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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** Bessie Coleman(significance)*Why was Bessie Coleman’s achievement so important?* |  |
| **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?* *How have the Greeks influenced life in Britain?* (Artefact – water clock) |
| **Year 4** | **The Roman Empire & Volcanoes/Earthquakes** (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 religion and beliefs in ancient civilisations?*  | **In-depth study of Ancient Egypt**(differences)*What can we learn about religion and beliefs in Ancient Egypt through Tutankhamun’s tomb?* (Artefact – water clock) |
| **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)*What was the significance of Baghdad as a centre of imports and exports?*  |
| **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?*  |