

History-Why here, why now?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Year A		After dark	Once Upon a time		Heroes	
	Content		Bonfire Night	fairy stories, stories based on Princess and princesses			
	Why here, why now		Allows children to place a current event, Bonfire Night, and the historical context, beginning to consider the role of significant individuals and events from the past and how they link to the present	very early links to historical concepts, to enable children to develop a chronological vocabulary			
	Key Vocabulary		Fireworks, Guy Fawkes, Past and present	fairy story, Castle, Prince, Princess			
	Year B	Marvellous Me		To Infinity and Beyond	Pirates Ahoy		
	Content	Personal history allowing children to talk about things they are familiar with		Know what is in space, know why people who live long ago couldn't send space rockets,	Present day depiction of pirates		
	Why here, why now	covers personal history, allowing children to develop an early sense of past, present and future,		child led topic looking at trockets and aliensprior to work on transport in lower key stage 2	Topic the children will be familiar with through role play, child led topic		
	Key Vocabulary	Baby, changes, child, adult, growing		space, rockets, earth	pirate, ship, treasure		

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year A		After dark	Castles and Cathedrals			
	Content		Guy Fawkes and the Gunpowder Plot	fairy stories, Castles, how the past is represented			
	Why here, why now		allows children to increase their awareness of the past by linking to a familiar event, consolidate knowledge of changes within living memory by linking to memories of the event	introduction of artefacts and familiar local sites , allows future work on chronology and thinking, past and present			
	Key Vocabulary		Plot, gunpowder, Guy Fawkes Houses of Parliament	fairy story, castle real rich, poor, Prince, Princess,			
	Year B	Marvellous Me		To Infinity and Beyond	Pirates		
	Content	Personal history allowing children to talk about things they are familiar with		Know what is in space, know why people who live long ago couldn't send rockets, into space,	Looking at the historical background to a topic children will be familiar with from role play and books and TV's		
	Why here, why now	covers personal history, allowing children to develop an increasing sense of past, present and future, beginning to use early comparative vocabulary.		topic looking at the development of technology prior to work on transport in lower key stage 2, Focus on significant individuals and develop children's ability to ask their own questions	building on previous work of times beyond living memory, looking at similarities and differences and early work on source material, link to explorers topic		
	Key Vocabulary	Baby, changes, child, adult, growing, timeline, history		Earth, rockets, space,	pirate, seafaring, crew, main deck, sailing ship, exploration		

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.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Year A		London's Burning	Castles and cathedrals	Oh, I do like to be beside the seaside	I need a hero	
	Content		The Great Fire Of London, linked to celebrations of light and dark, how small event can lead to a major unplanned result	Developing an understanding of chronology and changes in structure over time, with a focus on the lives of those who inhabited castles	What we like about seaside holidays today before taking a look back to Victorian seaside holidays and how they have changed	learning about 3 influential nurses [Florence Nightingale, Mary Seacole And Edith Cavell]	
	Why here, why now		children begin to consider the impact of individual actions, developing a historical understanding of the familiar event, and the long-term implications, forming the basis for future historical inquiry	Developing chronology of things beyond living memory, introduction of artefacts and familiar local sites , thinking about past and present by using buildings to explore concepts, focus on how fairy stories can be rooted in real life	content covers ideas and events they will be familiar with from a personal perspective; it brings together developing understanding of changes over time, similarities and differences between events past and present, beginning to recognise a range of sources	Enables children to begin to understand the concept of British values, comparing lives and the contribution of a diverse range of people in different circumstances, children can debate the concept and begin to consider the impact of changes over time	
	Key Vocabulary		London , wattle and daub, wood framed, bakery, Thomas Farriner, Samuel Pepys, fire break	castle, Bailey, Normans, defence, mediaeval, Motte invaders,	seaside, resort, tourist, facilities, Victorian, changes, wakes week, photographs	Crimea, World War One, treason, prejudice, soldiers, allies	
	Year B	Marvellous Me		To Infinity and Beyond			
	Content	change from babies to adults, similarities and differences they can see between children and parents, toys past and present		Children learn about a significant event in the recent past and the impact this had on people at the time, changes in technology and how this enables space travel to begin, space race			
	Why here, why now	link to E YFS on entry to school, finding out about where they fit into the family, allows children to develop an early sense of past, present and future using comparative vocabulary		build on work on significant individuals, from Florence Nightingale topic and develop children's ability to ask their own questions, focus on developing a clear chronology to support work in key stage 2			
	Key Vocabulary	growing, changes, timeline, Victorian, similarities, differences		Space station, rockets, NASA, moon, gravity, space, earth, astronaut, Russian, American, space race, moon landing, capsules			

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Year 3	Year A			From the stone age to the Iron Age		The Commonwealth	
	Content			children are introduced to the idea that people have been living in Britain for a long time, learning about changes between the middle Stone Age to the Iron Age, considering differences and continuities, introduction to archaeological records		An understanding of a unique institution built on deep partnerships with diverse memberships, develop an understanding of the dual role played by the Commonwealth in supporting the development of British values and learning from different cultures, key individuals who have had an impact on life in the British Isles	
	Why here, why now			the first UK based national curriculum topic in chronology, allows children to begin to build a historical chronology of events, using information gathered from inquiry to determine their own conclusions, considering how we can evidence things beyond living memory		demonstrates an understanding of British values and the contribution members of the Commonwealth have made to national and global understanding, one of the first key stage 2 topics covered which provides a summary of the development of British values and brings together learning from geography and history, provide children with a broad overview of a long chronology	
	Key Vocabulary			bronze, ally, earthwork combat Celt, sacrifice, tribe, iron, hunter gatherer, nomadic		empire, Commonwealth of nations, partnership, collaboration	
	Year B			Transport through the Ages		Roman Britain	
	Content			Studying the reasons for changes in transport systems and the impact this had on society, developing their own personal studies		Key facts about the Roman Empire and its invasion of Britain, looking at the reasons for the invasion and the impact on local people, role played by women in the Celtic traditions, considering the evidence that we have today of the invasion and the long lasting impact it had, considering why a variety of sources may not all be accurate	
	Why here, why now			a general look at changes over time, the first topic to extend a subject over time, looking at changes and continuities, links to local history, developing an understanding of technological changes, building on terms covered in the space topic		national curriculum topic following on chronologically from work on the stone to the Iron Age, children are encouraged to develop a critical interpretation of evidence sources and consider why they might be biased, links into work on walls and barricades, follows on chronologically from pre-Roman Britain	
	Key Vocabulary			transport, locomotive combat steam, passenger, railroad, Rainhill Trials, Stevenson, Gresley, Steam, Diesel, Electric, Rocket, Mallard, Flying Scotsman		Caesar, Claudius, Boudicca, Vindolanda, Hadrian's Wall, Centurions, Legionaries, Auxiliary, Lindum, Coritania, Celt, Pict	

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Year A			Anglo Saxons and Picts		Walls and Barricades	
	Content			Introduction to the idea that people from other societies have been coming to Britain for a long time, some of the tensions involved in the settlement, ways of life and impact still seen today, links made with other societies that contributed to the formation of the United Kingdom,		Enables children to look at some of the barriers to social integration and how people in the past and present day have dealt with other societies and their impact, covering both physical barriers [Hadrian's Wall and the Great Wall of China] and barriers raised by society, focusing on significant individuals	
	Why here, why now			UK based national curriculum topic that follows on chronologically from wRoman Britain, children are beginning to develop a critical interpretation of evidence sources and can consider why they may be biased, links into work on prejudice and migration covered later		enables children to extend the subject over time, looking at the changes in continuities, links to both physical and sociological barriers including early anti-apartheid and racial discrimination, links to previous work on Romans and then invaders and settlers, allows children to develop an understanding that some of the background to British values work, especially tolerance,	
	Key Vocabulary			Angles, Saxons, Christianity, Christian, Pagan, Pict, Celt, Romans		barriers, prejudice, discrimination, civil unrest, 38th parallel, Hadrian's Wall, Ghandi King, Parks, Mandela	
	Year B		Vikings and Saxons	Egyptians			Maya
	Content		Viking raids, Anglo Saxons and Viking Britain, conversion to Christianity, emergence of Wessex	Key features of the ancient Egyptian civilization including beliefs and attitude, similarities and differences between ancient beliefs and those held today, pyramids, trades, Pharaohs, collapse of Egypt as a major power			Achievements of the Maya people, maya perspective of time, calendar system, writing, maths and the environment, contrast between known history and that of the Maya
	Why here, why now		Follows on chronologically from work on Anglo Saxons and Picts, developing a critical interpretation of evidence sources	study of an ancient civilization covering a period extending over the stone to Iron Age which children have already studied, ability to compare and contrast the 2, reference back to a previously taught topic			compare and contrast, Maya was a Stone Age society which the children have previously studied in Britain and in ancient Egypt, identify the differences between the three
	Key Vocabulary		Vikings, raids, danegeld, exile, Kingdom, longship, outlaw, pagans, wergild	Irrigation, silt, hieroglyphics, cartouche, pharaoh, Rameses, Cleopatra, Hatshepsut, Akhenaten And, Amenhotep			Glyph, Stela, popol vuh, astronomy, civilization, Chichen, culture, deforestation, dieties, hierarchy, indigenous, mesoamerica

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 and Year 6	Year A			Pilgrim Fathers		Crime and Punishment	
	Content			The story of the Mayflower, the relevance of the Mayflower narrative to the local area, why the separatists sailed to the new world and the difficulties faced by travellers. The impact on Native Americans and whether the tolerance they sought was applied equally.		Legacy of Roman justice system , crime and punishment through Anglo-Saxon, Tudor and Victorian periods, comparing modern day crime prevention and detection methods with those from the past	
	Why here, why now			links to the key stage one topic on Guy Fawkes and covers religious intolerance, exploration and the impact on native people, also links to walls and barricades topic, looks at the impact of actions in the long and short term and changes and continuities		an extended chronology topic that draws together events and periods of history already studied into an overview topic where changing similarities can be considered, provides a summary of the development of British values, broad overview	
	Key Vocabulary			Suggest persecution, Puritans, Mayflower, sentence strangers, Wampanoag, deprivations, charter		payless, deterrent, mutilation, execution, highwayman, humiliation, judge, jury, ordeal, treason, victim, trial	
	Year B			Parliament and Power		Ancient Greeks	
	Content			Key stages in the development of the current British parliamentary system, developing an understanding of how historical context within which changes have been made, Magna Carta, Simon De Montfort, civil war, gunpowder plot, suffragettes and the current parliamentary system		who the ancient Greek people were , where they lived and where and how they established their empire, comparing and contrasting city states, political system in ancient Greece, the legacy of Athenian democracy and comparison with the political systems we have today,	
	Why here, why now			an extended chronology topic which covers the development of parliamentary democracy, a summary of the development of British values and brings together learning from other topics covered		covers the period from the beginning of the Iron Age to the beginning of the Roman Britain., focus on using different evidence sources and considering the impact of the Greek civilization on modern day, build chronologically on previous non-UK based topics links into further work on British values and democracy	
	Key Vocabulary			parliament, democracy, barons, feudal, Protestant, Catholic, persecution, civil war, roundheads, Cavaliers, regicide, universal suffrage		Spartan, hoplite, democracy, Olympics, philosopher, myth, Athens, city state, civilization, archaeological, Alexander,	