



*National Curriculum*

*Key Concepts and Skills*

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Past &amp; Present Toys (link to Christmas presents)</b> <i>Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i>  <i>Investigate- Observe &amp; handle artefacts</i>		<b>Past &amp; Present My Family</b> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>  <i>Historical Enquiry- Asking questions</i>		<b>Past &amp; Present My Timeline</b> <i>Talk about the lives of the people around them and their roles in society.</i>  <i>Chronology- Ordering events</i>	
Year 1/2 (Year A)	<b>Guy Fawkes &amp; the Gunpowder Plot &amp; The Great Fire of London</b>  <i>Events beyond living memory.</i>  <i>Chronology- Ordering events</i> <i>Cause &amp; Consequence- Why events happened and what happened as a result.</i>		<b>The First Flight Female Pilot: Amy Johnson (born in Hull)</b> <b>Link to BAE Systems (Brough)</b>  <i>Events beyond living memory.</i> <i>Significant people and places in their own locality.</i>  <i>Analyse &amp; Evaluate the past- Describe significant events / people and their contributions.</i>		<b>Local History Study</b> <b>The Opening of the Humber Bridge by Queen Elizabeth 11 (1981)</b>  <i>Significant historical events and places in their own locality.</i>  <i>Significance: Make observations about the importance of a historical event and why.</i>	
Year 1/2 (Year B)	<b>Changes within Living Memory- Transport</b>  <i>Changes within living memory.</i>  <i>Investigate historical sources</i> <i>Historical Enquiry- Asking and answering questions</i>		<b>Dinosaurs (Mesozoic Era)</b>  <i>Events beyond living memory.</i>  <i>Investigate &amp; Interpret the past</i> <i>Chronology- Ordering events</i>		<b>Explorers: Christopher Columbus and Neil Armstrong</b>  <i>Significant individuals in the past who have contributed to national / international achievements.</i> <i>Analyse &amp; Evaluate the past</i> <i>Investigate historical sources</i>	



Year 3/4 (Year A)		<b>The Stone Age to the Iron Age</b> <i>Changes in Britain.</i> <i>Continuity and Change- Describe and begin to make links between main events, situations and changes within and across different periods.</i>	<b>The Roman Empire</b> <i>The Impact on Britain.</i> <i>Chronology- Order events over a larger timescale.</i> <i>Significance- Make observations about the impact of this period.</i>
Year 3/4 (Year B)	<b>Ancient Mayan Civilization</b> <i>A non-European society that provides contrasts with British history.</i>  <i>Similarities and Differences (non-European society / British history).</i>		<b>Anglo-Saxons, Scots and the Vikings</b> <i>Roman Withdrawal from Britain, the fall of the western Roman Empire and the struggle for the Kingdom of England.</i> <i>Investigate &amp; Interpret the past</i>
Year 5/6 (Year A)	<b>Ancient Egypt</b> <i>The achievements of one of the earliest civilizations.</i>  <i>Sources- Use a range of primary and secondary sources for historical enquiry.</i>	<b>Ancient Greece</b> <i>A study of Greek life / achievements and their influence on the western world.</i>  <i>Significance- Make observations about the importance and impact of this period of time.</i>	<b>Changes in Crime &amp; Punishment (Anglo-Saxons to the present)</b> <i>A study that extends pupils' chronological knowledge beyond 1066.</i> <i>Chronology- Order events over a larger timescale (beyond 1066).</i> <i>Causes and Consequences-Identify and give reasons for historical events and changes.</i>
Year 5/6 (Year B)	<b>Victorians</b> <i>What did the Victorians do for us?</i>  <i>Significance- Make observations about the importance and impact of this period of time (including the Industrial Revolution).</i> <i>Continuity and Change- Use a greater depth of historical knowledge to describe and make links between different periods and societies.</i>	<b>The Impact of World War II</b> <i>A significant turning point in British History (The Battle of Britain 1940).</i>  <i>Analyse &amp; Evaluate the Past- The significance of historical events and their legacy.</i>	<b>Local History Study (Hull)- The Triple Trawler Disaster (1968) The Titanic (1912)</b> <i>A study significant in the locality.</i>  <i>Sources- Use a range of primary and secondary resources.</i> <i>Enquiry- Make connections between historical events.</i>