

Year	Autumn		Spring		Summer	
EYFS	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. More details of the EYFS curriculum to follow.					
1	Gunpowder Plot		Toys		Intrepid Explorers	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	Know that there are difference and similarities between past and present celebration events in own lives.	Place events or objects from period studied on time line of child's own life	Compare favourite toys children play with now to toys they used to play with.	Compare and contrast: Describe similarities and differences in a range of events & sources	Compare long journeys the children have been on and how they travelled.	Chronology and Sequencing: Compare, sequence events and transportation
	Know the present day queen and compare her to previous kings and queens	Describe similarities and differences in a range of events & sources	Find out about the toys parents and grandparents used to play with (20th Century)	Describe similarities and differences in a range of events & sources	Find out about Christopher Columbus's journey and what he discovered.	Chronology and Sequencing: Place current study on time line in relation to other studies- link back to Tudor times in Autumn Term
	Learn who King James 1 was and what life was like for Tudor people and catholics	Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible	Learn about toys from beyond living memory (Tudors) linked to previous topic	Use primary and secondary sources to compare toys from then, 20th Century and now	Explore the impact of Columbus's voyages and what he brought back to Europe	Historical Enquiry: Devise and answer historically valid questions about the Tudor period
	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	Sequence a range of photos and object of toys from the periods of history looked at.	Sequence objects and photos in chronological order.	Find out who Neil Armstrong is and why he is remembered today.	Compare and Contrast: Describe similarities and differences in a range of events & sources
	Learn what happened next in the plot to blow up the Houses of Parliament	Historical Enquiry/ sequence events	Use the sources above to ask and answer questions to find out more about how toys have changed and possible reasons for this.	Compare periods in history to each other and how they have influenced our life today	Find out about Neil Armstrong's landing on the moon and the impact this had on the world.	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied
	Consider and discuss how and why we celebrate Guy Fawkes day.	Organise and communicate with pictures, labelling and recounts	Using the comparisons of the past, predict what toys might be like in the future	Organise and communicate: create pictures, label and write about how toys might change in the future	Compare the lives and achievements of Columbus and Armstrong	Compare periods in history to each other and how they have influenced our life today
			Enrichment: St Albans Museum: https://www.stalbansmuseums.org.uk/whats-on/toy-story-us-museum			

	Commemoration: Mandela Day and Remembrance Sunday		Changes within living memory: How we communicate		Great Fire of London	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	2	What was WW1 and why was it significant for Britain??	Chronology and sequencing: Sequence events, objects or photos in chronological order	How has the way we communicate changed within our families' life time?	Compare and contrast sources	What was life like in the 17th century?
Who was Walter Tull and what was his significant contribution to Britain		Historical Enquiry and organise and communicate	How have telephones changed over time ?	Chronology and Sequencing: Sequence a range of photos and objects for communicateion from oldest to youngest	What was London like at the time of the fire?	Compare and contrast sources
Why and how is Remembrance day celebrated in the UK and in other countries?		Historical Enquiry and Compare and contrast: Describe similarities and differences in a range of events & sources	What were telegrams and how were they sent?	Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible	How did the Great Fire of London start?	Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible
What was Apartheid?		Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible	How were letters sent in the past?	Historical Enquiry and compare and contrast	How did the Great Fire of London start and how was it put out?	Historical Enquiry and Chronology and sequencing
Who was Nelson Mandela and what did he want to achieve?		Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible	How did people communicate before the postal service ?	Historical Enquiry: ask and answer questions related to different sources from as wide a range as possible	How do we know about the Great Fire of London in such detail?	Historical Enquiry: Ask and answer questions related to different sources from as wide a range as possible
What was the impact Nelson Mandela had compared to Walter Tull?		Organise and communicate: Contribute to a class display/book/record by drawing, labelling and writng simple recounts	Using the comparisons of the past, predict what communication might be like in the future	Organise and communicate: Contribute to a class display/book/record by drawing, labelling and writng simple recounts	What changes were made as a result of the Great Fire of London and can more still be done to improve fire safety for everyone?	Organise and communicate: Contribute to a class display/book/record by drawing, labelling and writng simple recounts
Enrichment: at the start of the topic visit a war memorial statue in St Albans and look at the names- are any surnames familiar? Who were these people?					Enrichment: Visit to the LondonMuseum interactive sessions: https://www.museumoflondon.org.uk/schools/interactive-sessions	

	Prehistoric Britain		Prehistoric Britain/ The Ancient Egyptians		Ancient Egypt	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	3	What is the earliest thing you can remember? What is the earliest thing we know about humans? How do we know about life in the Stone Age?	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 time line	Where and what is Skara Brae? What do you know about it?	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	When were the Ancient Egyptians and who ruled Ancient Egypt?
What were the different periods in the Stone Age?		Chronology and Sequencing: Place events or objects from period studied on a time line / Compare and Contrast: Compare periods in history to each other and to our life today	How did farming change how humans lived?	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	Why was the river Nile so important to the Ancient Egyptians (beliefs, travel and trade)?	Compare and Contrast: Compare periods in history to each other and to our life today
What are the similarities and differences between Stone Age periods?		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	How did the Bronze Age change how humans lived?	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	What did the Egyptians believe in?	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
What can artefacts from the Stone Age tell us about how people lived during the different periods?		Chronology and Sequencing: Place events or objects from period studied on a time line/ Organisation and Communicate: Communicate knowledge and understanding in a variety of ways	Who were the Celts, and why did they use iron?	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	Why did the Egyptians build the pyramid and who built them?	Historical Enquiry: Devise and answer historically valid questions about the period you are studying
What was life like in a stone age settlement?		Historical Enquiry: Devise and answer historically valid questions about the period you are studying	What do monuments and artefacts tell us about the Prehistoric period?	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	Why was Tutankamon's tomb and artefacts an incredible discovery	Historical Enquiry: Devise and answer historically valid questions about the period you are studying/ Organisation and Communicate: Communicate knowledge and understanding in a variety of ways
What did people eat in the Stone Age and how did their diets change?		Historical Enquiry: Devise and answer historically valid questions about the period you are studying	Consider life in the Stone Age and Bronze Age and how it compares to life to today.	Organisation and Communicate: Communicate knowledge and understanding in a variety of ways	How are we still learning about Ancient Egyptians today?	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

	Ancient Greece		Roman Britain		Anglo Saxons and Scots	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
4	What was the golden age of Greece and when were the Ancient Greeks?	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 time line	When was the Roman Empire and how did it become so powerful?	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 time line	When, how and why did the Romans leave Britain?	Chronology and Sequencing: Place current study on time line in relation to other studies / Use relevant terms and period labels
	How do we know so much about Ancient Greece?	Compare and Contrast: Compare periods in history to each other and to our life today	Who was Julius Caesar?	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	Why did the Scots invade Britain and where did they come from?	Historical Enquiry: Use of library, e-learning and independent research
	How was Ancient Greece organised?	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	How did the Romans conquer Britain? Include Caludius and conquest including Hadrians 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	Why did the Anglo- Saxons invade Britain and where did they come from	Historical Enquiry: Use of library, e-learning and independent research
	What did Ancient Greeks believe in?	Compare and contrast: Compare and Contrast: Compare periods in history to each other and to our life today.	How did Britain resist the Romans (Boudica)?	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	What do we know about the Scots from their culture and art?	Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied
	Who were influential Greeks: the Philosophers and Alexander the Great?	Historical Enquiry: Devise and answer historically valid questions about the period you are studying	How were the beliefs of the Romans similar to those of the Ancient Greeks and Ancient Egptians?	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	What was life like in Anglo- Saxon Britain: law and order, village life, hierarchy? Do elements of it still exist today?	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
	What were the great achievements of the Ancient Greeks and are they still relevant for us today?	Organisation and Communicate: Communicate knowledge and understanding in a variety of ways	How was St Albans affected by the Romans and how do we know?	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	Who was the more successful: the Scots or the Anglo-Saxons?	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.stalban museums.org.uk/visit/verulamium-museum			

	Saxons and Vikings		Changing power of the monarchs		The Mayans	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	5	Who were the Vikings and how do we know about them?	Chronology and Sequencing: Place current study on time line in relation to other studies / Use relevant terms and period labels	Why was 1066 a turning point for Britain: investigate William the Conqueror?	Chronology and Sequencing: Place current study on time line in relation to other studies / Use relevant terms and period labels	Who, when and where did the Mayans live?
What were the Viking Raids and how did they travel?		Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied	Which King was better: King John or Richard I? Find out about the Magna Carta and what it meant for the British people.	Chronology and Sequencing: Place current study on time line in relation to other studies / Compare and Contrast: Compare periods in history to each other and how they have influenced our life today	What did the Mayans believe in?	Compare and Contrast: Compare periods in history to each other and how they have influenced our life today
What was the Danelaw?		Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied	How and why did King Henry VIII change the constitution of England?	Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied	What was life like in the Mayan community: law and order, village life, hierarchy?	Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied
What was life like in Viking Britain: law and order, village life, hierarchy?		Compare and Contrast: Compare periods in history to each other and how they have influenced our life today	How did Queen Anne help to create Great Britain as a country?	Historical Enquiry: Use of library, e-learning and independent research/ Chronology and Sequencing: Place current study on time line in relation to other studies / Use relevant terms and period labels	What was the Mayan writing and number system like?	Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied
How did England become a unified country?		Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied	What impact did the reign of Queen Victoria have on the British Empire?	Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied	What happened to the Mayans ?	Historical Enquiry: Use of library, e-learning and independent research/ Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied
What aspects of Viking or Saxon life still remain with us today and which ones would be worth keeping and why??		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	How the reign of Queen Elizabeth II similar or different to her predecessors?	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	What can we learn from their culture 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: Use the online facilities of the Jorvik Museum : https://www.jorvikvikingcentre.co.uk/		Enrichment: https://www.schoolworkshops.com/viking	Enrichment: The use of a full Kings and Queens chronological time line is essential throughout this topic even though only a few monarchs will be focused on.			

6	WW2		Local Study: Transport how has it changed?		Significant turning point in British History: the Titanic	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	When was the Second World War, who was involved and what caused it to break out?	Chronology and Sequencing: Place current study on time line in relation to other studies and use relevant terms and period labels/ Compare and Contrast Compare accounts of events from different sources. Offer some reasons for different versions of events	How many different kinds of transport would there have been in the area long ago and has it always been the same?	Chronology and Sequencing: Place current study on time line in relation to other studies and use relevant terms and period labels/compare and Contrast Compare accounts of events from different sources. Offer some reasons for different versions of events	Why was the Titanic significant?	Chronology and Sequencing: Place current study on time line in relation to other studies and use relevant terms and period labels
What was life like in Nazi Germany compared to Britain at that time?	Compare and Contrast Compare accounts of events from different sources. Offer some reasons for different versions of events	As a Roman town, how did the transport system improve for Verulamium?	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied and Use of library, e-learning and independent research	How do we know what happened to the Titanic?	Compare and contrast: Compare accounts of events from different sources. Offer some reasons for different versions of events.	
What was life like for children in Britain?	Compare and Contrast Compare accounts of events from different sources. Offer some reasons for different versions of events	Why were canals invented and what was the impact for St Albans not being included on the canal route??	Compare and contrast: Compare accounts of events from different sources. Offer some reasons for different versions of events.	What was life like on the Titanic?	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied and Use of library, e-learning and independent research	
How did the roles of women change in World war 2?	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied and Use of library, e-learning and independent research	How did the railways improve things for St Abans? Did they improve for everyone?	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied and Use of library, e-learning and independent research	Who was on board the Titanic? What does it show us about British society at that time?	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied and Use of library, e-learning and independent research	
What was the Holocaust?	Historical Enquiry: Begin to identify primary and secondary sources and use them as evidence to build a picture of life in the period studied	How might the local people have reacted to the A414 being built?	Compare and contrast: Offer some reasons for different versions of events.	Why were so many lives lost on the Titanic?	Compare and contrast: Offer some reasons for different versions of events.	
What key events helped the allies win the war?	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	What have been the greatest changes to transport in the last 200 years and why they have decided on their choices?	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	What impact did the sinking of the Titanic have on the sea travel?	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: RAF Museum: https://www.rafmuseum.org.uk/	Enrichment: Imperial war musuem https://www.iwm.org.uk/					