

TERM	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Nursery Texts : ‘My Grandma and Me’, ‘The Ugly Duckling’, ‘The Gingerbread Man’. Autumn a) I understand ‘today’ and ‘yesterday’. b) I use the past tense in talk. c) I know my name, where I live and who I live with. d) I am interested in the jobs of some people I know. e) I am interested in characters in stories and rhymes (include rhymes linked to Bonfire night).	EQ: How have toys changed over time?	EQ: Who is Guy Fawkes and why is the Gunpowder plot remembered?	EQ: How did life change from Stone Age to Bronze Age Britain?	EQ: How difficult was it for the Anglo-Saxons to invade and settle in Britain?	EQ: What was life like in Tudor Britain?	EQ: What was the impact of WW2 on British people?
	a) I understand ‘today’ and ‘yesterday’. b) I use the past tense in talk. c) I know my name, where I live and who I live with. d) I am interested in the jobs of some people I know. e) I am interested in characters in stories and rhymes (include rhymes linked to Bonfire night).	Continuity and Change Similarity and difference	Historical Significance	Continuity and Change Similarity and difference	Continuity and Change Similarity and difference Cause and Consequence	Continuity and Change Similarity and difference	Continuity and Change Similarity and difference
	Spring: Texts : ‘Winter Sleep’, ‘Matisse’s Magical Trail’, ‘The little books of transportation’ a) I know the days of the week and I understand ‘tomorrow’. b) I use the past tense to talk about what has happened. c) I talk about who/what is special to me. I show interest in different jobs (including road safety and jobs linked to transport). d) I like to find out about people in non-fiction texts	NCO: Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life	NCO: Events beyond living memory that are significant nationally or globally.	NCO: Changes in Britain from the Stone Age to the Iron Age.	NCO: Britain’s settlement by Anglo-Saxons and Scots.	NCO: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	NCO: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
	Society	Society	Conflict Religion Society	Civilisation Religion Society	Invasion Religion Civilisation Achievements	Civilisation Democracy	Conflict Society Democracy
Spring	Summer 1 Texts : ‘Life Savers’, ‘Real Superheroes’. a) I know the seasons of the year. I understand ‘before’ and ‘after’. b) I talk about some members of my family and their roles in my life. c) I know about a wide range of jobs (parent talks about their job roles) d) I comment on people and events in books	EQ: What are explorers and how have they changed the world?	EQ: How did London change after the Great Fire?	EQ: How do primary and secondary sources help us to understand the lives of people in Iron Age Britain?	EQ: What were the Vikings’ achievements and how did they impact the world?	EQ: What part did Worcester play in the English Civil War?	EQ: How significant is the legacy of Ancient Greece for life today?
	a) I know the seasons of the year. I understand ‘before’ and ‘after’. b) I talk about some members of my family and their roles in my life. c) I know about a wide range of jobs (parent talks about their job roles) d) I comment on people and events in books	Continuity and Change Historical Significance	Continuity and Change Historical Significance Similarity and difference Cause and Consequence	Continuity and Change	Continuity and Change Similarity and difference	Historical Significance Cause and Consequence	Historical Significance
	Reception	NCO: Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.	NCO: Events beyond living memory that are significant nationally or globally.	NCO: Changes in Britain from the Stone Age to the Iron Age.	NCO: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	NCO: A local history study	NCO: A study of Greek life and achievements and their influence on the Western world
	Learning strand: Understanding the world: Past and Present.	Events beyond living memory that are significant nationally or globally.	Democracy Society	Religion Civilisation	Civilisation Religion	Conflict Society Democracy	Civilisation Democracy Achievements
	Autumn Family photos for children to compare and recount experiences, including photos of parents and grandparents – lives of people around them and roles in society. Marvellous Me topic, comparing homes now and long ago know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Mr Grumpy’s Motor Car – understanding the past through books read in class.	The lives of significant individuals in the past who have contributed to national and international achievements.	EQ: Why was 1066 significant?		Conflict Society		EQ: Why did punishments become so bloody in the 18th Century?
	Cross-curricular links: The Nativity story	Achievements	Historical Significance Cause and Consequence				Cause and Consequence Similarity and difference
	Summer Dinosaurs topic and study of Mary Anning - Know some similarities and differences between things in the past and now/ lives and roles of people in society. Celebrations and significant dates e.g. Remembrance Day/VE day, Bonfire Night- Understand the past through settings, characters and events encountered in books read in class and storytelling. Summer 2 Transition – changes in my lifetime. Jigsaw programme: Being Me in my World, Healthy Me, Relationships - lives and roles of people around them and roles in society.		Conflict Democracy				Religion Society Democracy
Summer	ELGs: - 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.	EQ: Why is there a statue of this man in Kidderminster and why is he significant?	EQ: How did we learn to fly?	EQ: Why did the Romans invade Britain and settle in Britain?	EQ: What was important to the Ancient Egyptians?	EQ: What can primary and secondary sources tell us about the way people lived in the Shang Dynasty?	
		Historical Significance Cause and Consequence	Continuity and Change Similarity and difference	Cause and Consequence Historical Significance Similarity and difference	Continuity and Change	Continuity and Change Similarity and difference	
		The lives of significant individuals in the past who have contributed to national and international achievements.	NCO: Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.	NCO: The Roman Empire and its impact on Britain.	NCO: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.	NCO: The achievements of the earliest civilizations	
		Society Achievements	Achievements Society	Achievements Conflict Invasion Democracy	Civilisation Religion Society Achievements	Civilisation Religion Society	