EYFS	 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 no Understand the past through settings, characters and events encountered 	
KS1 and	d KS2 History – 2 units per year group (Disciplinary concepts	Substantive concepts)
Year 1	Hi1/1.3 <u>Lives of significant individuals</u> (compare aspects of life in different periods) Mary Seacole, Florence Nightingale, Edith Cavell Significance, similarity and difference invasion, advancement, cultural change	Hi1/1.1 <u>Changes within living memory -</u> to reveal aspects of change in national life Toys <u>Change and continuity, similarity and difference</u> advancement
Year 2	Hi1/1.2 Events beyond living memory that are significant nationallyGreat Fire of LondonCause and consequencecivilisation, advancement	Hi1/1.3 <u>significant historical events, people and places in their own locality</u> Explorers (Shackleton, Sir Walter Raleigh, Percy Fawcett) /Brunel (former Stoodley Knowle School = Shackleton family house)
Year 3	Hi2/1.1 <u>Pre-Roman Britain</u> : Changes in Britain from Stone to Iron Age Including Hi2/2.1 <u>Local History</u> – Discoveries made at Kents Cavern Change and continuity advancement, religion	Significance advancement Hi2/1.2 Roman Britain: Roman empire and its impact on Britain Significance, consequence invasion, empire, trade, government, settlements, beliefs
Year 4	 Hi2/1.3 (Anglo-Saxons and Scots) Britain's settlement by Anglo-Saxons and Scots. (how the various groups shaped the kingdoms, ending AD 793) Consequence settlements Hi2/1.4 (Anglo-Saxons and Vikings) (Beginning AD 793: the conflict between Vikings and Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor) Cause and consequence invasion, democracy, migration, religion 	Hi2/2.3 <u>Achievements of the earliest civilizations</u> : (Ancient Sumer, the Indus Valley, the Shang Dynasty of Ancient China, Ancient Egypt) – <u>an overview of where and when</u> <u>the first civilizations appeared</u> and a <u>depth study of Ancient Egypt</u> Similarity and difference, significance civilisation, monarchy, agriculture
Year 5	Hi2/2.5 Non-European Study: a non-European society that provides contrasts with British history The Maya c AD 900 (contrasted with the Vikings) Similarity and difference advancement, agriculture, trade, religion * <u>Autumn 2022 only</u> : Y6 (as well as Y5) will study the Maya so that the cohort will have covered the Non-European study and extended chronological study (WW2 covered in Y5 2021-22) by the end of KS2	Hi2/2.2 Extended chronological study: Changes in an aspect of social history Crime and Punishment from the Anglo-Saxons to the present Change and continuity government, civilisation
Year 6	*From Sept 2023: Hi2/2.2 Extended chronological study including Hi2/2.1 Local History: Impact of WW2 on Torbay (St. Marychurch bombing, Torquay blitz, Beacon Quay slipway, Palace Hotel as RAF hospital, Brixham Battery)	Hi2/2.4 <u>Ancient Greece</u> : a study of Greek life and achievements and their influence on the western world <i>Consequence, change and continuity democracy, civilisation, government</i>
	Cause and consequence, significance invasion, empire * <u>Autumn 2022 only</u> : Y6 (as well as Y5) will study the Maya so that the cohort will have covered the Non-European study and extended chronological study (WW2 covered in Y5 2021-22) by the end of KS2	*Only partial coverage of Greek life during Y5 2021-22; did not focus on legacy of the Greeks

2014 National Curriculum

Key Stage 1

Hi1/1.1 (Year 1 - toys) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 (Year 2- Great Fire of London) events beyond living memory that are significant nationally or globally *e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

Hi1/1.3 (Year 1 - Nightingale and Seacole) 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

e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Hi1/1.3 (Year 2 - explorers/Brunel) significant historical events, people and places in their own locality.

Key Stage 2

Hi2/1.1 Pre-Roman Britain (Year 3)

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age *This could include:*

- a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- b. Bronze Age religion, technology and travel, for example, Stonehenge
- c. Iron Age hill forts: tribal kingdoms, farming, art and culture

Hi2/1.2 Roman Britain (Year 3)

Pupils should be taught about the Roman empire and its impact on Britain *This could include:*

- a. Julius Caesar's attempted invasion in 55-54 BC
- b. the Roman Empire by AD 42 and the power of its army
- c. successful invasion by Claudius and conquest, including Hadrian's Wall

- d. British resistance, for example, Boudica
- e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Hi2/1.3 Anglo-Saxons & Scots (Year 4)

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

This could include:

- a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- b. Scots invasions from Ireland to north Britain (now Scotland)
- c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- d. Anglo-Saxon art and culture
- e. Christian conversion Canterbury, Iona and Lindisfarne

Hi2/1.4 Anglo-Saxons & Vikings (Year 4)

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *This could include:*

- a. Viking raids and invasion
- b. resistance by Alfred the Great and Athelstan, first king of England
- c. further Viking invasions and Danegeld
- d. Anglo-Saxon laws and justice
- e. Edward the Confessor and his death in 1066

Hi2/2.1 Local History (Year 3 – Kents Cavern; Year 6 - how our locality was affected by WW2)

Pupils should be taught about an aspect of local history

For example:

- a. a depth study linked to one of the British areas of study listed above
- b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- c. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Hi2/2.2 Extended chronological study (Year 5 – Crime and Punishment; Year 6 - WW2)

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *For example:*

- a. the changing power of monarchs using case studies such as John, Anne and Victoria
- b. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- c. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- d. a significant turning point in British history, for example, the first railways or the Battle of Britain

Hi2/2.3 Ancient Civilizations (Year 4 - Ancient Egypt)

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

Hi2/2.4 Ancient Greece (Year 6)

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Hi2/2.5 Non-European Study (Year 5 – The Maya)

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300