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| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **EYFS** |  | Sequenced across Nursery and Reception, the EYFS curriculum has been formed from aspects focussed on Maths and Understanding the World. These include sense of place, community and map skills for geography.  History  Understanding the World ELG:  Past and Present Children at the expected level of development will:  - Talk about the lives of the 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. | | | | |
| **1** | **Knowledge** | **Changes in living memory- Sutton Manor colliery, its establishment, growth and demise. (1906- 1991)**  Changes within living memory – linked to changes in national life. | **Knowledge** | **The role of significant women, locally and nationally. Case studies of women in Parliament and Lilly Parr (1905 – 1978).**  The lives of significant individuals in the past who have contributed to national and international achievements. | **Knowledge** | **The history of glass making in St Helens – Pilkington Glass (1826 –current day.)**  Events beyond living memory that are significant nationally or globally. |
| **Skills** | **Constructing the past**   * The child can identify relevant features of particular historical themes, events and people from family, local, national and global history.   **Sequencing the past**   * The child can depict on a timeline the sequence of a few objects and/or pieces of information. * The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.   **Change and development**   * The child can identify a few similarities, differences and changes occurring within a particular topic.   **Cause and effect**   * The child can identify at least one relevant **cause** for, **and effect** of, several **events** covered.   **Significance and interpretations**   * The child can consider one reason why an **event** or person might be significant.   **Planning and carrying out a historical enquiry**   * The child can ask and answer a few **valid historical questions**.   **Using sources as evidence**   * The child can extract information from several different types of source including written, visual and oral sources and artefacts. | | | | |
| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **2** | **Knowledge** | **Stephenson’s Rocket (1829)**  Significant historical events people and places in own locality. | **Knowledge** | **The Beecham Family (1820 -1907)**  Lives of significant individuals who contributed to national / international achievements. | **Knowledge** | **Compare and contrast Mary Seacole (1805 -1881) / Florence Nightingale (1820-1910)**  Lives of significant individuals who contributed to national / international achievements. Some should be used to compare aspects of life in different periods. |
| **Skills** | |  |  | | --- | --- | | **Constructing the past**   * The child can explain a range of features covering family, local, national and global history and draw a range of conclusions.   **Sequencing the past**   * The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. * The child can use more complex time terms, period labels and vocabulary.   **Change and development**   * The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics.   **Cause and effect**   * The child can comment on a few valid causes and effects that relating to many of the events covered.   **Significance and interpretations**   * The child can provide some valid reasons for selecting an event, development or person as significant.   **Planning and carrying out a historical enquiry**   * The child can pose **independently** a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.   **Using sources as evidence**  The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. |  | | | | | |

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| **3** | **Knowledge** | **Stone Age -Iron Age (3.4 million yrs ago – 500BC)**    Changes in Britain from the Stone Age to the Iron Age | **Knowledge** | | **Ancient Egypt (3150BC -30BC)**  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study. | | **Knowledge** | | **Liverpool and its role in the slave trade 1740 onwards**  A local history study | |
| **Skills** | **Constructing the past**   * The child can identify details from several **themes**, societies, **events** and significant people covered in **local**, **national** and **global history**.   **Sequencing the past**   * The child can sequence some **events**, objects, **themes**, periods and people from topics covered by providing a few dates and/or period labels and terms.   **Change and development**   * The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics   **Cause and effect**   * The child can describe some relevant **causes** for, **and effects** on, some of the key **events** and developments covered.   **Significance and interpretations**   * The child can select what is most significant in a historical account. * The child can provide a reason why two accounts of the same **event** might differ   **Planning and carrying out a historical enquiry**   * The child can ask valid questions for enquiries and answer using a number of sources.   **Using sources as evidence**   * The child can understand how sources can be used to answer a range of historical questions. | | | | | | | | |
| **Year**  **Group** |  | **Autumn** | |  | | **Spring** | |  | | **Summer** |
| **4** | **Knowledge** | **Ancient Greece (750 BC – 490 AD)**  A study of Greek life and achievements and their influence on the Western world | | **Knowledge** | | **Roman Empire**  **(27BC- 476AD)**  The Roman Empire and its impact on Britain. | | **Knowledge** | | **Britain’s settlement by Anglo Saxons /Scots (410 AD – 1066)**  Britain’s settlement by the Anglo Saxons and Scots |
| **Skills** | **Constructing the past**   * The child can describe the main **context** of particular **themes**, societies, people and **events** including some explanation.   **Sequencing the past**   * The child can sequence accurately the key **events**, objects, **themes,** societies, periods and people within and across topics confidently using key dates, period labels and terms.   **Change and development**   * The child can explain why certain changes and developments were of particular significance within topics and across **time periods**.   **Cause and effect**   * The child can explain with confidence the significance of particular **causes and effects** for many of the key **events** and developments.   **Significance and interpretations**   * The child can explain **independently** why a historical topic, **event** or person was distinctive or significant. * The child can explain historical **situations**, **events**, developments and individuals from more than one viewpoint.   **Planning and carrying out a historical enquiry**   * The child can devise **independently** significant **historical enquiries** to produce **substantiated** and focused responses.   **Using sources as evidence**   * The child can **comment** on the usefulness and reliability of a range of sources for particular enquiries. | | | | | | | | |

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| **5** | **Knowledge** | **Viking raids and invasion**  **(789-1066)**  The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor (1042-1066) | **Knowledge** | **Benin Kingdom (900-1897)**  A non - European society that provides contrast with British history – one study | **Knowledge** | **The changing power of monarchs using case studies Medieval Monarchs**  **(1042-1603)**  A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 |
| **Skills** | **Constructing the past**   * The child can understand some features associated with **themes**, societies, people and **events**.   **Sequencing the past**   * The child can sequence with some independence many of the significant **events**, societies and people within topics covered using appropriate dates, period labels and terms.   **Change and development**   * The child can provide valid reasons why some **changes and developments** were important within particular Upper Key Stage 2 topics   **Cause and effect**   * The child can place several valid **causes and effects** in an order of importance relating to **events** and developments.   **Significance and interpretations**   * The child can describe the significant issues in many of the topics covered. * The child can identify different interpretations for **events**, developments and people covered in a range of Upper Key Stage 2 topics.   **Planning and carrying out a historical enquiry**   * The child can reach a valid conclusion based on devising and answering questions relating to a **historical enquiry**.   **Using sources as evidence**   * The child can accept and reject sources based on valid criteria when carrying out particular enquiries. | | | | |

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| **6** | **Knowledge** | **Industrial revolution –**  **1750’s-1830’s**  **1850’s-1900’s**  A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 | **Knowledge** | **Twentieth Century Conflict WW1 &WW2**  A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 | **Knowledge** | **Civil Rights Movement / Windrush 1950s**  A local history study |
| **Skills** | **Constructing the past**   * The child can show a detailed awareness of the **themes**, **events**, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different **dimensions** and characteristics.   **Sequencing the past**   * The child can explain **independently** the sequence of key **events**, objects, **themes**, societies and people in topics covered using dates, period labels and terms accurately.   **Change and development**   * The child can compare **independently** how **typical** similarities, differences and changes were.   **Cause and effect**   * The child can comment **independently** on the different types of **causes and effects** for most of the events covered, including longer- and shorter-term aspects.   **Significance and interpretations**   * The child can compare the significance of **events**, development and people across topics and **time periods**. * The child can understand and explain the nature and reasons for different interpretations in a range of topics.   **Planning and carrying out a historical enquiry**   * The child can plan and produce quality responses to a wide range of **historical enquiries** requiring the use of some **complex sources** and different forms of communication with detailed ideas on ways to develop or improve responses.   **Using sources as evidence**   * The child can evaluate **independently** a range of sources for **historical enquiries** considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. | | | | |