

	Autumn Term		Spring Term		Summer Term		Extra days
	1	2	1	2	1	2	
	<p>Specific Learning Goal – Understanding the World – Past and Present</p> <p>(2022-2023) Topics to include:</p> <p>All About Me, Diwali, Firework Night, Chinese New Year, Dinosaurs, People who help us, Space (including book, 'Look Up'), Easter, King's Coronation, Pirates, Beach</p>						
EYFS	<p>Specific Learning Goal – Understanding the World – Past and Present</p> <p><u>Past and Present</u></p> <p>Is beginning to make sense of his/her own life story and his/her family history</p> <p>Comments on images of familiar situations in the past</p> <p>Is able to compare and contrast characters from stories, including figures from the past</p> <p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Talks about the lives of the people around him/her and their roles in society (ELG)</p> <p>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <p><u>People, Culture, Communities</u></p> <p>Is continuing to develop positive attitudes about the differences between people</p> <p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</p> <p>Talks about members of his/her immediate family and community</p> <p>Names and describes people who are familiar to him/her</p> <p>Understands that some places are special to members of his/her community</p> <p>Recognises some similarities and differences between life in this country and life in other countries</p>						

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Year 1	Changes within living memory		Events beyond Living Memory	The lives of Significant Individuals				
	All about me		Victorians	Queen Victoria			Victorian Day	
	<p><u>Chronological Understanding</u> Put a few events or objects in order of when they happened Sequence events and recount changes in their life Use common words and phrases relating to the passing of time (now, yesterday, last week, before I was born)</p> <p><u>Historical enquiry</u> Find answers to some simple questions about the past from simple sources of information (books, artefacts, pictures – What are they used for? Which things are old and new?) Describe some simple similarities and differences between artefacts Ask and answer relevant basic questions about the past</p>				<p><u>Historical Interpretations</u> Relate his/her own account of an event and understand that others may give a different version (Listen to stories about the past, distinguish between fact and fiction)</p> <p><u>Organisation and communication</u> Talk, draw or write about aspects of the past (tell stories, draw pictures, role play, make models) Sort artefacts from 'then' and 'now' Use timelines to order events</p> <p><u>Understanding of events, people and changes</u> Understand key features of events Identify some similarities and differences between ways of life in different periods</p>			

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Year 2	The lives of Significant Individuals	Significant events, people and places Events beyond living memory	Events beyond living memory				
	Florence Nightingale Mary Seacole	The Great Fire of London Southend Pier Fire (in own locality) Guy Fawkes	Vehicles – changes over time		(Child-led topic –overlaps with history)		Florence Nightingale Day
<p><u>Chronological Understanding</u> Use words and phrases relating to the passing of time (past and present, old and new, earliest, latest, before and after etc) Order dates from earliest to latest on simple timelines Sequence pictures, photographs, toys, artefacts that are close together in time Describe memories and changes that have happened in their own lives</p> <p><u>Historical enquiry</u> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Observe or handle evidence to ask simple questions Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p> <p><u>Historical Interpretations</u> Identify different ways the past is represented (books, pictures, stories, photographs, artefacts, etc) Compare two versions of a past event Discuss reliability of photos/accounts/stories to distinguish between fact and fiction Observe and use pictures, photographs and artefacts to find out about the past</p>				<p><u>Organisation and communication</u> Show an understanding of historical terms such as monarch, parliament, government, war, remembrance Record what he/she has learned about the past by drawing, writing and talking. Use historical vocabulary to retell simple stories about the past Use drama/role play to communicate their knowledge about the past</p> <p><u>Understanding of events, people and changes</u> Describe the lives of significant individuals in the past who have contributed to national and international achievements Give details from the main events of a significant event in history Look at evidence to explain why people in the past may have acted the way they did. Identify some similarities and differences between the past and present Identify similarities and differences between ways of life in different periods</p>			

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Year 3	Changes in Britain from Stone Age to Iron Age		The Roman Empire and its impact on Britain		A study of British history beyond 1066			
	Stone Age to Iron Age	Stone Age to Iron Age	Romans in Britain	Romans in Britain	Tudors	Tudors		
	<p><u>Chronological Understanding</u> Use an increasing range of common words and phrases relating to the passing of time (Before Christ, after, before, during, century) Understand that a timeline can be divided into BC and AD Sequence several events in approximately the right place on a timeline</p> <p><u>Historical enquiry</u> Use a variety of sources Select and record relevant information Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings to collect evidence about the past (What was it like for a child, rich person? etc) Select and record information relevant to the study</p> <p><u>Historical Interpretations</u> Give reasons why there may be different accounts of how the past is represented Look at two versions of the same event and identify differences in the accounts. Look at representations of the time period – art, film, museums etc</p>				<p><u>Organisation and communication</u> Discuss the most appropriate way to present information Present my findings about the past using speaking, writing, maths, computing, models, drama and drawing skills etc</p> <p><u>Understanding of events, people and changes</u> Use evidence to give reasons why changes may have occurred Understand why people acted in the way they did Find out about the lives people in the time studied Compare with our life today Identify reasons for and results of people's actions.</p>			

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Year 4	The achievements of the earliest civilisations		Britain's settlement by Anglo Saxons and Scots		A local history study		
	Ancient Egypt	Ancient Egypt	Anglo Saxons	Anglo Saxons	Leigh on Sea		
	<p><u>Chronological Understanding</u> Place some events, artefacts or historical figures on a timeline using dates (including those sometimes further apart) Understand timelines can be divided into periods (Before Christ such as the ancient civilisations, AD such as the Romans, Anglo Saxons, Tudors) Use historic terms related to the period of study (era, period, century, decade, BC, BCE, AD etc)</p> <p><u>Historical enquiry</u> Use sources of information in ways that go beyond simple observations to answer questions about the past (What was it like for a rich person? A soldier? A child? etc) Begin to undertake their own research Use a variety of resources to find out about aspects of life in the past (documents, printed sources, the Internet, libraries, databases, pictures, photographs, music, artefacts, historic buildings, museums, galleries) Address and sometimes devise own questions Use a range of primary and secondary sources</p> <p><u>Historical Interpretations</u> Begin to evaluate the usefulness of different sources Understand that sources can contradict each other Look at available evidence – textbooks, documentaries, internet etc to compare two versions of the same event and identify differences.</p>			<p><u>Organisation and communication</u> Use appropriate terminology to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms) Recall, select and organise historical information (such as models, role play and writing genres including letters, recounts, poems, adverts, diaries, posters and guides)</p> <p><u>Understanding of events, people and changes</u> Find out about the everyday lives of people in time studied compared with our life today (such as: houses and settlements, culture and leisure activities, clothes, way of life, buildings and their uses, attitudes and religions, lives of rich and poor) Explain how people in the past have influenced life today Identify key features, events and changes over time studied Offer a reasonable explanation for some events Describe connections and contrasts between aspect of history, people, events and artefacts studied</p>			

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Year 5	Study of an aspect or theme in British history extending pupil's chronological knowledge beyond 1066.	Study of an aspect or theme in British history extending pupil's chronological knowledge beyond 1066.		The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history		
	(Georgian - Study of The Highwayman) Dick Turpin John Constable Art	Railways (Industrial Revolution)		Viking Invasion	West Africa - Benin		
<u>Chronological Understanding</u> Use dates to order and place events on a timeline Use relevant terms and period labels Make comparisons between different periods of the past <u>Historical enquiry</u> Compare sources of information available for the study of different times in the past Begin to identify primary and secondary sources Use the library and internet for research with increasing confidence. Use evidence to build up a picture of the past Select relevant sections of information <u>Historical Interpretations</u> Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events				<u>Organisation and communication</u> Communicate knowledge and understanding through a range of work Recall, select and organise historical information <u>Understanding of events, people and changes</u> Give some reasons for some important historical events Identify reasons for and results of people's actions/events and the impact on the people Examine differences in the lives of people e.g. men and women Compare an aspect of life with that of a different period			

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	Study of an aspect or theme in British history extending pupil's chronological knowledge beyond 1066.		Study of an aspect or theme in British history extending pupil's chronological knowledge beyond 1066.	The achievements of the earliest civilisations	A study of Greek life and achievements and their influence on the western world		
Year 6	Battle of Britain (WW2) British history beyond 1066	Battle of Britain	(Scottish history) (Macbeth) Act of union, parliament, referendum Key individuals: Robert the Bruce, Alexander Graham Bell, John Logie Baird, Mary Queen of Scots	Shang Dynasty	Ancient Greeks	Ancient Greeks	Duxford
<p><u>Chronological Understanding</u> Retell the story of events within and across the time period I have studied Use relevant dates and terms Place current study in relation to other studies Understand and describe the main changes in a period of study</p> <p><u>Historical enquiry</u> Investigate their own lines of enquiry by devising historically valid questions to answer (about change, cause, similarity and difference, and significance) Construct informed responses that involve thoughtful selection and organisation of relevant historical information Use a range of sources and understand how our knowledge of the past is constructed from them (ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sights) Recognise primary and secondary sources. Make confident use of a variety of sources for independent research</p> <p><u>Historical Interpretations</u> Confidently use the library and internet for research Give clear reasons why there may be different accounts of history Begin to evaluate the usefulness of different sources Know and understand that some evidence from the past (and present) is propaganda, opinion or misinformation and that this affects interpretations of history Be aware that different evidence will lead to different conclusions Consider ways of checking the accuracy of interpretations of the past</p>				<p><u>Organisation and communication</u> Choose the most appropriate way to present my information. Select and organise information to produce structured work, making appropriate use of terms and dates. (Such as in myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports) Know and show a good understanding of abstract terms such as democracy, civilisation, social, political, economic, cultural, religious)</p> <p><u>Understanding of events, people and changes</u> Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Find out about beliefs and behaviours of people, recognising that not all share the same views Note connections, contrasts and trends over time in the everyday lives of people Examine causes and results of great events and the impact these had on people Know key dates, characters and events of time studied. Compare beliefs and behaviour with another time studied.</p>			