

History

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | <p>3 & 4 year olds will be learning to: - Begin to make sense of their own life-story and family's history (UTW)</p> | | | | | |
| | <p>Compare themselves as babies to now – how have they changed?</p> | <ul style="list-style-type: none"> - Compare teddy bears and other toys of today and the past. - Compare buildings of today and the past using images seen in books e.g. castles in fairy tales books, castles today. - Be able to talk about Kings and Queens using traditional tales and fairy stories. - Be able to name key historical figures e.g. Queen Elizabeth II, Prince Charles, Prince William/Kate | | | <ul style="list-style-type: none"> - Compare themselves from the start of nursery to now and describe how they have changed. - Compare seaside holidays today to those from the past through images - Compare ships today to those of the past through images seen in books e.g. pirate ships and galleons, cruise ships today | |
| | <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past (UTW) - Compare and contrast characters from stories, including figures from the past (UTW) - Comment on images of familiar situations in the past. (UTW) | | | | | |
| | <ul style="list-style-type: none"> - Compare themselves as babies to now. How have they changed? - Compare houses and homes today to those of the past - use of different sources. - Know the story of the Gunpowder Plot. - Know that WW1 happened in the past and is remembered today. - Be able to name key Historical Figures e.g. King James I and Guy Fawkes | <ul style="list-style-type: none"> - Compare fire engines of today to those of the past – use of different sources. - Compare different roles in society of today to those of the past e.g. police. - Be able to name key Historical figures e.g. Florence Nightingale and Mary Seacole | | | <ul style="list-style-type: none"> - Compare themselves from the start of Reception to now and describe how they have changed. - Compare seaside holidays today to those of the past through use of different sources. - Compare images of Norris Green Park past and present – use of different sources. | |
| | <p>At the end of EYFS children will be assessed against the following criteria</p> <p>Understanding the World (UTW) ELG: Past and present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people about 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. | | | | | |

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| 1 | <p>Pupils will learn about changes within living memory.</p> <p>Pupils will look at toys from the past and now. They will create a toy museum to compare old & new toys.</p> | | <p>Pupils will learn about the lives of significant individuals in the past who have contributed to national & international achievements.</p> <p>Pupils will study other significant monarchs of England/UK e.g. Queen Victoria, Elizabeth I, Elizabeth II. Especially looking at the significant changes that happened as a result of them being the monarch.</p> | | <p>Pupils will learn about significant events in their own locality</p> <p>Pupils will study about transport in Liverpool / Merseyside in the past and the changes overtime.</p> | |
| 2 | <p>Pupils will learn about events beyond living memory that are significant nationally or globally.</p> <p>Pupils will specifically Study the Great Fire of London.</p> | | <p>Pupils will learn about the lives of significant individuals in the past who have contributed to national & international achievements.</p> <p>A study of how significant women have changed both the UK and the world, with particular reference to Rosa Parks, Emmeline Pankurst and Kitty Wilkinson.</p> | | <p>Pupils will learn about events beyond living memory that are significant nationally or globally.</p> <p>Pupils will specifically study the sinking of the Titanic.</p> | |
| 3 | <p>A Local history study</p> <p>In depth look at Monarchy and rule with specific reference to Liverpool receiving its charter from King John, the Domesday Book (aka the Book of Winchester) and how this changed Liverpool</p> | | <p>Pupils will learn about the changes in Britain from the Stone Age to the Iron Age.</p> <p>A study of prehistory and the changes over time from the stone age hunter gatherers through the bronze age to the Celtic tribes of the Iron Age.</p> | | <p>Pupils will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations first appeared.</p> <p>Pupils will complete an in depth study of Ancient Egypt. Compare the Egyptian pharaohs to the monarchy of UK, especially</p> | |

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| | | | | | the contrast to how they ruled. | |
| 4 | <p>A local history Study A study of the changes in land, sea and air transport over time, with particular reference to how these changes have affected Liverpool.</p> | | <p>Pupils will learn about the Roman empire and its impact on Britain. Pupils will study the effect that the Roman invasion had on Britain and the legacy that they left behind.</p> | | <p>Pupils will learn about Ancient Greece . Pupil will complete a study of Ancient Greek life - achievements and influence on the western world.</p> | |
| 5 | <p>Pupils will complete a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 through looking at a significant turning point in British History.</p> <p>Pupils will learn about the Blitz in WWII with particular reference to the bombing of Liverpool. They will also learn about the evacuation of families from the cities and ports, again with particular reference to Liverpool.</p> | | <p>Pupils will learn about Britain's settlement by the Anglo-Saxons and Scots.</p> <p>Pupils will study the settlement of England by both the Anglo-Saxons & Scots and how this changed England, as well as the part that this settlement played in the making of England as a nation.</p> | | <p>Pupils will learn about a non-European society that provides contrasts with British History.</p> <p>Pupils will complete an in-depth study of Mayan civilization. Comparing rule in the Mayan empire to that of the British monarchy.</p> | |
| 6 | <p>Pupils will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>This study will cover the time period from the Viking attack on</p> | | SATs Prep | | <p>Pupils will complete a study of an aspect or theme in British History that extends pupils' knowledge beyond 1066.</p> <p>Pupils will look at case studies such as changes that the rule of Queen</p> | |

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| | <p>Lindisfarne in 793AD until the death of Edward the Confessor in January 1066. Also how the settlement by 'Danes' played a significant part in the making of England as a nation.</p> | | | | <p>Victoria had on the United Kingdom of Great Britain & NI as well as the British Empire.</p> | |
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