



History

Key Concepts and Breadth of Study

Cause and
consequence

Understanding
and sequencing
the past
(chronology)

Change and
Continuity

Significance
and
interpretation

In addition to the above, we also teach the concepts of cultural, ethnic and religious diversity. Key skills in history include historical enquiry, using sources as evidence and being able to communicate about the past.

	Cause and consequence	Understanding and sequencing the past (chronology)	Change and Continuity	Significance and interpretation
<p>EYFS</p> <p>Autumn 1 'We are Unique'</p> <p>Autumn 2 'We are Inquisitive'</p> <p>Spring 'We are Explorers' 'We can be Heroes'</p> <p>Summer We are Investigators We are Explorers</p>	<ul style="list-style-type: none"> To discover their family backgrounds. Children can name and talk about members of their family and where they are from. 	<ul style="list-style-type: none"> To explore and develop an understanding of the past as a time 'before now'. Children use a timeline in the classroom – beginning with their first day at school. To begin to sequence events within their own history or relevant to their learning. Continued in Spring 2 Continued in Summer <p>Understand the past through settings, characters and events encountered in books read in class and storytelling – ongoing throughout the year e.g. <i>Peepo</i>, <i>Tiger Who Came to Tea</i>.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> To explore the changes that have happened to them throughout their lives so far. Children look at pictures and discuss how they have changed from birth to now. Comparing old and new bears Comparing old and new fire engines 	<p>Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> The Death of the Queen and learning about her life. Guy Fawkes firefighters, police officers, nurses, doctors King Charles
	Cause and consequence	Understanding and sequencing the past (chronology)	Change and Continuity	Significance and interpretation

<p>Year 1/2 Cycle A</p> <p>Autumn 1 and 2 The Great Fire of London</p> <p>Spring 1 and 2– Carnival of the Animals</p> <p>Summer 1 and 2 – Castles and Catapults</p>	<p>To gain an understanding of the events of The Great Fire of London.</p> <p>To discover various sources of information.</p>	<p>To gain an understanding of the events of The Great Fire of London.</p> <p>To order the events of The Great Fire of London</p>	<p>To explore and compare the past to the present day.</p> <p>To discover the changes made as a result of The Great Fire of London.</p> <p>Compare aspects of life in different periods. (medieval).</p>	<p>To gain an understanding of the events of The Great Fire of London.</p> <p>To explore significant people.</p> <p>To explore a significant person – Captain Robert Scott</p> <p>To explore significant people – King Henry IV to Charles III</p>
<p>Year 1/2 Cycle B</p> <p>Autumn 1 Let's celebrate!</p> <p>Spring 1 and 2 Back in the day..</p> <p>Spring 2</p> <p>Summer 1 Around the world in 80 days</p>	<p>To explore the events of the gun powder plot</p> <p>To explore Guy Fawkes</p> <p>To discover how the Gun Powder plot affected Britain at the time</p> <p>To explore the reign of Queen Victoria.</p> <p>To understand the significance of inventions and events during the reign of Queen Victoria.</p> <p>To explore the lives of Victorians in particular Victorian children.</p>	<p>To explore the events of the gun powder plot</p> <p>To explore an understanding of the Victorian era and their place in time.</p> <p>To use a timeline of events during the Victorian era.</p>	<p>To compare and contrast the lives of Victorians to our lives today.</p> <p>To explore how inventions have progressed from Victorian era.</p> <p>To compare and contrast how children's lives are different now and how we spend our free time.</p>	<p>To understand how and why we celebrate Bonfire night</p> <p>To discover how people lived during Victorian time.</p> <p>To understand the significance of events and inventions during the reign of Queen Victoria.</p> <p>To understand how our day to day life as changed.</p> <p>To know the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To name events beyond living memory that are significant nationally</p>

	Cause and consequence	Understanding and sequencing the past (chronology)	Change and Continuity	Significance and interpretation
<p>Year 3</p> <p>Autumn 2 The Stone Age Iron Age to Bronze Age.</p> <p>Spring 1- The achievements of the earliest civilizations – The Kayapo Tribe</p> <p>Spring 2 - The achievements of Francisco de Orellana</p> <p>Summer 1 and 2 – ancient greeks.</p>	<p>To discover features of a Stone Age home.</p> <p>To achieve a historical interpretation based on evidence.</p> <p>To discover what life was like in the bronze age.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>TO discover the battle of Marathon.</p>	<p>To discover when The Stone Age occurred.</p> <p>To place events in correct periods of time.</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To discover who the ancient Greeks were.</p> <p>To know about the Trojan war.</p>	<p>To explore what people in The Stone Age needed to survive in comparison to today.</p> <p>To identify how life changed during the bronze age.</p> <p>To experience life as a child in ancient Greece</p> <p>To use sources to learn about the ancient Greek Olympics.</p>	<p>To explore the settlement of Skara Brae and its importance.</p> <p>To explore bronze age and iron age monuments.</p> <p>To develop the appropriate use of historical terms.</p> <p>To explain and compare the Greek political system.</p> <p>To discover greek mythology.</p>
	Cause and consequence	Understanding and sequencing the past (chronology)	Change and Continuity	Significance and interpretation
<p>Year 4</p> <p>Autumn 1 The Romans</p> <p>Spring 2 Anglo-Saxons</p> <p>Summer 1 Vikings</p>	<p>To explore and describe why Romans built new roads.</p> <p>To show historical understanding through a letter.</p> <p>To explore the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</p>	<p>To discover and place when The Romans era was.</p> <p>To explain when and where the Vikings came from and why they raided Britain.</p> <p>To identify and explain key aspects of Viking life.</p>	<p>To discover and explain how the reach of The Roman Empire changed over time.</p> <p>To explore Anglo-Saxons and Scots, village life</p> <p>To discover Anglo-Saxon art and culture.</p>	<p>To discover the impact of The Romans on Modern Britain.</p> <p>To discover Sutton Hoo and the importance of artefacts</p> <p>To explain who King Ethelred II was and say when and why Danegeld was introduced.</p>

	<p>Christian conversion – Canterbury, Iona and Lindisfarne. To explain how the last Anglo-Saxon kings shaped Britain.</p>	<p>To explain how the legal system worked in Anglo-Saxon and Viking Britain.</p>	<p>To compare the significance of Anglo-Saxon kings during the Viking period.</p>	
	Cause and consequence	Understanding and sequencing the past (chronology)	Change and Continuity	Significance and interpretation
<p>Year 5 Autumn 2 Crime and Punishment</p> <p>Spring 2 Tudors</p> <p>Spring 1 Tudor – local history study</p>	<p>To understand the Dissolution of the Monasteries and explain why this happened.</p> <p>To understand how the Tudors made their impact on our locality. Children will learn about how the Dissolution</p>	<p>To explore how crime and punishment has changed over time. Compare and contrast crime and punishment from historical periods until modern day.</p> <p>To can explain how the Tudors came to power.</p>	<p>To explore crime and punishment in the medieval and Tudor periods. To explore crime and punishment in the Roman period. To explore crime and punishment in the Anglo-Saxon and Viking period. To explore crime and punishment in the early modern period. To explore crime and punishment in the Victorian period.</p> <p>To compare the changes in Reading between the Tudor period and present day, using maps and statistics.</p>	<p>To explore sources from the Tudor period to see what we can infer about the era I can describe what happened during the Battle of Bosworth</p> <p>To explore Tudor architecture (link to DT project) and the significance of its attributes – including visit to local Tudor house in Woodley.</p>

	of the Monasteries impacted Reading.			
	Cause and consequence	Understanding and sequencing the past (chronology)	Change and Continuity	Significance and interpretation
<p>Year 6</p> <p>Autumn 1 & 2 Battle of Britain</p> <p>Spring 2 The Mayans</p> <p>Summer 2 The changing power of monarchies</p>	<p>What was the Battle of Britain and how did Britain win? Who was Alan Turing and why was he important to winning the war?</p> <p>To explore the rise in popularity of the cocoa bean</p> <p>To understand how a few key causes of change to monarch's power came about.</p>	<p>How did the second world war begin? What events led up to the Battle of Britain?</p> <p>To compare and contrast events in Mexico to events in the UK during the times of the Mayans Compare how Mayan life was difference to life in the UK at this time</p> <p>To understand the timeline of British monarchies and research a few key events that changed the power they held.</p>	<p>How did immigration help with the war effort? (2 lessons) What was life like during the 'Battle of Britain'? What did the world look like after WWII?</p> <p>To find out about the social, cultural and religious beliefs of Mayan society. To write a diary as a member of the Mayan society</p> <p>To find out how key events precipitated the change in power of the monarchs. To predict if the monarchy will change in the future following current trends</p>	<p>What was life like in 1940? An overall view How did the 'Home Front' help in the Battle of Britain? How was rationing affected by the Battle of Britain? How did children feel when evacuated to the countryside? Why was the Battle of Britain so important and how is it relevant to today?</p> <p>To interpret information on the importance of monarchs in modern times.</p>

