

EYFS		
Autumn	Spring	Summer
<p>Toys (Dogger) My parents, grandparents and family members. Toys I play with compared to toys my grandparents played with.</p> <p>Celebrations- birthdays, Christmas, Diwali, harvest, bonfire night.</p> <p>Understanding the past through stories- Dogger by Shirley Hughes Peepo by Janet and Allan Ahlburgh Lost in the Toy museum by David Lucas</p> <p>Substantive concept: childhood Disciplinary concept: Similarities/Differences</p>	<p>Our Home Town Homes around the world</p> <p>Celebrations-Holi, Easter, Chinese new year</p> <p>Understanding the past through stories- How to find Egyptian treasure and How to catch a dragon by Caryl Hart. Cave baby by Julia Donaldson</p> <p>Substantive concept: Civilisations Disciplinary concept: Similarities/Differences</p>	<p>Significant People (Mary Anning) Fossils Significant people and discoveries.</p> <p>Understanding the past through stories – Mary Anning – Little People Big Dreams Harry and his Bucketful of Dinosaurs Tyrannosaurus Drip</p> <p>Substantive concept: Leadership Disciplinary concept: Historical significance</p>
<p>Vocabulary History, past, present, time, today, yesterday, tomorrow, last week/month, last year, now, then, future, memory, birth, born.</p>	<p>Vocabulary History, past, present, time, today, yesterday, tomorrow, last week/month, last year, now, then, future, memory, birth, born.</p>	<p>Vocabulary</p>

KS1	Family Trees and family history	William Caxton and Tim Berners-Lee	Seaside Holidays Now and Then (Fleetwood museum)	The Great Fire of London	Learie Constantine	The Royal Family
National Curriculum Coverage	Changes within living memory	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally.	Events beyond living memory that are significant nationally or globally.	Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements.
Disciplinary Concept	Chronology	Historical significance	Similarity and Difference	Causes	Historical Significance	Change and Continuity
Substantive Concept	Childhood	Inventions	Trade	Civilisations	Migration	Leadership
Key Question	What can we learn about the childhood of our family members?	How did significant individuals change the way we communicate?	Why were seaside holidays so popular?	What features of 17 th Century London might have helped cause 'The Great Fire'?	Why was Learie Constantine awarded the 'Trinity Cross'?	What is the role of the Royal Family?

Lower KS2	Ancient Egypt	Stone Age to Iron Age	Local Heroes	The Romans	Ancient Greeks	The Lancashire Cotton Industry and its link to the Transatlantic Slave Trade.
National Curriculum Coverage	The achievements of the earliest civilisations.	Changes in Britain from the Stone Age to the Iron Age	A local history study	The Roman Empire and its impact on Britain	Ancient Greece	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Disciplinary Concepts	Historical interpretations	Sources and Evidence	Causes and Consequences	Historical Significance	Similarity and difference	Historical Evidence
Substantive concepts	Civilisations	Childhood	Leadership	Inventions	Leadership	Migration
Key question	What did the Ancient Egyptians achieve?	What was the role of children in Stone Age society and how did it change?	Who was Captain James Milton and what did he do for the PALS?	How did the Roman's inventions change the British landscape?	What values were of importance to the Athenians and Spartans and what can we learn from them?	What was the Lancashire cotton industry?

Upper KS2	Anglo Saxons	Vikings	WW2	Transatlantic slave trade – A ship called Hope	Early Islamic Civilisation including Baghdad	
National Curriculum coverage	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	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society the provides contrasts with British history	
Disciplinary concepts	Change and continuity	Causes and consequences	Historical interpretation	Historical significance	Chronology	
Substantive concepts	Leadership	Trade	Childhood	Migration	Civilisations	
Key question	How were the seven kingdoms of England ruled?	Why were the Vikings such good traders?	Why were children evacuated during WW2?	How did the Transatlantic slave trade link to Lancashire in the past?	How was the Islamic civilisation able to spread so far, so quickly?	