

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Understanding the World History in the Early Years is embedded within the area of learning: Understanding the world. Children will gain an understanding of their role within their family, the wider community, and the world. They will: Identify that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. Understanding that some events and people from history are important because they have achieved something or had an effect Start to ask simple questions about people or events from within living memory Use simple words to describe the passing of time, e.g., ‘past’ ‘before’ ‘now’ ‘then’ This helps prepare them for being able to talk about themselves with more confidence in Year 1 & how to relate what they think about themselves to what they find out about the past. Early Learning Goals:</p> <ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members • To know about similarities and differences between themselves and others, and among families, communities and traditions. 					
Year 1		<p>TOYS Games and toys of the past. <i>Changes within living memory</i> <i>Events beyond living memory that are significant locally, nationally & globally</i> Recognise the distinction between past and present Use everyday terms to talk about the passing of time e.g. a long time ago. Retell simple events from the past. Describe some changes within their living memory and beyond. Order and sequence familiar events from the past.</p>		<p>FIRE! FIRE! FIRE! <i>Changes within living memory, events beyond living memory that are significant locally, nationally and globally</i> Identify significant historical events and learn about the Great Fire of London.</p>	<p>MARVELLOUS MEDICINE Looking at Mary Seacole, Florence Nightingale and Noel Chavasse <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Some should be used to compare aspects of life in different periods.</i> Children will know about significant historical people in their own locality.</p>	
Year 2			<p>FIT FOR A QUEEN Royal Family; Castles; Visit to Chirk Castle <i>Events beyond living memory that are significant locally, nationally & globally.</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Some should be used to compare aspects of life in different periods</i> Know who Queen Elizabeth I, Queen Victoria and Queen Elizabeth II are. And to know some facts about them. Know that they are all monarchs that have ruled over England.</p>		<p>FAMOUS FACES <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Some should be used to compare aspects of life in different periods.</i> Recognise similarities and differences between Tudor, Victorian and modern times. Understand that things change over time.</p>	<p>SUN, SEA AND SAND Seaside in the past— visit <i>Changes within living memory</i> <i>Events beyond living memory that are significant locally, nationally & globally</i> Use a range of resources to discover similarities and differences between holidays in the past and holidays today. Describe some of the features of seaside holidays over 100 years ago. Organise photographs chronologically. Make deductions about the past from a variety of sources.</p>

<p>Year 3</p>	<p>ANGLO SAXONS <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> Know where the Anglo-Saxons came from and how they got here. Describe what Anglo-Saxon life was like. Understand that an artefact is a primary source that can give us information about the past. Understand the difference between an invasion and a settlement.</p>	<p>VIKINGS <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> Know that the Vikings carried out raids and invaded Know where the Vikings came from Know that the Vikings struggled for land Know about Viking invasions and Dane law Know how to put the Vikings on a timeline Know about Edward the Confessor's death in 1066</p>			<p>ANCIENT EGYPT Visit to world Museum, Liverpool Cultural Development <i>The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared</i> Describe how the Ancient Egyptians lived compared to modern day. Know how the Ancient Egyptians used the River Nile. Explain who Tutankhamen was. Describe how Egyptian artefacts and ruins tell us about their culture and religious beliefs. Examine Egyptian artefacts and use them to make inferences about the past.</p>	
<p>Year 4</p>		<p>CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE <i>Changes in Britain from the Stone Age to the Iron Age</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Know the term pre-history and what this means. Know the term chronological and place events on a timeline. Know what life was like in the Stone-Age and Iron Age. Know the famous Stone-Age monument Stonehenge. Know how life changed from the Stone Age to the Iron Age.</p>	<p>ROMANS Visit from Roman actors (trip to Chester) <i>The Roman Empire and its impact on Britain</i> Examine Roman artefacts and use them to make inferences about the past. Describe how Roman artefacts and ruins tell us about their culture and religious beliefs. Describe how the Roman society has had an impact on modern society. Compare the Roman army with Celtic warriors.</p>		<p>MAYAN CIVILISATION <i>A non-European society that provides contrast with British history.</i> Examine a variety of sources and use these to make inferences about the past—in particular about Mayan economy, culture, religious beliefs and society. Describe how the Mayan civilisation has had an impact on modern society. Examine the timeline of the Mayan Civilisation and consider where there was rapid change and where there was very little change. Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time. Compare the Mayan civilisation with the Greeks with the Egyptian Civilisation. Describe the ideas, beliefs and attitudes of all groups of people in the Mayan civilisation. Present what you know about the Mayans using a variety of skills.</p>	
<p>Year 5</p>		<p>The Impact of the Blitz for Children living in Wirral Individual liberty & Tolerance and respect for all <i>A local history study</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i> <i>A significant turning point in history</i> Know there have been 2 major wars involving Britain. Know about the effects of WW2 on children in local area, nationally and internationally. Understand about the ideas behind the UN. Use a range of sources, including the recollections of people alive at the time.</p>			<p>ANCIENT GREEKS - a study of Greek life and achievement and their influence on the western world <i>A study of Greek life and achievements and their influence on the western world</i> Examine Greek artefacts and use them to make inferences about the past. Describe how Greek artefacts and ruins tell us about their culture, military and religious beliefs. Describe how the Greek Society has had an impact on modern society. Compare the Greeks with the Egyptian Civilisation.</p>	

			Consider the reasons for and results of key aspects of the war.		
Year 6	History of the UK – Beyond 1066 Life in the Trenches Have a secure knowledge of the chronological events of WW1 Use the correct historical terms Know how WW 1 affected our local area Know how the past is constructed from a range of primary and secondary sources				THE SLAVE TRADE Know about the rise in the slave trade as European countries became more involved in West Africa Know the importance of the trade triangle and have a detailed knowledge of each point of the triangle. Understand the ethics of slavery Know about the port of Liverpool’s role in the slave trade. Know how the city developed as a result of slavery To know about William Roscoe (abolitionist) MP for Liverpool and slave traders such as Thomas Parr, William Davenport. Understand how the slave trade came to an end.

Black (Bold Text) = Topic

Black (*Italic*) = Key Stage Objective

Black (Print) = Knowledge

Blue = [British Values Link](#)