

# Broughton Primary School

## History Rolling Programme– Early Years



<u>Reception</u>	Topic 1	Topic 2
	<p><b>Peek into the past</b></p> <p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul> <p><b>Characteristics of effective teaching and learning</b></p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – Children investigate and experience things, and ‘have a go’.</li> <li>• <b>Active learning</b> – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.</li> <li>• <b>Creating and thinking critically</b> – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul> <p>See <a href="#">Development Matters (non-statutory curriculum guidance)</a>.</p> <p><b>Early learning goals</b>  <b>ELG: Understanding the World – Past and Present</b>            Know some similarities and differences between things in the past and now, drawing on their experiences and what</p>	<p><b>Adventures through time</b></p> <p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Characteristics of effective teaching and learning</b></p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things and ‘have a go’.</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake.</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas and develop strategies for doing things.</li> </ul> <p>See <a href="#">Development Matters (non-statutory curriculum guidance)</a>.</p> <p><b>Early learning goals</b>  <b>ELG: Understanding the World – Past and Present</b>            Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>

**Broughton Primary School**  
**History Rolling Programme– Key Stage 1**



<b><u>KS1</u></b>	<b>Year 1</b>	<b>Year 2</b>
Unit 1	<p style="text-align: center;"><b><u>What was life like living in a Castle?</u></b></p> <p>NC link- significant historical events, people and places in their own locality</p>	<p style="text-align: center;"><b><u>What was The Great Fire of London?</u></b></p> <p>NC link- events beyond living memory that are significant nationally or globally</p>
Unit 2	<p style="text-align: center;"><b><u>How is our childhood different to our parents/grandparents?</u></b></p> <p>NC link- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p style="text-align: center;"><b><u>Who is the greatest history maker?</u></b></p> <p>NC link-the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p>

**Broughton Primary School**  
**History Rolling Programme –Key Stage 2**



	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Unit 1</b>	<u><b>What was life like as a Victorian child?</b></u>	<u><b>Were the Vikings raiders, traders or settlers?</b></u>	<u><b>What was the impact of the Romans in Britain and Cumbria?</b></u>	<u><b>The Blitz: all we need to know about World War II?</b></u>
	<p>NC link– Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>NC link- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>NC link- the Roman Empire and its impact on Britain. A local history study. Britain’s settlement by Anglo-Saxons and Scots</p>	<p>NC link– Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>
<b>Unit 2</b>	<u><b>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b></u>	<u><b>How did the Maya civilisation compare to the Anglo-Saxons?</b></u>	<u><b>What did the Ancient Egyptians believe?</b></u>	<u><b>What did the Greeks ever do for us?</b></u>
	<p>NC link- changes in Britain from the Stone Age to the Iron Age</p>	<p>NC link- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>NC link—the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p>	<p>NC link- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>