



*National Curriculum*

*Key Concepts and Skills*

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Knowledge &amp; Understanding of the World</b>  <b>Remembrance Day</b>  <b>Toys</b> (<i>old toys and link to new 'Christmas' toys</i>)</p> <p><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></p>		<p><b>Knowledge &amp; Understanding of the World</b>  <b>My Family</b>  <b>Seasonal Changes</b> (<i>passing of time</i>)</p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>  <i>Historical Enquiry- Asking questions</i></p>		<p><b>Knowledge &amp; Understanding of the World</b>  <b>My Timeline</b>  <b>Life Cycles</b> (<i>changes over time</i>)  <b>Transport</b> (<i>changes over time</i>)</p> <p><i>Talk about the lives of the people around them and their roles in society.</i>  <i>Chronology- Ordering events</i></p>	
Year 1	<p><b>The Great Fire of London</b></p> <p><i>Events beyond living memory.</i></p> <p><i>Chronology- Ordering events</i>  <i>Cause &amp; Consequence- Why events happened and what happened as a result.</i></p>		<p><b>First Female Solo Flight (England to Australia): Amy Johnson</b>  <b>Link to BAE Systems &amp; 'House' aircrafts</b> (<i>Dart, Ripon, Hawk &amp; Baffin</i>)</p> <p><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></p>		<p><b>Local History Study</b>  <b>The Opening of the Humber Bridge by Queen Elizabeth 11 (1981)</b></p> <p><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></p>	
Year 2	<p><b>The Great Fire of London</b></p> <p><i>Events beyond living memory.</i></p> <p><i>Chronology- Ordering events</i>  <i>Cause &amp; Consequence- Why events happened and what happened as a result.</i></p>		<p><b>First Female Solo Flight (England to Australia): Amy Johnson</b>  <b>Link to BAE Systems &amp; 'House' aircrafts</b> (<i>Dart, Ripon, Hawk &amp; Baffin</i>)</p> <p><i>Events beyond living memory.</i>  <i>Significant people and places in</i></p>		<p><b>Local History Study</b>  <b>The Opening of the Humber Bridge by Queen Elizabeth 11 (1981)</b></p> <p><i>Significant historical events and places in their own locality.</i>  <i>Significance: Make observations about the importance of a historical</i></p>	



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



	<p><i>Continuity and Change- Use a greater depth of historical knowledge to describe and make links between different periods and societies.</i></p>	<p><i>Analyse &amp; Evaluate the Past- The significance of historical events and their legacy.</i></p>	<p><i>Sources- Use a range of primary and secondary resources. Enquiry- Make connections between historical events.</i></p>
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