

NURSERY	
<u>Understanding the World</u> Begin to make sense of their own life-story and family's history.	
RECEPTION	
<u>ELG - Understanding the World & Past and Present</u> ○ Talk about the lives of people around them and their roles in society. ○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Understanding the World</u> ○ Comment on images of familiar situations in the past. ○ Compare and contrast characters from stories, including figures from the past.	
Peek into the past	Adventures through time
Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.

YEAR 1		
How am I making history?	How have toys changed?	How have explorers changed the world?
Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future.	Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today

YEAR 2		
How am I making history? (YEAR 1 TOPIC)	How did we learn to fly?	What is a monarch?
Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. Pupils build their understanding of chronology while exploring how developments in flight have changed over time.	Examining the role of a monarch by comparing the monarchy today with the monarchy of the past. Pupils investigate how William the Conqueror became king, examine how castles helped monarchs maintain control and explore how castles changed over time.
YEAR 3/4		
British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? (YEAR 3 TOPIC)	How have children's lives changed? (YEAR 4 TOPIC)	How did the achievements of the ancient Maya impact their society and beyond? (YEAR 4 TOPIC)
Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline. Pupils use archaeological evidence to learn about changes over time, answer historical questions and consider the strengths and limitations of evidence when	Examining how children's lives have changed over time by investigating leisure, health and work in the past. Pupils compare the experiences of Tudor and Victorian children, identify continuities and changes and evaluate the significance of Lord	Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. Pupils use artefacts to make inferences, explore Maya settlements in the rainforest

reconstructing the life of the Amesbury Archer.	Shaftesbury's contribution to education and child labour reform.	and discover the significance of beliefs and inventions to the Maya.
YEAR 5		
British history 4: Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.	Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.	Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre.
YEAR 6		
What can the census tell us about local areas?	What was the impact of World War 2 on the people of Britain?	Unheard histories: Who should go on the £10 banknote?
Examining how census records can help historians understand the past by making inferences about people's lives in different	Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict.	Considering what makes a person historically significant by investigating why historical figures appear on banknotes. Pupils explore

time periods. Pupils investigate Victorian jobs, the suffrage movement and the interwar years, while considering how census data has changed over time and evaluating its usefulness and limitations as a historical source. Note: In Lesson 6, pupils plan and carry out their own enquiries about who lived in their local school area.	Pupils investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.	the criteria for significance, debate the achievements of different individuals and create a persuasive case for who should appear on a £10 note.
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