



*National Curriculum (including EYFS curriculum)*

*Historical Skills*

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Remembrance Day</b> <b>Toys (old toys and link to new 'Christmas' toys)</b>  Knowledge & Understanding of the World <i>Know some 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>My Family</b> <b>Seasonal Changes (passing of time)</b>  Knowledge & Understanding of the World <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>My Timeline</b> <b>Life Cycles (changes over time)</b> <b>Transport (changes over time)</b>  Knowledge & Understanding of the World <i>Talk about the lives of the people around them and their roles in society.</i> <i>Chronology- Ordering events</i>	
Year 1	<b>Guy Fawkes &amp; The Gunpowder Plot</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>Florence Nightingale &amp; Mary Seacole (Nurses)</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>		<b>Changes within Living Memory</b> <b>Transport- 'House' aircrafts (Dart, Ripon, Hawk &amp; Baffin)</b> <b>Local history link- BAE Systems</b>  <i>Changes within living memory (aircraft)</i> <i>Significant people and places in their own locality.</i> <i>Investigate historical sources</i>	
Year 2	<b>Dinosaurs (Mesozoic Era)</b>  <i>Events beyond living memory.</i> <i>Investigate &amp; Interpret the past</i> <i>Chronology- Ordering events</i>		<b>Florence Nightingale &amp; Mary Seacole (Nurses)</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>		<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>	



<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 and begin to make links between main events, situations and changes within and across different periods.</i></p>	<p><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></p>
<p>Year 3/4 (Year B)</p>	<p><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></p>		<p><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></p>
<p>Year 5/6 (Year A)</p>	<p><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></p>	<p><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></p>	<p><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></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 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></p>	<p><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></p>	<p><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></p>