



History Sequence of Learning

	Area of Learning (Teaching Programme from Framework)	Begin to make sense of their own life story and family's history Comment on images of familiar situations in the past Compare and contrast characteristics from stories including figures from the past	Skills and Knowledge we want the children to have at end of EYFS	ELG: Understanding the World Past and Present	FS vocabulary
FS	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>FS1 Begin to make sense of their own life story and family's history.</p> <p>FS2 Autumn Term Talking about when they were a baby.</p> <p>Spring Term Timeline of their life. Comment on familiar situations in the past.</p> <p>Summer Term Figures from the past.</p>	<p>We want the children to know for Understanding of the World by the time they leave EYFS and enter Y1:</p> <ol style="list-style-type: none"> 1. Know the town and country they live in (THIS IS GEOGRAPHY) 2. Know the parts of a plant or animal (Science) 3. Know the chronology of their life (HISTORY) 4. Know about a celebration in this country and another country (RE) 	<p>Children at the expected level of development will:</p> <p>ELG: Past and Present 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.</p>	<p>past present Baby toddler child adult today yesterday Year time Timeline Order First Next Then</p>

Domains



Investigate and interpret the past	Build an overview of history	Communicate (Tier 3 vocabulary)	
		Theme specific	Subject specific
HISTORY Coverage of Domains: Progression of Skills and Knowledge			

Year	Theme	Strands				
Year 1	Explorers (Christopher Columbus, Neil Armstrong, Tim Peake, Ann Bancroft) AD	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	explore journey astronaut colony discovery International Space Station polar Antarctica	KEY STAGE 1 year decade modern past present future chronological artefact sources evidence research era period historian invention parliament society significant legacy influential
	Toys and Play Invention of new toys over time AD	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	electronic mechanical invention old-fashioned modern	
	Heroes (Florence Nightingale, Guy Fawkes, Edith Cavell, Mary Seacole) AD	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	Crimean War gunpowder plot fireworks King James	



	Local history	Compare & contrast		nurse	
	Amy Johnson AD Local history	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes Beliefs Conflict Location Society	pilot Australia aviation heroine achievement St George's Road Commemorate Gypsy Moth Jason	
	The Great Fire of London AD	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes Beliefs Conflict Location Society	Pudding Lane Thomas Farynor Tudor modern timber-framed wattle and daub wood straw, tar brick plaste flammable detached terraced Leadenhall Market Royal Exchange Guildhall Middle temple Hall The Staple Inn Samuel Pepys	



Year 3	Prehistoric Britain Stone Age - Iron Age BC Stone Age Iron Age	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	Skara Brae civilisations hunter gatherer weapons settlement Stonehenge tool flint Bronze Age Iron Age	KEY STAGE 2 B.C. A.D. ancient empire emperor civilisation democracy migration mation traitor treason sacrifice descendants conquest continuity invasion archaeologist settlements culture monarchy execution monasteries agriculture legislation parliament reign chronological invasion architecture Legacy artefact replica
	Hull Histories - Mary Murdoch AD Local history	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	suffragist house surgeon	
	Ancient Egypt BC Earliest civilizations	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	ancient empire power hierarchy democracy dictatorship mummification pharaohs hieroglyphics tombs Gods Goddesses empire irrigation	
Year 4	The Roman Empire AD Roman Empire	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	Romans invaded Britain army Julius Caesar Claudius Roman Empire Hadrian's Wall invasion settle power	



				conquer	
	Anglo-Saxons AD Anglo Saxons	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	kennings kingdoms archaeologist tribe feasting jewellery
	The Vikings AD Vikings	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	Sutton Hoo raids Mercia Wessex Northumbria The Danelaw Lindisfarne saga longship
Year 5	The Tudors AD	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	reformation divorce heir Armada protestant catholic
	Hull Histories - Isaac Reckitt (and Thomas Ferrens) AD Local history	Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast	Travel & Exploration Food & Farming Settlements Culture & Pastimes	Beliefs Conflict Location Society	consumer household products pharmaceuticals Gaviscon Dettol Quaker laboratories



	<p>Hull since 1930s (Trade and dock development, Link to Lillian Bilocca, Wartime in Hull, inc Hull History Walk City Centre) AD Local history</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Food & Farming Settlements Culture & Pastimes</p> <p>Beliefs Conflict Location Society</p>	<p>Triple Trawler Disaster evacuate raid invading blackout World War Two The Blitz headscarf campaign heritage</p>
Year 6	<p>Maya Civilisation BC</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Food & Farming Settlements Culture & Pastimes</p> <p>Beliefs Conflict Location Society</p>	<p>temple plazas ball court settlements hieroglyphs, legacy empire primary secondary</p>
	<p>Hull Histories - William Wilberforce (Sierra Leone Link) AD Local History</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Food & Farming Settlements Culture & Pastimes</p> <p>Beliefs Conflict Location Society</p>	<p>abolition Transatlantic Slave Trade Fair trade merchants Nightingale of the Commons</p>
	<p>Ancient Greece AD Ancient Greece</p>	<p>Chronological work Use of Historical vocabulary Asking & answering questions Research & sources Compare & contrast</p>	<p>Travel & Exploration Food & Farming Settlements Culture & Pastimes</p> <p>Beliefs Conflict Location Society</p>	<p>sparta Athens Gods/Goddesses agora tyrant Mount Olympus olympics</p>



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