

EYFS.

History			
Development Matters 2021	Educational programme EYFS Framework 2021	Early Learning Goals EYFS Framework 2021	How we do this
<p><u>2 year olds</u></p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p><u>Nursery</u></p> <p>Begin to make sense of their own life-story and family's history</p> <p><u>Reception</u></p> <p>Comment on images of familiar situation in the past</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Understanding the World</p> <p><i>Past and Present</i></p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities between things in the past and now, drawing on their experience and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>All about me topic theme- our own history</p> <p>Recognising how we have changed- photos baby to now</p> <p>Celebrating birthdays</p> <p>Learn vocabulary linked to time – yesterday, last week, last term, last year, a long time ago</p> <p>Topic - People who help us, Transport, festivals.</p> <p>Changes in homes</p> <p>Calendar – days of the week, months</p> <p>Annual events- birthday, Christmas, holidays, festivals</p> <p>Continuous provision</p> <p>Stories set in the past</p> <p>Books with historical figures</p> <p>Circle time to discuss past events</p> <p>Recalling events in their own lives</p> <p>Floor book to revisit previous topics/ learning/ trips</p>

Key Stage 1.

Topic and Key Questions.

Key Stage One	Year A 22/23	Year B 23/24
Autumn (1)		Changes within living memory (Year 1, Unit 1) How are shops different today than a long time ago?
Autumn (2)	Beyond living memory – The Great Fire of London (Year 2, Unit 1) What effect did the fire have on London?	
Spring (1)		
Spring (2)	The lives of significant people – Mary Anning and David Attenborough (Year 1, Unit 2) Compare the lives of Mary and David. What was similar and what was different?	The lives of significant people – Explorers (Year 1, Unit 3) What did these significant people achieve?
Summer (1)	Local History – Arlecdon/ Thornhill (Year 2, Unit 2) What do you remember about the past?	Revisit events beyond living memory – The Great Fire of London (Year 2, Unit 3)
Summer (2)		

Key Stage 2.

Topic and Key Questions.

Year 3,4,5 & 6	Year C – 22/23	Year D – 23/24	Year A – 24/25	Year B – 25/26
Autumn (1)	<p>A non-European society that provides contrasts with British history – Maya Civilisation.</p> <p>Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p> <p>Chose one invention the had the biggest impact on the Maya civilisation and explain why.</p>		Retrieval study – Changes in Britain from the Stone Age to the Iron Age.	
Autumn (2)		<p>Study the Roman Empire and its impact on Britain.</p> <p>What was the impact of the Roman Empire on Britain?</p>		<p>Study the achievements of the earliest civilisations – Ancient Egypt.</p> <p>Which achievement do you think had the most impact on Ancient Egypt and why?</p>
Spring (1)		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Why did the Normans and Vikings both think they had the right to the throne of England?</p>		<p>Study five monarchs to extend pupils' chronological knowledge from 1066.</p> <p>In your opinion, who was the greatest past monarch? Why is that?</p>
Spring (2)	<p>Britain's settlement by Anglo-Saxons Scot.</p> <p>How did religion influence the Anglo-Saxons? How do we know this?</p>		A study of The Battle of Britain.	
Summer (1)				
Summer (2)	<p>Changes in Britain from the Stone age to the Iron Age.</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	Study Ancient Greece.	<p>Local History Study – Arlecdon.</p> <p>How did conflict change our local area in WW2?</p>	<p>The Windrush Generation.</p> <p>How did the Windrush migration change Britain for the better?</p>