

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS A	Unit Title All about me How have I changed? Key learning - Know that they have changed since they were babies and can recognise themselves in pictures. - Can name people in their own families - Know how times have changed through stories that talk about the past. - Can talk about their own timeline through pictures and sharing the experiences they have had in school - Ask questions about themselves and their families. Key Vocab: Older Younger Myself Family Past Before Key People - Themselves and their family Outdoor Learning Industry Link?	Unit Title Let’s Celebrate	Unit Title Transport and travel How do people travel? Key learning - Through pictures and stories recognise the different way people travel - People use different types of transport to help them with their jobs. - Talk about different modes of transport they have travelled on in the past. Key Vocab: Travel Transport move Key People Outdoor Learning Industry Link Jobs that need transport				Unit Title On the beach Key Question Key learning - Through stories learn about visits to the beach - Talk about personal visits to the beach and the different things they have done. Key Vocab: Visit Beach Holiday seaside Key People? Outdoor Learning Visit to the beach Industry Link RNLI visit
EYFS B	Unit Title Who is important to me?	Unit Title Festival Frenzy	Unit Title People who help us Key Question			Unit Title Ship Ahoy	

	Key learning • Describe people who are familiar to them in their homes, school and wider community • Through stories and discussion, talk about people who are important to them and link characters from stories to their own experiences. • Use stories to stimulate discussions about past significant events in their own lives, such as holidays, birth of a sibling. • Key Vocab: Family Community Past Change event Key People • Themselves • Family • School staff • People in the community		Key learning • People help me everyday in school and out of school • People in the community do jobs that help me like a nurse or doctor, policeman or fireman. • Listen to stories including people who help us and talk about those stories. Key Vocab: Job Help community Key People • Outdoor Learning What and where Industry Link Visit from fire engine or police.			
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	Outdoor Learning What and where					
	Industry Link?					
KS1 A		Unit Title Transport Key Question How has transport changed over time? Key learning - Children know that boats and animals were the first types of transport and then the wheel led to carts and then over the last few hundred years the variety of transport we have today has developed. - The first steam locomotive led to the development of the railways and how significant George Stephenson was. This led to a rail network which affected where people lived, how they travelled and spent leisure time. Compare Victorian rail travel with today. - Motor cars and motor vehicles were once owned by only the rich but the ownership increased after WW2. They gave people more freedom. The children can compare early cars with the cars we have today. - In 1903 the first flight was made by the Wright		Unit Title Victorians Key Question What was life like for children during the reign of Queen Victoria? Key learning - Queen Victoria was the British monarch from 1837-1901 and the Victorian era was named after her - A Victorian school day was different to our school day - Victorian children played with different toys to us - Some poor children in Victorian times had difficult lives and had to work in factories, mines and in the houses of rich people - Rich Victorians visited the seaside for days out and holidays Key Vocab: Monarch Reign Childhood Rich/poor Industry education Key People - Queen Victoria Dr. Barnardo		Unit Title Inspirational Nurses Key Question Why are these nurses so important and how have they influenced nurses today? Key learning - Florence Nightingale was a nurse who started the first training school for nurses and made hospitals cleaner - Mary Seacole was a nurse who travelled from Jamaica to help soldiers in the Crimean war - Edith Cavill was a nurse in WW1 who helped soldiers from Britain and Germany - Koforowola Abeni Pratt was a nurse who arrived from the Caribbean and was one of the first black nurses to work for the NHS - Similarities and differences between nurses and hospitals today and in the past Key Vocab: Crimean War World War 1 Hospital Patient battlefield Key People - Florence Nightingale, Mary Seacole, Edith Cavell - Koforowola Abeni Pratt

		brothers in an aircraft they built themselves. Aeroplanes changed and became important during both world wars and now change the way we travel and transport goods with positive and negative impacts. - Transport will continue to change – space flight, electric vehicles and people wanting to find more environmentally friendly ways to travel. Key Vocab: Transport Travel Locomotive Flight Railways Passenger motor Key People - George Stephenson - Wright brothers - Henry Ford - Contemporary? Outdoor Learning Visit to the discovery museum Industry Link Visit from a mechanic or engineer or traindriver.		Outdoor Learning School playground games Visit to Beamish or Cragside Industry Link?		Outdoor Learning What and where Industry Link Nurse to visit- Hospital nurse and community nurse
KS1 B		Unit Title Remembrance Key Question Why is remembrance so important? Key learning		Unit Title Great Fire of London Key Question Key learning The Great Fire of London started on Sunday 2nd		Unit Title Explorers Key Question Key learning People explore for all kinds of different reasons- trade,

		• People wear poppies as a sign of remembrance in November each year • We remember people and animals who died in war • Soldiers in world war one were in the trenches and learn about the life of Walter Tull • We have remembrance so people who died in wars are not forgotten • What happens on remembrance day • Key Vocab: Remembrance War Service Courage Armistice Silence Service Key People • Walter Tull • Lady Haig • Poppy Sellers Outdoor Learning Visit to the church and graveyard for commonwealth war graves. Industry Link? Visit from Military personnel to explain what they do in the remembrance service		September 1666 and ended on Thursday 6th September 1666. • The fire started in a bakery on pudding lane • Samual Pepys kept a diary about the fire • Many of the buildings were made of wood and so burnt down quickly leaving thousands of people homeless. St. Paul’s Cathedral burns down • After the fire, buildings were rebuilt in stone and were further away from each other. Sir Christopher Wren designs St.Paul’s. Key Vocab: 17th Century Diary Rebuilt City Key People • Sir Christopher Wren • Samuel Pepys • King Charles 2nd Outdoor Learning Visit to Delaval Hall where they compare the fire there to the Great Fire of London. Industry Link? Fire service		adventure, gaining new land and to be the first to do something. Know that people are still exploring today and that there are places that are still being discovered- deep under the sea or further into space. • Ibn Battuta was an explorer who lived many hundreds of years ago and explored from around 1325-1353/ • Chrostopher Columbus was an explorer from a time which overlapped the Tudor time which was a time of great exploration. He travelled in the Santa Maria and his voyage had an impact on the native people of South America. • Know that Matthew Henson and Felicity Aston are both polar explorers who faced great prejudice when trying to explore and compare how their explorations were the same and different • Know that during the 1950s and 1060s there was a space race and that led to Russia and America sending first animals and people into space and that Neil Armstrong was the first man on the moon. • People are still exploring today. Compare Ellen McArthur and her journey across the oceans with the journey they learnt about that Columbus made. How are the journeys the same and different and which do they think was harder. Key Vocab:
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						Explore Discover Conquer Polar Space Significant
						Key People - Ibn Battuta - Christopher Columbus - Matthew Henson - Felicity Aston - Ellen McArthur - Neil Armstrong Outdoor Learning Recreation of journeys and mapping out routes. Co Joes links.
						Industry Link?
LKS2 A	Unit Title Stone Age to Iron Age How did we get from stone to steel?		Unit Title Ancient Egypt Key Question		Unit Title Romans Key Question	
	Key learning - Identify the Stone Age, Bronze Age and Iron Age on a timeline and find out about the achievements of early Homo sapiens and how they came to be in Britain. - Stone Age people moved from place to place and relied on the animals they hunted to supply their every need. - Skara Brae and Stonehenge are both important sites and that Skara Brae shows		Key learning - That Ancient Egypt spanned a long period of time and identify where key dates lie on a timeline. Can understand the difference between BC and AD - Egypt had a society that was based on a strict hierarchy and know that the pharaoh was at the top and slaves were at the bottom. Each level had different roles and what they were. - There were different pharaohs and that some were more successful		Key learning - Define the terms invade and settle and know when the Romans came to Britain and how this was possible. - The Roman army was well organised, and this made it possible for them to invade Britain successfully. To know the everyday life of a Roman soldier- what they wore, where they lived and how they trained. - Before the Romans the Celts were in Britain and their leader, Boudicca was so against the Romans she led a rebellion.	

	that people were becoming more settled. • • In the Bronze Age people became settled and the discovery of how to make bronze had a huge impact on the life of people in Britain • Iron was produced by the Celts and that this had an impact on the way that people in Britain live. Hillfort communities were developed • Druids were an important part of life for the Celtic tribes. Accounts of Druids came from Romans who had begun to take over parts of Britain. Key Vocab: Stone age Bronze age Neolithic Celt Iron age Settlement Tribe Key People Outdoor Learning Construction of Stone age or Iron age settlement on school grounds Industry Link?		than others. Cleopatra, Ramases, Tutankhamun • The Ancient Egyptians had a very specific belief system and that they believed that different gods represented different things. Mummification was an important part of this belief system • The pyramids were important to the Ancient Egyptians and were used as a burial ground for pharaohs. The structure changed over time and early ones were different to the great ones at Giza. Howard Carter discovered the tomb of Tutankhamun and he and other archaeologists helped us learn more through the artefacts they found. • The river Nile was very important to the Ancient Egyptians for farming, trade, building and communication. They produced tools and machinery like the shaduf to help them irrigate in the desert. Key Vocab: AD/ BC Empire Society Hierarchy Pharaoh Pyramid tomb Key People Tutankhamun Cleopatra Howard Carter		• Life in Roman Britain was different to that of previous settlers- new towns and cities were built which were complex – roads, baths and entertainment spaces. • Our lives are still influenced by Roman Britain through the legacy of what they left behind- roads, money, education, towns (entertainment, leisure, shops) Key Vocab: Invade Conquest Empire Settlement Legacy Rebellion Legion citizen Key People • Boudicca • Julius Caesar • Claudius Outdoor Learning Visit to a local Roman site Industry Link?	
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			Contemporary? Outdoor Learning School grounds- pyramid construction, irrigation Industry Link?			
LKS2 B	<u>Unit Title</u> Tudors Key Question Key learning - The Tudors were a period in history- know where they are on a time line and they came to power after defeating Richard III at Bosworth - To know that Tudor monarchs had roles and responsibilities and they held a position of power and influence. - Henry married 6 times and the main reason for this was to have a son and heir - Who the wives of Henry were and the reasons why each of the marriages was made and failed. - Henry dissolved the monasteries to gain money to fight wars and gain control over the church and their lands - To use artefacts, sources and accumulated knowledge to consider their own opinions about Henry.			<u>Unit Title</u> Anglo Saxons and Scots Who were the invaders? Key learning - The Angles came from Denmark in around AD 450 and the Saxons from Germany at the same time. They invaded after the Romans had left. - The Picts were tribes from Scotland who were feared by other tribes - Name the 7 Anglo Saxon Kingdoms and investigate how they influenced some of the place names in Britain. - Use the story of Beowulf to know how Anglo Saxon society was organised. - Know what life was like in an Anglo Saxon village and the jobs people did- use pictures and artefacts to find out about everyday life. - The Anglo Saxons were pagans who were converted to Christianity and Lindisfarne was an important place for this Key Vocab: Migrate Invade		

	Key Vocab: Heir Monarch Reign Dissolution Religion Power Political Key People Henry VIII Catherine of Aragon, Anne Bolyne, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr Outdoor Learning What and where Industry Link?			Settle Pagan Artifacts Christianity Sutton Hoo Key People • Outdoor Learning Anglo Saxon village Industry Link?		
UKS2 A	Unit Title Benin Key Question Key learning - Benin is not a country but an area within modern day Nigeria where an advanced and complex civilization existed from 900ad until 1897 - By using artefacts we can find out what society was like - European settlers influenced change once they started trading - Life changed for people in Benin once the Victorians became involved in Benin		Unit Title Ancient Greece What did the Ancient Greeks do for us? Key learning - Ancient Greek civilization lasted from 1200BC until 600 AD and can be broken down to different periods. - Greece was made up of different city states who often fought but could also form alliances when needed. - Alexander the Great was a key leader who extended the Greek Empire across Europe, the middle east and Asia. the Greeks had influence on other societies as the empire spread such as through trade and architecture		Unit Title Anglo Saxons and Vikings Key Question Were the Vikings raiders or traders? Key learning - Significant Anglo Saxon kings were Alfred, Edward the confessor and Ethelred. - Canute was an important Viking leader - Vikings came from Scandinavia and raided areas such as Lindisfarne for the treasures but also to settle in new lands from 793 - Danegeld and how it helped the Vikings take control - Vikings settled in places like York and their culture and way of life began to spread	

	- reasons why the Benin Bronzes should or should not be returned. Key Vocab: Dynasty Colonial Guilds Empire Trade Repatriation Oba Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?		- The Ancient Greeks introduced a democratic system and this has impacted modern society. - Philosophes such as Aristotle influenced those who came later. Key Vocab: Democracy Legacy Civilization City state Empire Slave Siege philosopher Key People - Alexander the Great - Aristotle Outdoor Learning Industry Link		- Viking age came to an end after William the Conqueror invaded in 1066 Key Vocab: Viking Invader / raider Danegeld Monastery Pagan Pillage realm Key People - Alfred the Great - Edward the confessor - Ethelred Outdoor Learning Visit to Jorvik Industry Link Archaeologist workshop	
UKS2 B	<u>Unit Title</u> Why have people migrated to Britain? Key learning - Make links with other topics studies and know that people have migrated to Britain for thousands of years. Know some of the different push and pull factors - Know the pull factors that have attracted different groups of migrants over time- Flemish weavers,			<u>Unit Title</u> Local History Howick Hall and Earl Grey Key Question		<u>Unit Title</u> Crime and Punishment through the ages How has crime and punishment changed over time? Key learning Common crimes today may include cybercrime, theft, harming people, vehicle offences and crime involving illegal substances. Punishments may include fines, community sentences and time in prison. Start to think how these may be different to crimes in the past.

	Carribean and Asian s post war, Commonwealth and EU expansion. • Push factors include persecution, famine, war and that Britain has been seen as a place of refuge. • Jewish people had a very differing experience over 200 years. Positive on arrival with the Normans in 1066 leading up to a massacre in York and expulsion in 1290 • Black African communities lived in England during tudor times – John Blanke a trumpeter in the court of Henry VIII and Diego who helped Francis Drake navigate the globe. • How the area of Brick Lane has changed over 500 years • That migration has contributed to the way we eat, listen to music and influenced our streets.- Notting hill carnival, statues and memorials, shops. Key Vocab: 5 – 8 words Key People • John Blanke • Diego • Jayaben Desai • Walter Tull					• In Roman times there were laws called the twelve tables and ignoring these led to punishment. Judges and juries were used. Punishments could include being thrown to the lions. • In Anglo Saxon times there was a trial by ordeal and the influence of God was a strongly held belief. Punishments were brutal. • In Tudor times deterrent was the main focus and many minor crimes were met with terrible punishments and execution and humiliation were common • During the early modern period Highway men and smugglers were the main criminals and were punished with the “bloody code” • In Victorian times poverty often drove people into criminal behaviour. Children were often heavily punished. Prisons became common as did transportation. Key Vocab: Treason Punishment Deterrent Justice Jury Key People • Dick Turpin • Dr.Barnardo • Robert Peel • Outdoor Learning Victorian Prison Punishments
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	• Kindertransporten (Judith Kerr) • Windrush generation Outdoor Learning What and where Industry Link? Indian food/ chef					Industry Link? Visit by a lawyer or prison officer.
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Disciplinary Knowledge

By the end of...	I can...
Nursery	
Reception	Know some similarities between the past and now. Understand the past through story telling and characters and events encountered in stories in class. Talk about the lives of other people and the roles they have
Year 1	
Year 2	Have an awareness of the past and use language relating to the passage of time. Understand where the people studies fit into a timeline and talk about how events are similar and different. Ask and answer questions and know how to use stories and sources of evidence to show understanding of key events. Understand how the past is represented and know ways we can find out about the past.
Year 3	
Year 4	Show chronological awareness about aspects of British, local and world history. Begin to make connections and recognise contrasts that develop over time. Use appropriate historical terms relevant to the periods being studied Use historical information to make informed decisions and give opinions. Know that a variety of different sources of information can be used.

Year 5	
Year 6	Develop a secure understanding of the chronology of British, local and world history and make links between periods studied. Notice and comment on connections, contrasts and trends over time. Confidently use historical vocabulary appropriately. Ask and devise challenging questions Understand the significance of key events and the impact they had on society. Understand that knowledge is gained from a range of sources.