| 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. * 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. * Compare and contrast characters from stories, including figures from the past. |
| 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. | 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. | 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. |
| 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) |
| * 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. | | |
| 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) |
| * 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. | | |
| 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?) |
| * 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. | | |
| 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) |
| * 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. | | |