



Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



We aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to develop pupils' curiosity to know more about the past. We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

EYFS

Autumn - Once Upon a Time Wonderful Me & Families Traditional Tales	Spring Move It Look Up - Aliens	Summer - Mammoth to Mini Dinosaurs Minibeasts and planting	Early Learning Goals
Children will know how they have changed from being a baby to being 4/5. Develop an awareness of the past, using common words and phrases relating to the passing of time. Children will understand the makeup of their families. Children will know that the present is now. Children will encounter the term 'great' through Remembrance Day. Children will know that Remembrance Day is to remember soldiers that died in the world. Looking at memories. Identify differences between the way people lived their lives in the past compared to today. <i>Past and present people, clothes, technology.</i> <i>Past and present toys.</i>	Children will know how they have changed from being a baby to being 4/5. Identify differences between the way people lived their lives in the past compared to today. Old and new transport. - <i>Gatwick Aviation (school trip)</i>	Children will know how they have changed from being a baby to being 4/5. Ask and answer questions using what they know and understand of key events. - Being born, walking, starting school etc. Understand some of the ways in which we find out about the past Understand historical concepts such as similarity, difference and infer, conclusions Know how people's lives have shaped this nation Dinosaurs and animals that lived before us. Learning journals – talking about past learning Mary Anning - <i>Year 3 to build upon this in Science</i>	Past and Present 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

Year 1

Autumn - Paddington	Spring – Crowns and Castles	Summer – A Gardeners' World
The lives of significant individuals in the past who have contributed to national and international achievements. - Queen Elizabeth II and Queen Victoria Compare aspects of life in different periods. - <i>Christopher Columbus (1500s) - Transport, travel</i> - <i>Mary Seacole (1800s) - Medicine, inventions and technology, travel</i> - <i>Comparing back to modern day - Travel, medicine, inventions and technology</i>	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. - <i>Family history / family trees – building upon prior knowledge from EYFS.</i> - <i>Royal family - building upon prior knowledge from EYFS.</i> Significant historical events, people and places. - <i>King Henry VII</i> - <i>Hever Castle (school trip)</i>	The lives of significant individuals in the past who have contributed to national and international achievements. - <i>Capability Brown (1700s)</i> - <i>David Attenborough (1900s)</i>

Year 2

Autumn – London's Burning	Spring – Africa	Summer – What a wonderful world
Events beyond living memory that are significant nationally or globally. - <i>The Great Fire of London (1600s)</i> Significant historical events, people and places in their own locality. - <i>Guy Fawkes</i> - <i>London (school trip)</i>	Events beyond living memory that are significant nationally or globally. - <i>The first aeroplane flight (1900s)</i> 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. - <i>Charles Darwin (1800s)</i>	Significant historical events, people and places in their own locality. - <i>The history of Wakehurst and the seed bank preserving plants for the future. Year 5 to build to upon this knowledge in KS2.</i>

Year 3

Autumn – Home is where the heart is

A local history study: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

- *Crawley Down*
- *High Weald*

A depth study linked to one of the British areas of study

- *Stone Age*
- *Crawley Down and Worth Way*

Changes in Britain from the Stone Age to the Iron Age

- *Skara Brae*
- *Time lines of stone age events*
- *Farming*
- *Stonehenge*
- *Bronze Age*

Spring – Mission Impossible

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Shackleton (1800s)
- Sir Edmund Hillary (1900s) and the 1953 British Mount Everest expedition

Summer – Invasion

The Roman Empire and its impact on Britain.

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance - Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Butser Farm trip (ancient village)

Year 4

Autumn – Inside Out

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Changes in an aspect of social history:

- NHS and Aneurin Bevan
- Hospitals and medicine
- Free health care

Spring – A Glimpse of Gold

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.

- Ancient Egypt
- River Nile
- Pyramids

Summer –Water, water everywhere

A significant turning point in British history.

- *First major domestic water supply system was built in London in the 1600s, it was a luxury reserved for only the wealthiest sections of society.*

Year 5

Autumn – Mission to Mars	Spring – Groovy Greeks	Summer –Sea Faring Invaders
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history. - <i>British satellite, Ariel 1, was launched in 1962.</i>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world <i>British Museum London trip</i>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - <i>Viking invasion</i> - <i>Anglo laws and justice</i> - <i>Edwards the confessor and his death in 1066</i> Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne

Year 6

Autumn – Portals, Peoples and Places	Spring – Off With Their Heads	Summer –Survival of the fittest
A local history study: - <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>Tudors (1400 – 1600s)</i> - <i>Changes in an aspect of social history, such as crime and punishment from Tudor times to the present or leisure and entertainment in the 20th Century</i> - <i>the legacy of Tudor culture (art, architecture or literature) on later periods in British history, including the present day</i> - <i>Religious changes</i> - <i>Changing power of monarchs</i> - <i>Henry VIII</i> - <i>Spanish Armada</i> <i>Hampton Court (school trip)</i>	A non-European society that provides contrasts with British history. - <i>Mayan civilisations (AD 900)</i>