

Autumn Term

EYFS:
Me and my community



Skills:
Use talk to organize themselves and their play. Families are all different sizes. To know that we are all unique and special and there are things we are good at and things we can learn more about.

Year 1:
Childhood



Exploring everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.

Skills:
Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time. Use common words and phrases relating to the passing of time to communicate ideas and observations.

Year 3:
*Through the Ages:
From the Bronze Age to
the Iron Age*



Explore the prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.

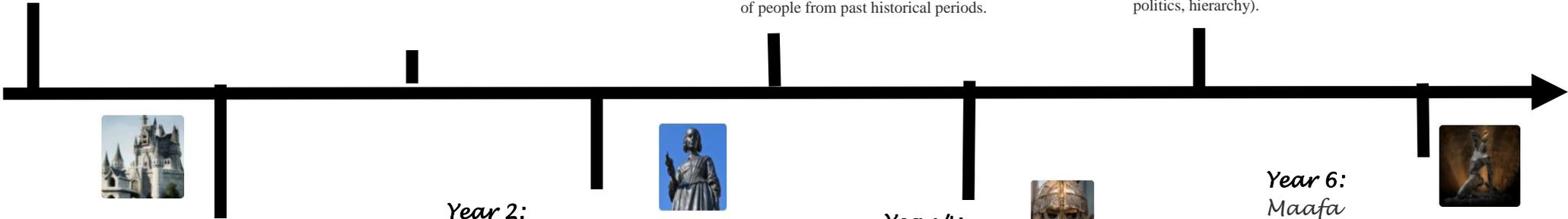
Skills:
Use historical terms to describe different periods of time. Sequence dates and information from several historical periods on a timeline. Describe the everyday lives of people from past historical periods.

Year 5:
Dynamic Dynasties



Exploring the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties.

Skills:
Sequence and make connections between periods of world history on a timeline. Use a range of historical sources or artefacts to build a picture of a historical event or person. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).



EYFS:
Once Upon a Time
Exploring fairytales to learn about and make links with the past.



Skills:
Identifying similarities and differences to make comparisons between our life and life in the past. Recognise that objects from the past may look different to the present time.

Year 2:
Movers and Shakers



Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Skills:
Use historical models to make judgements about significance and describe the impact of a significant historical individual. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.

Year 4:
Invasion
Exploring life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquests.



Skills:
Sequence significant dates about events within a historical time period on historical timelines. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain in detail the multiple causes and effects of significant events.

Year 6:
Maafa
Learning about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa.



Skills:
Use abstract terms to express historical ideas and information. Articulate the significance of a historical person, event, discovery or invention in British history.