

h	Autumn		Spring		Summer	
EYFS	Understanding the world involves guiding children to make sense of their physical world and their community.(DFE) By the end of EYFS children at the expected level of development will: - 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. FOR MORE DETAILS, PLEASE VISIT THE EARLY YEARS CURRICULUM MAPS ON THE WEBSITE HERE					
1	Gunpowder Plot Big Question: Why do we celebrate Bonfire Night?		Changes within living memory: Toys Big Question: Did your grandparents play with the same toys as you?		Significant women in history Big Question: Can one person change the world?	
	Knowledge	Skills throughout topic	Knowledge	Skills throughout topic	Knowledge	Skills throughout topic
	1. How have you changed? Think about changes to themselves in their own lifetime	Children bring in photos of themselves as a baby, toddler and school child. Children use common words and phrases relating to the passing of time to show how they have changed. Place these photos on a timeline	1. What is your favourite toy? Has this always been your favourite toy? Compare favourite toys children play with now to toys they used to play with.	Talk about favourite toys and recall their own past using language relating to time.	1. What does it mean to be significant? Who is significant to you?	
	2. Who is King Charles? How can we find out about the past? Who was King James? Find out about significant individuals from the past	Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible Explore portrait of King Charles III What do you know? What do you think? What do you want to find out? Explore portrait of King James asking above questions. Place the two kings on a timeline using words and phrases relating to the passing of time	2. Did your parents and grandparents play with the same toys as you? Find out about the toys parents and grandparents used to play with (20th Century)	Describe similarities and differences when talking about toys of the past. Create enquiry questions to ask a classroom visitor.	2. Who was Queen Elizabeth II ? Who is significant to the United Kingdom? Find out about Queen Elizabeth and why she is remembered today	
	3. Who was Guy Fawkes? Learn who Guy Fawkes was and why he and co-conspirators wanted to blow up Houses of Parliament	Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible.	3. What were toys like in the past? Use primary and secondary sources to compare toys from the past and now	Explore sources of evidence including artwork to find out what toys children played with longer ago. Find sources here: https://juliamartins.co.uk/playtime-in-tudor-england-toys-games-and-childhood Ask questions about toys in the past.	3. Black History Month (November) Who was Rosa Parkes ? Find out about Rosa Parkes and why she is remembered today	

	4. Why do we remember Guy Fawkes? Learn what happened in the plot to blow up the Houses of Parliament	Find out about the chronology of The Gunpowder Plot Sequence events on a timeline	4. Can you create a timeline of toys? Sequence a range of photos and object of toys from the periods of history looked at.	Make comparisons between toys in the past and present. Sequence objects and photos in chronological order.	4. Who was Grace Darling? Find out about Grace Darling and why she is remembered today	
	5. How did Guy Fawkes find his way around the cellar? Learn what happened in the plot to blow up the Houses of Parliament	Historical Enquiry: Ask and answer questions related to different sources including Guido Fawkes' lantern	5. How have toys changed? Learning that toys experience both continuity and change over time. How have toys changed? Compare toys from the past with modern toys. Describing how toys have changed over time and identifying toys that children play with both now and in the past.	Identify changes and similarities between teddy bears today and those from 100 years ago Describe how toys have changed over time. Use primary and secondary sources to ask and answer questions to find out more about how toys have changed and possible reasons for this.	5. Can one person change the world? Explore the impact of Queen Elizabeth, Rosa Parkes and Grace Darling on the world.	
	6. How is Guy Fawkes remembered today? Consider and discuss how and why we celebrate Guy Fawkes day.	Organise and communicate with pictures,labelling and recounts Describe similarities and differences in a range of events & sources, timelines				
			Enrichment: St Albans Museum: £100 for an hour workshop exploring toys https://www.stalbansmuseums.org.uk/learn/tremendous-toys	Grandparents invited in to answer questions about toys and also bring in old toys that they can talk about		
	Let's remember (Black History Month)		People who care Big Question: Can one person change the world?		Great Fire of London How do we put out fires? Big question: Why and how do we remember these events?	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	1. When was World War 1 and how does it fit into our class timeline? To find out when WW1 was and how it fits into a chronological framework (timeline) of British history Show some basic understanding of substantive concepts, such as war, society;	Use common words, phrases and historical terms relating to the passing of time (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) Chronology and sequencing: to order dates from earliest to latest on simple timelines, sequence key historical events.	1. What significant people do you know and where do they fit on our class timeline? Create a timeline of known significant people from history learning so far.	Use common words, phrases and historical terms relating to the passing of time (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) Chronology and sequencing: to order dates from earliest to latest on simple timelines, sequence key historical events	1. What was life like in the 17th century?	Use sources of evidence, such as artwork from the time to find out about the past Ask and answer questions about life in the past

2	2. Who was Walter Tull? To research Walter Tull and the chronology of his life Ask and answer questions	Use a variety of sources such as photographs, newspaper articles and letters to find out about the past Use historical vocabulary to retell simple stories about the past Sequence artefacts and events that are close together in time	2. Who was Florence Nightingale and how did she change the world? Show some basic understanding of substantive concepts, such as war, voyage, society;	Use different types of evidence and sources, such as photographs and writing to learn about the past Learn about the lives of significant individuals in the past who have contributed to national and international achievements Talk and write about things from the past using some historical vocabulary.	2. How did the Great Fire of London start?	Historical Enquiry: Learn about events beyond living memory that are significant nationally
	3. How was Walter Tull's life similar or different to life today? To learn about life for Walter Tull and how it compares to life in the twentieth century	Describe similarities and differences in a range of events & sources Use different types of evidence and sources, such as photographs and writing to learn about the past Talk and write about things from the past using some historical vocabulary. Find answers to questions about the past by exploring sources of evidence Sort some objects/artefacts into then (1918) and now (21st century)	3. Who was Kofoworola Abeni Pratt and how did she change the world?	Learn about the lives of significant individuals in the past who have contributed to national and international achievements Find answers to questions about the past by exploring sources of evidence	3. What is the story of The Great Fire of London? Learn about the chronology of the Great Fire of London	Use common words, phrases and historical terms relating to the passing of time Sequence artefacts and events that are close together in time Use historical vocabulary to retell simple stories about the past
	4. Why is Walter Tull significant to British history? Consider why Walter Tull is remembered today. To know the key contributions Walter Tull made throughout his life to Britain and as a key figure in developing a diverse Britain	Explore different sources of evidence, such as photographs, letters and reports to learn about the past Talk and write about things from the past using some historical vocabulary.	4. How has nursing changed since the time of Florence Nightingale? Find out about changes in nursing over time	Compare aspects of life in different periods Identify similarities and differences between ways of life in different periods.	4. How do we know about the events of The Great Fire of London? Show some basic understanding of substantive concepts, such as monarchy, parliament, society	Understand some of the ways in which we find out about the past and identify different ways in which it is represented Understand that there can be different versions of the same event from the past To use sources to enquire how do we know about the Great Fire of London in such detail
	5. How is Walter Tull's life commemorated today? To reflect on how Walter Tull is commemorated. Show some basic understanding of substantive concepts, such as monarchy, parliament, society, war etc.	Understand some of the ways in which we find out about the past and explore different ways in which it is represented			5. How was the Great Fire of London put out? Show some basic understanding of substantive concepts, such as monarchy, parliament, society	Use different sources of evidence and sources, such as prints, artefacts and writing to answer questions about the past Talk and write about things from the past using some historical vocabulary.
	6. How are people who died in the war remembered today? To find out about Remembrance Day and how it is celebrated nationally, in London and locally, in St Albans Show some basic understanding of substantive concepts, such as monarchy, society, parliament, war etc.	Find out about a significant local and national event Learn about events beyond living memory that are significant nationally	5. Who was Samuel Ryder and how did he change the world? Local history	Explore significant events, people and places in our own locality	6. What changed after the Great Fire of London? Find out about changes in fire fighting over time	Compare aspects of life from different periods Talk and write about things from the past using some historical vocabulary. To sequence pictures from different periods to show change

	7. What is Windrush Day and why do we commemorate it? Learn about the significance of the Windrush generation to our national life, and the lives of significant black figures, such as Floella Benjamin in the context of the UK	Use primary sources including recounts, photos, monuments and songs to find out about a significant national event			
	Enrichment: Home Learning - pupils visit a local war memorial statue and look at the names- are any surnames the same? What do you think it was like for families to lose a loved one? what about if more than one person died in a family. Compose a prayer to remember those who died.			Enrichment: History off the GFL workshop in school London Museum https://www.museumoflondon.org.uk/schools/learning-resources/great-fire-london	
3	The Stone Age - What do archaeologists think they know about it?		The Bronze Age and Iron Age: How did life change during this time?		Ancient Egyptian: What stayed the same across 3000 years?
	Knowledge	Skills	Knowledge	Skills	Knowledge
	1. The picture of the earliest humans in Britain. I can describe some of the main features regarding the chronology of the earliest humans in Britain.	Chronology and Sequencing: Use terms related to the period and begin to date events including BCE and AD/ Place events or objects from period studied on a timeline	1. The first use of bronze. I can explain when the Bronze Age was and how bronze was made.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and Contrast: Compare periods in history to each other and to our life today	1. The River Nile. I can describe where and when the Ancient Egyptians lived and explain why the River Nile was important for them.
	2. The evidence of the Paleolithic Era. I can explain what archaeologists think they knew about the Paleolithic Era and the evidence it is based on.	Chronology and Sequencing: Place events or objects from period studied on a timeline / Compare and Contrast: Compare periods in history to each other and to our life today	2. How bronze changed life in Britain. I can explain how the making of use of bronze changed life in Britain.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and Contrast: Compare periods in history to each other and to our life today	2. The three kingdoms of Egypt. I can describe how the kingdoms of Egypt changed over time.
	3. Life at the end of the last Ice Age. I can describe how archaeologists think they know about Homosapien's early settlement of Britain.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and Contrast: se terms related to the period and begin to date events including BC and AD	3. The beginning of the Iron Age. I can explain how and when the Iron Age began in Britain and describe who the Celts were.	Chronology and Sequencing: Sequence events, objects or photos in chronological order/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	3. Howard Carter and the Valley of the Kings. I can describe Howard Carter's great discovery of the tomb of Tutankhamun.
	4. Settlements during the Mesolithic Era. I can describe how humans lived in the Mesolithic Era.	Chronology and Sequencing: Place events or objects from period studied on a timeline/ Organisation and Communicate: Communicate knowledge and understanding in a variety of ways	4. Changing agriculture in Britain during the Iron Age. I can describe how the use of iron impacted farming during the Iron Age.	Chronology and Sequencing: Sequence events, objects or photos in chronological order/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	4. The Rosetta Stone and Egyptian Writing . I can describe what Ancient Egyptians writing looked like and explain how this changed over time.
	5. Skara Brae and life in the Neolithic Era. I can explain whay areahceolists think humans began to farm in Britain during the Neolithic Era.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	5. Changing settlements and trade in Iron Age Britain. I can describe some of the changes that took place in settlements and trade in Britain during the Iron Age.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	5. Death and the Ancient Egyptians. I can explain some aspects of the way Ancient Egyptians treated dead bodies changed, whilst others stayed the same.

	6. Significant Stone Age artefacts. I can place evidence that archaeologists have found from the different periods of the Stone Age on a timeline.	Chronology and Sequencing: Sequence events, objects or photos in chronological order/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	6. Comparing and contrasting Bronze Age and Iron Age Britain. I can describe the similarities and differences between Bronze Age and Iron Age Britain.	Organisation and Communicate: Communicate knowledge and understanding in a variety of ways. Compare and Contrast: Compare periods in history to each other and to our life today	6. Change and continuity in Ancient Egypt. I can describe how much things stayed the same across 3000 years of Ancient Egyptian history.	Organisation and Communicate: Communicate knowledge and understanding in a variety of ways
			Enrichment: Visit a celtic settlement museum: https://celticharmony.org/		Enrichment: British Museum Ancient Egyptians: https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/	Enrichment: https://www.schoolworkshops.com/egyptian
4	Ancient Greece		Roman Britain		The Story of Christianity and a focus on St Albans	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	1. Achievements of the Ancient Greeks I can develop an awareness of ancient Greece - a study of Greek life and achievements and their influence on the western world. Sequence when the Ancient Greeks were compared with previously history topics and develop the appropriate use of historical terms.	Chronology and Sequencing: Use terms related to the period and begin to date events including BCE and AD/ Place events or objects from period studied on a timeline	1. The achievements of the Romans . I can develop an awareness of the Romans– a study of Roman life and achievements and their influence on the western world. Sequence when the Romans were compared with previously history topics and develop the appropriate use of historical terms.	Chronology and Sequencing: Use terms related to the period and begin to date events including BCE and AD/ Place events or objects from period studied on a timeline	1. Early Christianity I can describe the story of the early days of Christianity in the Roman Empire	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today
	2. Alexander the Great . I can examine how Alexander the Great's Empire grew and the effects of this.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	2. Julius Caesar I can explain who Julius Caesar was and why he is significant	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	2. Constantine's conversion to Christianity . I can explain why the Romans acceptance of Christianity changed during Constantine's rule.	
	3. Life in Ancient Greece. I can research aspects of daily life and society in Ancient Greece, including their beliefs	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	3 The Roman Invasion. I can describe how the Romans conquered Britain: Include Claudius and conquest including Hadrian's Wall	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	3. Christianity in Western Europe. I can describe some features of the Western Christian Church.	
	4. Athens and Sparta I can compare and make connections and draw contrasts between life in ancient Athens and life in ancient Sparta	Compare and contrast societies in history	4. Boudica . I can explain who Boudica was and how she helped Britain to resist the Romans	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	4. Christianity in the Eastern Roman Empire. I can explain why a slightly different Christian Church emerged in the East.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying

	5. The Olympics I can explore the Olympics in ancient Greek times through examining primary sources and compare these to the modern day.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	5. Comparing Romans to other civilizations . I can research the beliefs of the Romans and compare them to another civilisations (Ancient Greeks/ Ancient Egyptians)	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today	5. The Christian Church in Aksun. I can describe the early Christian kingdom of Aksum and how historians have learnt about it.	Historical Enquiry: Devise and answer historically valid questions about the period you are studying
	6. The greatest legacies of Ancient Greece. I can describe which legacies of Ancient Greece were the greatest.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information	6. Verulamium . I can examine the the local area of St Albans was affected by the Romans and how do we know this.	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied. Local study. Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge is constructed from a range of sources	6. Early Christianity's Story. I can tell the story of how Christianity grew in different ways and how this developed in St Albans.	Compare and Contrast: Compare periods in history to each other and how they have influenced our life today/ Organise and Communicate: Use a variety of ways to communicate knowledge and understanding including extended writing using appropriate terms matched to dates, people and events
	Enrichment: https://www.schoolworkshops.com/ancient-greece		Enrichment: Visit Verulamium Museum: https://www.stalbansmuseums.org.uk/visit/verulamium-museum		Enrichment: Workshop on early Christianity in St Albans Cathedral	
	Early Islamic civilisation: How did Baghdad become the 'City of Peace'		Britain's settlement by Anglo-Saxons: what changed after the Romans left?		The Titanic	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	1. Muhammad, the Qur'an and the rise of Islam I can describe the events that led to the rise of Islam	Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Construct informed responses that involve thoughtful selection and	1. Britain at the end of Roman Rule I can describe the different groups that lived in the British Isles at the end of Roman rule in Britain	Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives	1. Significance of the Titanic I can describe why the Titanic was significant	Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study
	2. The early success of Islam I can describe the reasons for the early success of Islam in the mid 7th Century CE		2. The Anglo-Saxons come to Britain I can explain how the Angles, Saxons and Jutes came to Britain		2. The story of the Titanic I can derive facts about the Titanic using different types of historical sources	

5	3. The early caliphates and the spread of Islam I can describe how the caliphate expanded and spread Islam across North Africa and Southern Europe	organisation of relevant historical information Note connections, contrasts and trends over time and develop the appropriate use of historical terms Construct informed responses that involve thoughtful selection and organisation of relevant historical information	3. Anglo-Saxon kingdoms I can describe how early Anglo-Saxon Britain was made up of different kingdoms	history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Britain's settlement by Anglo-Saxons and Scots	3. Life on board the Titanic I can explain what life was like on board the Titanic for the different classes	Note connections, contrasts and trends over time and develop the appropriate use of historical terms Construct informed responses that involve thoughtful selection and organisation of relevant historical information Note connections, contrasts and trends over time and develop the appropriate use of historical terms Understand how our knowledge is constructed from a range of sources Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
	4. The geography of the Umayyad Caliphate I can identify where the Islamic Empire started and the regions it covered	Understand how our knowledge is constructed from a range of sources	4. The conversion of the British Isles I can describe how Christianity returned to the British Isles		4. Passengers on the Titanic I can explore what life might have been like for passengers a the ship was sinking	
	5. Baghdad, the 'City of Peace' I can explain the founding of the city of Baghdad	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD900	5. The rise of Mercia I can explain how Mercia came to be the most powerful Anglo-Saxon kingdom by 796 CE		5. Why the Titanic sunk I can explain different reasons historians have investigated as to why the Titanic sunk and so many lives were lost	
	6. How Baghdad became the 'City of Peace' I can describe how Islam grew from its early origins to the founding of Baghdad, 'the City of Peace'		6. How Britain changed after the Romans I can describe how Britain changed after the Romans left		6. How the Titanic sinking changed following events I can reflect on how the sinking of the Titanic created change, improving future passanger safety	
	Enrichment:		Enrichment: https://www.stalbanscathedral.org/primary-school/ https://www.stalbansmuseums.org.uk/learn https://www.stalbansmuseums.org.uk/visit/verulamium-museum		Enrichment:	
		The Vikings		Benin		Significant turning point in British History: WWII
	How did Viking settlement change Britain?		Why have people argued about the Benin Bronzes?		How did experiences differ during WWII?	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	1. Aethelflaed and Aethelred I can describe how Aethelflaed strengthened Mercia alongside her husband Aethelred.	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	1. The Benin Bronzes I can explain what the Benin Bronzes are, where many of them can be found today and what Nigeria has requested of the British Museum.	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	1. The outbreak of the Second World War I can recall some key information about the Second World War.	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study

6	2. Aethelflaed and Edward I can explain how the campaigns of Aethelflaed and her brother Edward laid the foundations for the birth of England.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	2. Benin City I can describe what Benin City was like.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	2. Women in the armed forces I can describe how women's roles changed during the Second World War and explain why their roles changed.	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
	3. Aethelflaed's forgotten history I can explain why Aethelflaed's story has often been forgotten and how in recent years historians have tried to retell it.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information	3. The Oba of Benin I can describe the role of the Oba and how this is represented in some of the Benin Bronzes.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information	3. A global war fought by an imperial army I can explain why the global nature of the Second World War had an impact on Britain.	
	4. Athelstan and the making of England I can describe how Athelstan united his kingdoms to create England.	Understand how our knowledge of the past is constructed from a range of sources	4. Edo religion I can explain how some of the Edo's religious beliefs are visible in their artwork.	Understand how our knowledge of the past is constructed from a range of sources	4. Bombing and evacuation I can explain why evacuation was a huge turning point for many children during the Second World War.	
	5. Changing rulers in the 11th century I can explain how England came to be ruled by Vikings as well as Anglo-Saxons in the 11th century.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms	5. Benin and Europe I can explain how contact with Europeans led to the Benin Bronzes being looted.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms	5. The experiences of nurses during the Second World War I can describe how nursing saw great change during the Second World War.	
	6. How the Vikings changed Britain I can describe the different ways in which Britain changed because of Viking invasion and settlement.		6. Why arguments have broken out about the Benin Bronzes I can explain why the Benin Bronzes have caused arguments in the present day.		6. How experiences differed during the Second World War I can explain how the Second World War was a turning point in many different ways for the British people.	