| Year Group | Autumn Term | Spring Term | Summer Term |
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| EYFS | The Understanding the World ELG Children at the expected level of development will: * Begin to make sense of their own life-story and family’s history.
* Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
 | The Understanding the World ELG Children at the expected level of development will: * Begin to make sense of their own life-story and family’s history.
* Comment on images of familiar situations in the past.
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* Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
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| Past and Present ELG Children at the expected level of development will: * 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.
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| Year 1 | Pupils should be taught about:* events beyond living memory that are significant nationally or globally, (Castles)
* the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
* significant historical events, people and places in their own locality
 | Pupils should be taught about:* the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Gender Equality: Beatrix Potter, Elizabeth I and Elizabeth II)
* changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Toys and changes to Toys since their grandparents were alive).
 | Pupils should be taught about:* changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Changes to schools over the time- using St Bridgets as a stimulus)
* significant historical events, people and places in their own locality (Changes to St Bridgets School)
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| * Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
* They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
* They should use a wide vocabulary of everyday historical terms.
* They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
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| Year 2 | Pupils should be taught about:* events beyond living memory that are significant nationally or globally (The Great Fire of London)
* the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Neil Armstrong)
 | Pupils should be taught about:* the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Gender Equality: Amy Johnson)
* changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Gender Equality)
 | Pupils should be taught about:* changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Local area – Ashton Park)
* significant historical events, people and places in their own locality (Ashton Park)
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* They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
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| Year 3 | Pupils should be taught about:* changes in Britain from the Stone Age to the Iron Age

This could include:* late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
 | People should be taught about: * Britain’s settlement by Anglo-Saxons and Scots:

This could include: * Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 | A local history study:* a depth study linked to one of the British areas of study listed above (Have the Anglo-Saxons ever settled on the Wirral?)
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| * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
* They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* They should understand how our knowledge of the past is constructed from a range of sources.
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| Year 4 | The achievements of the earliest civilizations:* an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
 | A non-European society that provides contrasts with British history:* Mayan civilization c. AD 900
 | A non-European society that provides contrasts with British history:* Mayan civilization c. AD 900 comparing it to Anglo-Saxon.
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| Year 5 | Ancient Greece – a study of Greek life and achievements and their influence on the western world | The Roman Empire and its impact on Britain:* successful invasion by Claudius and conquest, including Hadrian’s Wall
 | A local history study:* a depth study linked to one of the British areas of study listed above (Roman Chester and the Wirral)
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| Year 6 | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:* a significant turning point in British history, for example the Battle of Britain (World War II)
 | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:* Viking raids and invasion
* resistance by Alfred the Great and Athelstan, first king of England
 | A local history study:* a depth study linked to one of the British areas of study listed above (How did the people of Merseyside contribute to the War efforts)
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