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| EYFS | | | Key Stage One | | | Lower Key Stage Two | | Upper Key Stage Two | |
| Nursery | Reception | | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | Year 6 |
|  | |  | **Me and My Family** | | **London Calling** | **Awesome Egyptians** | **The Roman Empire** | **Vikings and Anglo Saxons** | **What have the Ancient Greeks ever done for Us?** |
| I know my age and that I am in nursery. I know my parents are older- adults to support with older and younger. I know how old I am next  Bonfire night – safety story of Guy Fawkes  I know that Christmas comes after Halloween and that Halloween comes before Christmas | | I can talk about my family and make connections between my own family and other families  I know that families can be different  I can talk about experiences with my family e.g. things that have happened in the past  I can put important events on a timeline (whole class)  I can say what happened first, next etc.  I can talk about my history  I know that Guy Fawkes was a long time ago  I know that we celebrate Bonfire Night – Bonfire night safety | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory | | Events beyond living memory that are significant nationally or globally  e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries | Ancient Civilizations -  the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:   1. Ancient Sumer; 2. The Indus Valley; 3. Ancient Egypt; or 4. The Shang Dynasty of Ancient China | Roman Britain  Pupils should be taught about the Roman empire and its impact on Britain  This could include:  Julius Caesar’s attempted invasion in 55-54 BC  the Roman Empire by AD 42 and the power of its army  successful invasion by Claudius and conquest, including Hadrian’s Wall  British resistance, for example, Boudica  "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | Anglo-Saxons & Vikings struggle for the kingdom of England to the time of Edward the Confessor  Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  This could include:  Viking raids and invasion  resistance by Alfred the Great and Athelstan, first king of England  further Viking invasions and Danegeld  Anglo-Saxon laws and justice  Edward the Confessor and his death in 1066 | Ancient Greece - a study of Greek life and achievements and their influence on the western world  Pupils should be taught a study of Greek life and achievements and their influence on the western world |
|  | |  | **Come Fly with Me 1** | | **Come Fly with Me 2** | **Set in Stone** | **Shake, Rattle and Roll**  **(Volcanoes and Earthquakes)** | **UK Study** | **Central and South America** |
| I am beginning to order pictures from a story  I can order the changes of a caterpillar- I am beginning to use the words first and then with support | | I know that people from the past were talented  I know that there are lots of talented people now  I can explore similarities and differences between schools now and schools a long time ago (links to Super Milly and the Super School Day) | Events beyond living memory that are significant nationally or globally  e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries  **Wright brothers** | | Geography based topic | Pre-Roman Britain - changes in Britain from the Stone Age to the Iron Age  Pupils should be taught about changes in Britain from the Stone Age to the Iron Age  *This could include:*   1. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae* 2. *Bronze Age religion, technology and travel, for example, Stonehenge* 3. *Iron Age hill forts: tribal kingdoms, farming, art and culture* | (Geography Programmes of Study) | (Geography Programmes of Study) | A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
|  | |  | **Significant Individuals** | | **Significant Individuals** | **Europe - Italy** | **Anglo Saxons and Scots** | **Liverpool Docks** | **History of Music on Merseyside** |
| I know that my holiday was in the past and I am beginning to use the past tense words went and was  I know people have travelled to space and the moon in the past | | I know that dinosaurs were around a long time ago  I can use words such as a long time ago, before I was born or in the past  I know that fossils are old  I can talk about what the world looked like in the past  I know that different people and animals have travelled into space  I know that Neil Armstrong was the first man to land on the moon | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally  e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries  Hi1/1.3 significant historical events, people and places in their own locality  **Yr1- Katarina Johnson-Thompson/Mary Peters** | | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally  e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries  **Yr2- David Attenborough/ Mary Anning** | (Geography Programmes of Study) | Britain’s Settlement by Anglo-Saxons & Scots  Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots  This could include:  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne | Extended chronological study  Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  For example:  the changing power of monarchs using case studies such as John, Anne and Victoria  a significant turning point in British history, for example, the first railways or the Battle of Britain | Local History  Pupils should be taught about an aspect of local history  For example:  a depth study linked to one of the British areas of study listed above  a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |