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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring2 | Summer 1 | Summer 2 |
| **History in the Early Years Foundation Stage**  Within the Early Years Foundation Stage, History is delivered through the area of Understanding the World. (Past and Present) The children work towards the Early Learning Goals as set out in the EYFS through continuous provision and adult-directed activities. Children learn through experiences that introduce the concept of time and change. FS2 children are encouraged to verbalise their understanding and share observations, also record through drawing and writing. Sequences of events and ‘About Me’ topics enable children in FS2 to explore patterns and routines, we also take part in and celebrate events that occur regularly, including seasonal patterns, European celebrations and daily routines. During the Spring and Summer we observe life cycles and plants in the garden | | | | | | |
| **FS2**  **ELGs**  **continuous provision**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | About Me, About my Family (Grandparents) patterns and routines.  Significant events/ celebrations sequencing time- birthdays, Black History Month: Mary Seacole and Katherine Johnson | St Andrew,Diwali, , Bonfire night/Remembrance  Christmas  Toys in the past  Language: a long time ago, before, once upon a time | Chinese New Year  Famous chefs  Pancake Day | St David  Fair trade  Mothers Day  Life Cycles- frogs and butterflies- sequencing time and events  Easter  Language of time- today, tomorrow, yesterday, last week etc. | Homes in the past- Peepo!  The Vikings: Histroical visit/interactive visit  Fathers Day | Fathers Day  The Royal Family  Roald Dahl  Language: a long time ago, then, next, before, after, at last |
| **Year 1**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarisee | **Historical enquiry**  **Toys form the past**  Describe some similarities and differences between artefacts  Sort artefacts from now and then  Ask and answer relevant basic questions from the past  Language: old, new, modern, ancient, antique, past, today, now | **Understanding of key features of events**  Fifth of November- Guy Fawkes/study of a key event & person in British history.  Find answers to some simple questions about the past from simple sources.  Language: parliament, governemnet  **Chronological understanding**  Timeline  **Whole school focus-** Remembrance day **(PSHE link)** |  | | **Seaside holidays from the past.**  Identify some similarities and differences between ways of life in different periods (Magic Granddad)- New Brighton link  Talk, draw and write about aspects from the past.  Use common words and phrases relating to the passing of time Language of time: today, past, present, Victorian, last year .  Own living memory and own experiences of holidays/ trips to the seaside- chronological understanding/ relate own accounts of events and understand that others might have a different version.  Comparing how holidays have changed in 100 years. | |
| **Year 2**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | Why is our local area so special?  Looking at significant people and places, and their impact locally. Birkenhead Park, Port Sunlight  *Shirley Hughes, Joseph Paxton, Lord Leverhulme, Kitty Wilkinson, The Beatles*  Remembrance Day in locality- cenotaph, British Legion  Language: Victorian, century, past, present, timeline, remember, famous, dolly tub, mangle, flat iron, laundry, chimney sweep, domestic servant | | Significant People who have helped care for people  Florence Nightingale, Mother Teresa and local Kitty Wilkinson  Language: Victorian, century, past, present, cholera, Crimean, |  | Great Explorers& innovators: FLIGHT  The Wright Brothers- aeroplanes, Amelia Earhart and Amy Johnson  Language: century, past, present, timeline, invention, inventor | Great Explorers& innovators: SPACE FLIGHT  Yuri Gagarin  Neil Armstrong  Tim Peake  Language: astronaut, expedition. explorer |
| **Year 3**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | Reasons for invasion  Celtic settlement in Britain and how the Romans impacted their life  Romans through-artefacts, using different sources to find information-homes, army, art, numbers, time line and leaders.  Language: Roman Empire, emperor, legacy, centurion, gladiatior, invasion, conquest, conquer, century | | Reasons for invasion  Anglo Saxons through-artefacts, using different sources to find information-homes, religion, art, Beowulf and Grendel, time line and leaders  Language: invasion, conquer, settlement, peasantry, king, parliament, legacy, Sutton Hoo, Christianity, thatch, runes, mead, century | | Reasons for invasion  Vikings Thingwall and Wirral links; settlement and trading  Vikings through-artefacts, using different sources to find information-homes, religion, art, Erik the Viking, place names, time line and leaders  Language: longboat, longhouse, Thing, king, kingdom, feast, raid, pagan, Danelaw, Valhalla, conquer, settle/ settlement , legend, Ragnor, | |
| **Year 4**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | **Tudors**  Use timelines to organise the Tudor period chronologically, focussing on the reign of monarchs.  Recognise important figures.  Understand the role of Henry VIII in the Reformation.  Investigate Tudor life styles and understand how it differed for the rich and poor.  Use a variety of primary and secondary and understand that some can contradict each other and expose a level of bias.  Language: reign, religion, monarch, monarchy, dissolution, timber, daub, divorce, beheaded, corset | |  | | **Ancient Egypt**  Use timelines to organise the Egyptian period chronologically, focussing on significant events.  Recognise the importance of the Nile.  Recognise important figures including Pharaohs and gods.  Understand the rituals associated with death and journey to the after-life.  Investigate Egyptian life styles and understand how it was affected by the pyramid of power.  Understand the legacy of Ancient Egyptians and their impact on our lives today.  Language: ancient civilasation, legacy, pharaoh, hieroglyphics, mummification, irrigation, sphinx, sarcophagus | |
| **Year 5**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | The Normans Conquest  Describe changes in Britain  Who were contenders to throne 1066? Edward the Confessor, William the Conqueror, Harold Godwinson, Harold HardradaBattle of Stamford Bridge, Battle of Hastongs, William’s dilemas, Significance of Norman castles, life under the feudal system, significance of Domesday Book  Language: anglo-saxon, Viking, prosperous, heir, unrest, successor, Witancontender, , invasion, threat, defensive position, victory, , outnumbered, resistance, motte, battlements, arrowslits, drawbridge, portcullis, feudal system, census, survey, Domesday book, | | **Stone Age to Iron Age**  To describe changes in Britain from the Stone Age to the Iron Age.  Compare sources of information available for the study of different times in the past - use of primary and secondary, and artefacts.  Make comparisons between aspects of periods of history and the present day - children understand the differences between the 3 periods of the Stone Age, Bronze Age and Iron Age – how they lived, ate, hunted compared to today.  Understand that the type of information available depends on the period of time studied – what archaeologists can find out from the artefacts found.  Evaluate the usefulness of a variety of sources.  Present findings and communicate knowledge and understanding in different ways.  Research local prehistoric sites at Greasby and Irby and those across Merseyside.  Provide an account of an historical event based on more than one source – reasons Neanderthals died out.  Give some reasons for some important historical events – Ice Age – change in the climate.  Rising Stars Voyagers  Language: pre-historic, settlement, hunter-gatherer, nomad, Palaeolithic, Mesolithic, Neolithic, Neanderthal, homosapien, celt, roundhouse, hillfort, Cambrian explosion, Plaesticine Epoch | | **How has the River Mersey contributed to settlement over time?**  Mini topic comparing the uses of the River Mersey during prehistoric era and the time of the Atlantic slave trade and its impact on settlement.  Language: settlement, legacy, capitalist, commercial, industrialist, | |
| **Year 6**  **V**ocabulary  **I**nfer  **P**redict  **E**xplain  **R**etrieve  **S**equence/**S**ummarise | World War Two: Battle of Britain  **Understanding of events, people and places**  Understand the part that the Battle of Britain played in the war.  Understand the sequence of events that led to the Battle of Britain.  Understand the chronology and significant events that led to the event of the war.  Using evidence, suggest what happened during the battle and the impact of them.  Language: declaration, government, parliament, propaganda, allies, civilian, patriotic, rationing, homefront, frontline, conscription, treaty, truce, armistice, cenotaph, remembrance |  |  |  | **Mayan: Non- European Study**  **Understanding of events, people and changes**  Understanding of when and where the Mayans formed in history and how this relates to other civilizations of the past.  To identify the most important elements that the Mayan civilisation brought to societies-city states, number system and calendar system work.  To understand the make-up of the Mayan civilisation in terms of the caste system and all areas of life.  To apply for a Mayan job based upon research of the skills required and jobs available during this time period  Language: legacy, ancient civilisation, Ahau, dynasty, hieroglyphics, scribe, peasant, cacao | **Understanding of events, people and changes**   To learn about sacrifice and why people were sacrificed during this time period.  To learn about the Mayan gods and how these were linked to sacrifice.  To consider different evidence and historical information in concluding why and/or how the Mayan civilisation became extinct  **Historical Enquiry**  To look at primary and secondary sources, understanding the differences between them and establishing how they help us learn more about the Mayan people. |