



		Autumn	Spring	Summer
Cycle A	EYFS Understand the World	In the Forest	Toys Use all their senses in hands-on exploration Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history Talk about their immediate family and community Comment on images of familiar situations in the past	Journeys Show interest in different occupations Continue developing positive attitudes about the differences between people Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past
	Class 1 Year 1	In the Forest	Toys (Changes within living memory: Victorian toys) <ul style="list-style-type: none"> ◆ Develop an awareness of the past ◆ Use common words and phrases relating to the passing of time ◆ Identify similarities and differences between ways of life in different periods ◆ Ask and answer questions ◆ Understand some of the ways in which we find out about the past ◆ Identify ways in which we find out about the past ◆ Identify changes within living memory 	Journeys (Famous people: Columbus & Scott) <ul style="list-style-type: none"> ◆ Develop an awareness of the past ◆ Use common words and phrases relating to the passing of time ◆ Identify similarities and differences between ways of life in different periods ◆ Ask and answer questions ◆ Understand some of the ways in which we find out about the past ◆ Identify ways in which we find out about the past ◆ Discuss the lives of significant individuals in the past who have contributed to national and international achievements
	Class 2	Invasion (Romans) ◆ the Roman Empire and its impact on Britain	Wild Water	Comparisons (location study)

connect	sequence	change	replace	reduce	compare	add	arrange	classify	assemble
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	<ul style="list-style-type: none"> ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> 		
Class 3	<p style="text-align: center;">Invaders and Settlers (Anglo-Saxons & Vikings)</p> <ul style="list-style-type: none"> ◆ Britain's settlement by Anglo-Saxons and Scots. ◆ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> 	<p>Survival (Natural Disasters)</p>	<p style="text-align: center;">Discovery (Mayans)</p> <ul style="list-style-type: none"> ◆ a non-European society that provides contrasts with British history –Mayan civilization c. AD 900; ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>



		Autumn	Spring	Summer
Cycle B Class 1 Year 1	EYFS Understanding the World	<p>You and Me</p> <p>Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past</p>	<p>Traditional Stories</p> <p>Talk about what they see, using a wide vocabulary Comment on images of familiar situations in the past Compare and contrast characters from stories</p>	<p>Out and about</p> <p>Talk about what they see, using a wide vocabulary Show interest in different occupations Comment on images of familiar situations in the past</p>
		<p>You and Me</p>	<p>Traditional Stories (Fire of London, famous event and famous people)</p> <ul style="list-style-type: none"> ◆ Develop an awareness of the past ◆ Use common words and phrases relating to the passing of time ◆ Identify similarities and differences between ways of life in different periods ◆ Ask and answer questions ◆ Understand some of the ways in which we find out about the past ◆ Identify ways in which we find out about the past 	<p>Out and about (Local History)</p> <ul style="list-style-type: none"> ◆ Develop an awareness of the past ◆ Use common words and phrases relating to the passing of time ◆ Identify similarities and differences between ways of life in different periods ◆ Ask and answer questions ◆ Understand some of the ways in which we find out about the past ◆ Identify ways in which we find out about the past ◆ Discuss significant historical events, people and places in their own locality



		<ul style="list-style-type: none"> ◆ Identify events beyond living memory ◆ Discuss the lives of significant individuals in the past who have contributed to national and international achievements 	
Class 2	<p style="text-align: center;">Grand Designers (Egyptians)</p> <ul style="list-style-type: none"> ◆ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of; Ancient Egypt ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> 	<p style="text-align: center;">Extreme Survival (Physical Geography)</p>	<p style="text-align: center;">Captivating Creators (Stone Age)</p> <ul style="list-style-type: none"> ◆ changes in Britain from the Stone Age to the Iron Age ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>



Class 3	Britain at War (WW2)	Going Places (Geographical skills)	Legacy (Ancient Greeks)
	<ul style="list-style-type: none"> ◆ a local history study ◆ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> ◆ <i>the lives of significant individuals in the past who have contributed to national and international achievements.</i> 	<ul style="list-style-type: none"> ◆ a local history study ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> 	<ul style="list-style-type: none"> ◆ Ancient Greece – a study of Greek life and achievements and their influence on the western world ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>



		Autumn	Spring	Summer
Cycle C	C3	<p>Crime & Punishment</p> <ul style="list-style-type: none"> ◆ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> 	<p>Climate Control</p>	<p>Fit for a King? (Tudors King Henry VIII)</p> <ul style="list-style-type: none"> ◆ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>

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