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| **Year****Group** | **Autumn** | **Spring** | **Summer** |
| EYFS |

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| **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 soquickly?(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 havethe 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 Ashingtonformed?(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 theearly Islamic civilizationbegin?(Historical skill- Chronology)-Why was Muhammadimportant?(Historical skill- Significance)-What was the significance of Baghdad?(Historical skill- Significance/Similarity and difference)-What was the significance of TheHouse of Wisdom?(Historical skill- Significance)-Who lead after Muhammad’sdeath?(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 inhistory?(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 andimpact 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** |