




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1		<p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p> 		<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> 		<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p> 

What is a monarch?

Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

**How did the Great Fire of London start?**

Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of the Great Fire of London. Learning about the individuals who were significant during this period of time.

**How was school different in the past?**

Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.

**Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?**

Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.

**Why did the Romans settle in Britain?**

Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.

**What did the Ancient Egyptians believe?**

Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.



How hard was it to invade and settle in Britain?

Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.

**Were the Vikings raiders, traders or settlers?**

Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.

**How did the Achievements of the Ancient Maya impact their society and beyond?**

Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.



What did the Greeks ever do for us?

Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.

**What was life like in Tudor England?**

Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.

**What can the Census tell us about local areas?**

Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.

What was the impact of World War 2 on the people in Britain?

Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.



Who should go on the banknote?

This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.

The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.



Local history project – Chessington World of Adventures

During this unit children will be using a culmination of the historical skills they have learnt throughout KS1 and KS2 to create a historical enquiry of their own about Chessington World of Adventures.

