invasion/Power/Society and Community** | **Society and Community** |
| **6** | **Conflict through time**  -What conflicts did humans face in Prehistoric era?  (Historical skill- Change and continuity)  -Ancient warfare: Romans and Greeks. Who were better warriors?  (Historical skill- Similarity and difference)  -Anglo Saxon and Viking warfare. Who was better?  (Historical skill- Similarity and difference/Chronology)  -Religious Wars: The Crusades. What were the Crusades and how did they change warfare?  (Historical skill- Cause and consequence)  -How did Modern Warfare develop (WWI)?  (Historical skill- Cause and consequence)  -How did Modern Warfare develop (WWII)?  (Historical skill- Cause and consequence)  -Assessment: How has the nature and  impact of conflict changed over time?  (Historical skill- Change and continuity) | **Crime and punishment through time**  -Did Roman punishments match the crime?  (Historical skill- Cause and consequence/Chronology)  -How did Crime and Punishment change during Anglo Saxon era?  (Historical skill- Similarity and difference/Change and continuity)  -How far did the Normans change Anglo Saxon justice?  (Historical skill- Continuity and change)  -How did Early Modern England change and what impact did this have on crime and punishment?  (Historical skill- Continuity and change)  -How did changes in industrialised Britain lead to new crimes and punishment?  (Historical skill- Continuity and change)  -What new factors are affecting crime and punishment today?  (Historical skill- Continuity and change)  Assessment task:  Crimes have changed more than punishments since the Roman era Do you agree?  (Historical skill- Similarity and difference/Continuity and change.) | **Ancient Maya**  -Where and when did the Mayans live?  (Historical skill- Chronology)  -What made the Maya civilisation so successful?  (Historical skill- Significance)  - How do we know about the Maya?  (Historical skill- Evidence and interpretation)  - How were the Maya ruled?  (Historical skill- Similarity and difference)  - How was Anglo-Saxon England ruled?  (Historical skill- Significance)  - What do we know about the Maya City States and the Anglo-Saxon Kingdoms?  (Historical skill- evidence and interpretation)  - How do the leaders of the Maya and the Anglo-Saxons compare?  (Historical skill- Similarity and difference)  - How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?  (Historical skill- Significance)  - Who was involved in the struggle for power in England from the 8th to the 10th century?  (Historical skill- Cause and consequence)  Assessment: Are Mayans worth remembering?  (Historical skill- Significance) |
| Substantive Concept | **Conflict and invasion/Power** | **Conflict and invasion** | **Society and community** |