



The EYFS framework is structure very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This plan identifies the EYFS prerequisite skills for History in the national curriculum which are taught across the year in Foundation stage 1 and 2.

Foundation Stage 1 (Nursery)	Understanding the world Begin to make sense of their own life-story and family's history.	
Foundation Stage 2 (Reception)	Understanding the world <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	Early Learning Goal <ul style="list-style-type: none"> • Talk about the lives of 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Memory Box Changes within living memory Personal history/timeline Changes in everyday life eg: transport, clothes, appliances Horsforth Museum Visit	The Great Fire of London Significant event beyond living memory Place the event in time Study London at the time River Thames and it's importance		Hall park and Hunger Hills Exploring Local History Significant events in our locality Research the history of our school Research the history of our local area		Mary Anning A significant Person Why was she special and why do we remember her? Fossils and their importance
Year 2			Titanic Significant event beyond living memory Placing in time the sinking of the Titanic What was special about the ship? Rescue – lessons learnt		Grace Darling A significant Person When did she live? The events of the night Rescue – lessons learnt Similarities and differences with Titanic	
Year 3	Stone Age – Iron Age Changes in Britain from Stone Age to Iron Age Visit to Herd Farm Placing in time Hunting and gathering Changes over time Mystery of 52 skeletons of Maiden	Ancient Egypt The achievements of the earliest of civilisations Place in time Looking at sources of evidence Similarities and differences with other civilisations of the time Significance of pyramids			Ancient Mayans A non- European society that provides contrast with British history Mayan achievements How they grew strong life in the civilisation	Ancient Mayans A non- European society that provides contrast with British history What they believed in How the empire ended.

Year 4	<p>Greece A study of Greek life and achievements and their influence on the western world. Everyday life Being a woman in ancient</p>	<p>Greece A study of Greek life and achievements and their influence on the western world. Greek Democracy Placing events in chronological order</p>	<p>Romans The Roman Empire and its impact on Britain Who when and where? Julius Caesar Boudicca</p>	<p>Romans The Roman Empire and its impact on Britain Visit to Murton Park What a Roman town looks like Comparing Romans and Greeks Legacy</p>		
Year 5	<p>Victorians An aspect of British history and an in-depth local history study. Chronology Queen Victoria Changes in industry and influence on people</p>	<p>Victorians An aspect of British history and an in-depth local history study. Visit to Leeds Industrial Museum Significant people of Leeds – Matthew Murray How transport improved and impact this had Golden age or dark age?</p>				
Year 6	<p>Anglo Saxons Britain's settlements by Anglo Saxons and Scots Chronology Sutton Hoo Growth of Christianity King Alfred</p>	<p>The Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Settlers or Barbarians? Lindisfarne Excavations trade</p>	<p>WW2 British history that extends chronological knowledge Hitler Propaganda Key events Blitz Evacuation</p>	<p>WW2 British history that extends chronological knowledge Visit from the Peace Museum Immigration today compared with WW2 Evaluating British response to Jewish Immigration</p>		