

History	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Nursery	To gain an understanding of past and present					
	<ul style="list-style-type: none"> - Talk about photographs of their families - Sequence family members by age and name (baby, child, adult) 	<ul style="list-style-type: none"> - Being to know that things were different before they were born 	<ul style="list-style-type: none"> - Begin to talk about their own life-story and family history 	<ul style="list-style-type: none"> - Talk confidently about their personal experiences of birthdays and birthday parties that happened in the past 	NA	<ul style="list-style-type: none"> - Begin to understand that some things were different a long time ago, eg sailing ships
Reception	<ul style="list-style-type: none"> - 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 - Introduce TIMEBOX 					
	<ul style="list-style-type: none"> - Begin to talk about their life story and how they have changed - Talk about the new people in their lives and how different people help them. 	<ul style="list-style-type: none"> - Use vocabulary such as in the past, a long time ago - Talk about how homes have changed - Comment on images showing homes in the past 	<ul style="list-style-type: none"> - Talk about explorers and polar exploration - Compare Explorers past and present 	<ul style="list-style-type: none"> - Talk confidently about their personal experiences of weddings using language of past and present. - Talk about members of their immediate family and community e.g. occupations. 	NA	<ul style="list-style-type: none"> - 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.
Y1	<p>Changes within living memory. Toys over time (Key Stage History) - <i>incorporate other aspects of Homes</i> H1 <i>What are our toys like today?</i> <i>What are other people's toys like?</i> <i>How can we tell these toys are old?</i> <i>What were our grandparents' toys like and how do we know?</i></p>		<p>Significant Individual H3 Brunel (History Association) <i>Who was Isambard Kingdom Brunel and why is he famous?</i></p>		Timebox activities to support chronology understanding	

	<p><i>Who played with these toys a long time ago? What other differences are there in homes of the past?</i></p> <p>Revisit:</p>	<p><i>What did Brunel achieve in his life, what structures did he design and build, why and how were these important at the time and why are they still talked about today?</i></p> <p><i>What aspects of Brunel's character made him successful and a significant historical character for study?</i></p> <p>Revisit: Toys/homes</p>	
Y2	<p>Significant historical event, people and places in locality H4 (Seaside resource on Key Stage History)</p> <p>– Changes to Skegness over time – transport – infrastructures – link to Brunel – Skegness Pier</p> <p>Revisit:</p>	<p>Events beyond living memory that are significant nationally or globally H2</p> <p>The Great Fire of London (Key Stage History or History Association – or combination)</p> <p><i>What was London like at this time? How did the Great Fire start and what happened during the great fire? How do we know what happened during the great fire? Why did the fire spread so quickly?</i></p> <p>Revisit: Skegness over time</p>	<p>Significant Individual – H3</p> <p>Mary Anning</p> <p>Mini unit (2/3 session)– linking to Science</p> <p>(Key Stage History)</p> <ul style="list-style-type: none"> Chronology – basic timeline – working back from current day. Link to Stone/Iron Age. Timeline – focus on other world history periods at this time. Recall key facts about Skegness & Great Fire & Toys <p>(Pick key questions)</p> <p>Why do we STILL remember the life of a young girl who was born over 200 years ago?</p> <p>What did Mary do in her life that was so special?</p> <p>How do we know about Mary's actions which happened so long ago?</p> <p>How and why should we remember Mary Anning today?</p>
Y3/4	<p>Stone age to Iron Age (British History) H1 (History Association)</p> <ul style="list-style-type: none"> Chronology – basic timeline – working back from current day. Timeline – focus on other world history periods at this time. 	<p>Timebox activities to support chronology understanding</p> <p>Compare and contrast different time periods studied.</p> <p>Explore World History at the time of Stone Age/Romans - share key facts/highlights. Use timeline to support.</p>	<p>The Roman Empire and its impact on Britain (British History) H2 (Key Stage History)</p> <ul style="list-style-type: none"> Chronology – basic timeline – working back from current day. Link to Stone/Iron Age.

	<ul style="list-style-type: none"> • Revisit any prior knowledge, Great Fire, Mary Anning <p>What was 'new' about the New Stone Age?</p> <ul style="list-style-type: none"> - Population/food and clothes - New animals and crops – explore impact - Important of Archaeologists <p>Which was better, bronze or iron?</p> <ul style="list-style-type: none"> - How bronze/iron was made – how tools/weapons were made. - How did these tools change life? <p>If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <ul style="list-style-type: none"> - What did Romans say about Britain? - Explore trade <p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> - Make comparisons <p>Flag Fen - visit</p>		<ul style="list-style-type: none"> • Timeline – focus on other world history periods at this time. • Recall key facts from Stone Age/Iron Age + Great Fire <p>When did the Romans invade and why?</p> <ul style="list-style-type: none"> - Army - Hadrian's Wall – why in the North of England - Who was Boudicca? What did she look like? How do we know? <p>How did the Romans influence the culture of the people already here?</p> <ul style="list-style-type: none"> - How did Celtic people live? <p>Explore the impact of Romans in our local area.</p> <ul style="list-style-type: none"> - Lincoln – Lincoln Castle (visit)
Y5	<p>Britain's Settlement by Anglo Saxons, Vikings and Scots (British History) H3 & 4 (History Association)</p> <ul style="list-style-type: none"> • Chronology – basic timeline – working back from current day. Link to Stone/Iron Age/Romans • Timeline – focus on other world history periods at this time. <ul style="list-style-type: none"> • Recall key facts from Stone Age/Iron Age + Roman Empire 	<p>Local History Skegness - Butlins/seaside town and landmarks and land and transport changes over time (inc. Railway) (History Association) H5</p> <ul style="list-style-type: none"> - Create a timeline to map changes in Skegness/Ingoldmells sea front. - Key dates: Clock tower, pier collapse, lifeboat station, aquarium and pedestrianisation. - How has transport in the area changed over time? - Why were improvements made to transport in the locality? - What difference did this make to the area, holiday visitors etc? <p>Link/revisit: Geography – UK/local maps/compass points</p>	<p>Timebox activities to support chronology understanding</p> <p>Compare and contrast different time periods studied.</p> <p>Explore World History at the time of Anglo-Saxons, Vikings, Scots (and Victorians referred to in Local Study). Share key facts/highlights. Use timeline to support.</p>

	<p>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p> <ul style="list-style-type: none"> - Invaders & settlers - Where did they settle? Why? (Geog) - Different reasons for migration - Challenges faced when settling <p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <ul style="list-style-type: none"> - Fear of Vikings - Rivalry between Saxons & Vikings <p>What was life really like in Anglo-Saxon and Viking Britain?</p> <ul style="list-style-type: none"> - Life for Saxons and Vikings – compare - Religion for Saxons and Vikings - King Alfred <p>What did the Anglo-Saxons and Vikings leave behind?</p> <ul style="list-style-type: none"> - Can we trust the evidence? - Saxon and Viking boats - What do we use today from this period? 	<p>Recall key facts from Stone Age/Iron Age + Roman Empire + Anglo Saxons/Vikings</p>	
<p>Y6</p>	<p>British history beyond 1066</p> <p>Revisit Ancient Egypt significant pharaohs and families H6</p> <p>WW2 (Key Stage History)</p> <p>Lincolnshire in WW2 e.g., Airfields – role of these during this period.</p> <ul style="list-style-type: none"> • <i>Chronology – basic timeline – working back from current day. Link to Stone/Iron Age/Romans/Ancient Egypt/Maya</i> • <i>Timeline – focus on other world history periods at this time.</i> • Recall key facts from Stone Age/Iron Age + Roman Empire + Anglo Saxons/Vikings 	<p>A non-European society that provides contrasts with British history</p> <p>Early Islamic civilisation, including Baghdad c. AD 900</p> <ul style="list-style-type: none"> • <i>Chronology – basic timeline – working back from current day. Link to Stone/Iron Age/Romans/Ancient Egypt/Maya</i> • <i>Timeline – focus on other world history periods at this time.</i> • Recall key facts from Stone Age/Iron Age + Roman Empire + Anglo Saxons/Vikings/WW2 <p>How different was Baghdad to London around 900AD? What was in the House of Wisdom? Who was Ibn Battuta and how did his Rihla help us? Who was Al-Zahrawi and what could we learn from Muslim medicine? What did early Islamic civilisation leave behind?</p>	<p>Timebox activities to support chronology understanding</p> <p>Compare and contrast different time periods studied.</p>

	<p><i>Why did Britain have to go to war in 1939?</i></p> <p><i>Why was it necessary for children to be evacuated and what was evacuation really like?</i></p> <p><i>How was Britain able to stand firm against the German threat?</i></p> <p><i>How did people manage to carry on normal life during the war and how do we know?</i></p> <p><i>What was VE day really like?</i></p> <p><i>What was the Battle of Britain?</i></p>		
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