

History Year B

EYFS

Autumn

How have I changed over time?

Children begin to use historical based language – language associated with the passage of time.

A sense of uniqueness and of belonging to a community;

Developing a sense of historical enquiry;

Comparison and contrast, similarity and differences, variety;

Historical narrative and sequence and a sense of chronology and duration;

An introduction to handling artefacts and the use of evidence

Spring

Why do we wear different clothes at different times of the year?

Children begin to recognise that:

times passes in sequential order;

there are key vocabulary associated with the passage of time;

the passage of time changes us all;

the passage of time changes the world around us;

We need to change what we do/wear in response to the passage of time.

Develop the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others.

Summer

The Queen's Birthday

Children learn about Queen Elizabeth II as our Queen and celebrate her birthday and Jubilee.

They begin to understand the concept of a significant person and event.

They begin to understand the concept of monarchy and a royal family.

Year 1/2

Autumn

Great Fire of London (sig event)

Know where - London Pudding Lane Bakery

Know when - 1666

Know this was a long time ago

Recount the events

Give an example of how people responded to the event

Describe what is different today

How do we know?

Spring

What People Wore (living memory)

Sort clothing into a timeline

Describe some fashions

Describe how fashions have changed

Give personal opinions

Use images as sources of evidence

Summer

Explorers (Sig people)

Name at least 2 explorers
Order the explorers - earliest / most recent
Know when they journeyed
Know how they journeyed
Know where they went
Recount the events of one in more detail
How do we know?

Y3/4

Autumn

The Ancients - Beliefs

Name ancient civilisations / periods
Now that BC(E) was before 0 and AD (CE) is after 0
Place civilisations on BC / AD side of timeline
Know that ancient civilisations worshipped many gods.
Name at least 5 for each.
Describe aspects of burial rites / beliefs.

Spring

The ADs - Beliefs

Name civilisations / periods
Now that BC(E) was before 0 and AD (CE) is after 0
Place civilisations on BC / AD side of timeline
Know that some civilisations / periods worshipped many gods and that some were Christian
Name at least 5 for each
Describe aspects of burial rites / beliefs
Use sources as evidence

Summer

Roman Chester (Locality)

Describe sig events / changes in Chester history
Behave like a historian - make use of sources as field study

Y5/6

Autumn

The Ancients - Power & politics

Name and locate ancient civilisations and periods
Construct timeline with civilisations
Know broad dates of civilisations
Describe the social and political structure of each civilisation
Describe symbols of power
Make use of evidence
Compare the periods and civilisations

Spring

The ADs - Power & politics

Name and locate civilisations and periods
Construct timeline with periods
Know broad dates of periods

Describe the social and political structure of each civilisation
Describe symbols of power
Describe power struggles, invasion and empire
Make use of evidence
Compare the periods and civilisations

Summer

Turning points - Power & politics

Boudicca's rebellion
The Magna Carta
Battle of Britain
Know the date of the power / political turning point
Describe why it was a turning point