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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS**  **Understanding the World** | | | | | | |
| **Past and Present**  • Talk about the lives of the 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** | -Can name & talk about immediate family members & pets  -Engages in role play, imitating everyday actions from own family life.  -Can sequence family members by name & size (baby, child, adult)  -Can name & describe people who are familiar to them  -Can talk about some of the similarities & differences in relation to their own family & other people’s families | Comments on historical figures through the story ‘Whatever Next’ (Neil Armstrong)  -Talks about members of their immediate family & community  - Can talk about past & upcoming events with their family.  -Shows an interest in different occupations  -Shows some understanding as to why we wear poppies (remembrance) | -Looks at transport from the past and present (though the story ‘The Naughty Bus).  -Compares toys from past and present (through the story The Magical Toybox)  -Shows an interest in different occupations (through the story The Dinosaur Who Lost his Roar) - palaeontologist | -Begins to be aware of & is able to name some different occupations (people who help us)  -Understand that they have similarities & differences to others around them | -Shows an interest in different occupations  (Postman- meerkat mail) |  |
| **Year 1** | *Significant Individuals*    **Explorers**  Neil Armstrong  *(significance)*  *What was difficult about travelling to a new place for the first time?* |  | *Changes within living memory*    **Toys – past and present**  *(change)*  *What toys/games did my parents/grandparents used to play with?*  Resources: Shirley Hughes - Alfie |  | *Events beyond living memory.*    **The Victorians**  (change)  *What was fair/unfair in Victorian times?* |  |
| **Year 2** | *Events beyond living memory*    **The Great Fire of London**  (cause)  *What features, a long time ago, might have helped cause The Great Fire of London?* |  | *Significant historical events, people and places in their own locality.*    **Ormskirk Gingerbread**  (significance)  *What can we find out about the homemade gingerbread industry in Ormskirk?* |  | *Significant Individuals*    **Explorers**  Mary Seacole  (significance)  *Why do we remember Mary Seacole?* |  |
| **Year 3** | **Changes in Britain from the Stone Age to the Iron Age**  (change)    *How did life change for the people of Britain during the Stone Age/Iron Age?*  *What have we learnt from Skara Brae, Stonehenge and Iron Age hill forts?* | |  | | **Ancient Greece – a study of Greek life and achievements and their influence on the western world**  (differences)    *How were Athens and Sparta different?* | |
| **Year 4** | **The Roman Empire**  (consequence)    *What were the consequences of Boudicca’s resistance to the Romans?* | |  | | **Achievements of the first civilisations that appeared**  (differences)    Ancient Sumer, The Indus Valley and The Shang Dynasty of Ancient China  *What can we learn about early ancient civilizations?* | **In-depth study of Ancient Egypt**  (differences)    *What can we learn about Ancient Egypt through Tutankhamun’s tomb?* |
| **Year 5** | **Britain’s settlement by Anglo-Saxons and Scots**  (consequence)    *What can we learn about the Anglo Saxons from the discoveries at Sutton Hoo?* | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  (interpretations)  *Is it fair to describe all Vikings as brutal invaders?* |  | | **A non-European society that provides contrasts with British history – Early Islamic civilisation**  (significance)    *Why was Baghdad important for trade?* | |
| **Year 6** | **A local history study**  (continuity and change)    **The History of Skelmersdale**  *What can we learn about the history of our town?* | |  | | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – International Slave Trade**  (cause and consequence)    *Why was Lancashire involved in the transatlantic slave trade?*  *What led to the abolition of the transatlantic slave trade?* | |