

	Autumn	Spring	Summer															
Reception	<table border="1"> <thead> <tr> <th colspan="3">History</th> </tr> </thead> <tbody> <tr> <td>Three and Four-Year-Olds</td> <td>Understanding the World</td> <td colspan="2"> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. </td> </tr> <tr> <td>Reception</td> <td>Understanding the World</td> <td colspan="2"> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. </td> </tr> <tr> <td>ELG</td> <td>Understanding the World</td> <td>Past and Present</td> <td> <ul style="list-style-type: none"> Talk about the lives of 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. </td> </tr> </tbody> </table>			History			Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 		Reception	Understanding the World	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 		ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of 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.
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Year 1	<p>Changes within living memory - My Family History How do we know about the past?</p> <p>Conceptual Focus:</p> <ul style="list-style-type: none"> Chronology, change and continuity 	<p>Local Area Study Our Local Heroes: Who should we remember?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Evidence 	<p>Significant Historic Events Events beyond living memory</p> <p>Travel and Transport How has transport changed?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Chronology, change and continuity 															

	Locality	Locality Significance	Transport
Year 2	<p>Events beyond living memory - Significant historical events</p> <p>Why did Great Fire of London spread so easily?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Cause and consequence • Evidence <p>Transport Significance</p>	<p>Lives of significant individuals</p> <p>Why are explorers significant?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Historical Significance <p>Significance</p>	<p>Significant historical events Changes within living memory</p> <p>The Home front in 10 photos Would everyone tell the same story?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Evidence <p>Transport Locality Significance</p>
Year 3	<p>The Stone Age How did the Stone Age people affect our lives?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Evidence • Chronology, change and continuity 	<p>Bronze Age to Iron Age Which was the most impressive?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Evidence • Chronology, change and continuity 	<p>Early civilisations (overview) - Egypt Why are there pyramids in Egypt?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Evidence

	<p>The development of technology The emergence of civilisations</p>	<p>The development of technology The emergence of civilisations</p>	<p>The development of technology The emergence of civilisations</p>
Year 4	<p>Ancient Greece What did the Ancient Greeks do for us?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Historical Significance <p>The emergence of civilisations</p>	<p>Romans in Britain Why do we remember the Romans?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Historical Significance Evidence <p>The development of technology The emergence of civilisations The story of arrivals</p>	<p>The Anglo Saxons Was the Anglo-Saxon period really a 'Dark Age'?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Evidence <p>The development of technology The emergence of civilisations The story of arrivals</p>
Year 5	<p>The Vikings Were the Vikings really so bloodthirsty?</p> <p>Conceptual Focus:</p> <ul style="list-style-type: none"> Cause and consequence Evidence <p>The story of arrivals</p>	<p>The History of Medicine What was the biggest turning point?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Chronology, change and continuity <p>The development of technology</p>	<p>Local Area Study How had mining and the railway changed over time?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> Chronology, change and continuity <p>The development of technology</p>

Year 6	<p>The Maya Was the Maya civilisation advanced?</p> <p>Conceptual Focus</p> <ul style="list-style-type: none"> • Evidence • Historical Significance • <p>The emergence of civilisations</p>		<p>Our Migration Stories Why did people come to Britain?</p> <p>Conceptual focus:</p> <ul style="list-style-type: none"> • Cause and consequence • Chronology, change and continuity <p>The story of arrivals</p>
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KS1

Transport

Locality

Significance

KS2

Stories/Themes The Story of arrivals and departures - Why do people come to Britain?

The emergence of civilisations - What is an advanced society?

The development of technology - Does development mean progress?