

HISTORY	<b>EYFS</b>	
	Children in EYFS will be learning to:	Examples of how to support this:
	<b>Talk about members of their immediate family and community</b>	<p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many other families.</p>
	<b>Name and describe people who are familiar to them.</b>	<p>Talk about people that the children may have come across within their own community, such as the police, the fire service, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>
<b>Comment on images of familiar situations in the past.</b>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting local area that has historical importance.</p> <p>Show images of familiar situations in the past, such as homes, toys, transport or schools.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p>	

		Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.					
	<b>Compare and contrast characters from stories, including figures from the past</b>			Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and the present.			
				Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what the children say about them.			
				Draw out common themes from stories, such as bravery, difficult choices and kindness and talk about a child's experiences with these themes.			
	<b>HIGHLIGHTED IN YELLOW IS COVERAGE FOR 2023-24</b>						
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2/3</b>		<b>YEAR 4/5/6</b>		
	A 2023-24	A 2023-24	A 2023-24	B 2024-25	A 2023-24	B 2024-25	C 2025-26
AUTUMN 1	<b>Toys and Games in the Past</b> <i>Know and describe what our toys are like today (type, moving, non-moving, features, materials)</i> <i>Know similarities and differences between our toys and toys our parents and</i>	<b>Changes in living memory: Toys through time.</b> <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>	<b>Significant Local event – The Windrush and Cambridgeshire</b> <i>What was the Windrush?</i> <i>Why was it significant to Cambridgeshire?</i> <i>How did it change the county?</i> <i>What is the legacy of the Windrush</i>	<b>Stone Age to Iron Age in Britain including Stonehenge and Skara Brae</b> <i>People have been living in Britain for a long time. Why is archaeological evidence so important?</i> <i>Why was the introduction of</i>	<b>Benin (900 – 1300 and beyond)</b> <i>Non-European society that provides contrasts with British history (the Tudors)</i> <i>What was it like to live in Benin?</i> <i>Why is the Benin society important?</i> <i>How can historians find out</i>	<b>Anglo Saxons Scots</b> <b>The fall of the Roman Empire</b> <i>Why did the Saxons invade Britain?</i> <i>Why did the Scots invade Northern Britain?</i> <i>Was life better in Anglo-Saxon or Roman Britain?</i>	<b>An ancient civilization: Ancient Egypt</b> <i>What was Egyptian society and the significance of the River Nile?</i> <i>Who were their Gods and what was their belief in the afterlife?</i>

	<p>grandparents played with. Order toys from oldest to newest; give reasons to explain how the toys have been ordered. Know the reasons why 'Teddy Bears' were given their name. Order teddy bears/ put on a timeline.</p> <p><b>Vocabulary</b> toys, moving, non-moving, similarities, differences, old, oldest, new, newest, reasons, timeline</p>	<p>Who played with these toys a long time ago? Why is it important to have toys which look like us? Did everybody in the past have toys that looked like them? Why/Why not?</p> <p><b>Vocabulary</b> compare, changes, toy, past, present, future, same, different, new, old</p>	<p>generation and what contributions did they make to Modern Britain? Why is it important we know about the Windrush generation?</p> <p><b>Vocabulary</b> Past/present/future, artefact, evidence, The Windrush, racism, local, change, modern, Caribbean, Empire, voyage, opportunities</p>	<p>farming important? Place historical periods in a chronological framework. How do historical theories conflict with one another? How do we know who is right or wrong? – an in-depth study on the origins of Stonehenge. How did these people live? Did they leave a legacy?</p> <p><b>Vocabulary</b> Stone Age, Iron Age, Bronze Age, Neolithic/Paleolithic/Mesolithic, prehistory, hunter gatherer, farming, Stonehenge, tools, chronology, archaeologist</p>	<p>about the Benin society? Recognise how civilised the Benin society was and contrast with the Tudors How did the Benin Empire end (British Invasion)</p> <p><b>Vocabulary</b> Africa, artefact, ownership, ethical, empire, Oba, enslavement, trade, Transatlantic Slave Trade, voyage, kingdom, compare and contrast, Tudor</p>	<p>Who might life have been better for and who could it have been worse for? How did Christianity develop and spread during this time?</p> <p><b>Vocabulary</b> Invade/invasion/invasors, conversion, Danelaw, King Ethelbert, King Raedwald, pagan, runes, St Augustine, settle/settlers, Sutton Hoo, Wergild, farming</p>	<p>Where is the evidence of Ancient Egypt? What does archaeology tell us? What was life like in Ancient Egypt for different people? Compare and contrast Ancient Egypt with the Meroe Civilisation.</p> <p><b>Vocabulary</b> Tutankhamun, Canopic jar, Valley of Kings, pyramid, sphinx, mummification, ancient history, pharaoh, Howard Carter, tomb, Archaeological site, River Nile, irrigation, farming, Meroe Civilisation</p>
SPRING 1	<p><b>What was it like to live in Burrough Green in the past?</b></p>	<p><b>Changes in living memory: History of my local area – Burrough Green</b></p>	<p><b>Significant events in history: The First Flight</b></p>	<p><b>The Roman Empire and its impact on Britain</b></p>	<p><b>Social History The Transatlantic Slave Trade What do we</b></p>	<p><b>Viking and Anglo-Saxon struggle for the Kingdom of England</b></p>	<p><b>Ancient Greece A study of Greek life and achievements</b></p>

	<p>Know who Queen Victoria was and when she was Queen. Place the Victorian period on a timeline. Know about life for Victorian children (school, jobs done by Victorian children) Know some of the differences between Victorian schools and our school today. Know how and where Victorians travelled to. Know some of the Victorian buildings in Burrough Green (photos and village walk); Know what has changed and what has remained the same.</p> <p><b><u>Vocabulary</u></b> Queen Victoria, Victorian, timeline, order, similarities,</p>	<p><b>and Newmarket</b> Our village, our church, our school. How different is Burrough Green compared to 100-200 years ago? Who lived in Burrough Green then and how do we know? What was it like to go to the old school? What was different about the old school from our school now? Compare and contrast with a school in a city. (Contact and form a partnership with them)</p> <p><b><u>Vocabulary</u></b> Village, school, church, century, compare, shop, newer, newest, older, oldest</p>	<p>Who were the Montgolfier brothers? Why are the Wright brothers important? Other significant pilots in the Golden Age of Flight - Harriet Quimby, Hilda Hewlett, and Bessie Coleman. How did first flight change the world? What is the environmental impact of aeroplanes?</p> <p><b><u>Vocabulary</u></b> Flight. Video, Wright Brothers, Montgolfier Brothers, aeroplane, hot air balloon, golden age, change, Harriet Quimby, Hilda Hewlett, Bessie Coleman</p>	<p>Why did the Romans invade Britain? What made the Romans so powerful? What was the British resistance? How and when did the invaders become Christians? How did the Romans change Britain? What does "empire" mean? How was the Roman Empire a global community? Learn how Syrian Roman Soldiers helped to establish the Romans in Britain</p> <p><b><u>Vocabulary</u></b> Ancient history, artefacts, archaeology, Colosseum, Julius Ceasar, soldier, barbarian, invasion,</p>	<p>already know about slavery? What do we already know about the African civilisation? What was the transatlantic slave trade? What was life on a slave ship like? Who was the abolitionist, Thomas Clarkson? What is Thomas Clarkson's legacy? (Clarkson's links with local Cambridgeshire history)</p> <p><b><u>Vocabulary</u></b> Enslavement, trade, Transatlantic Slave Trade, freedom, human rights, colonies, British Empire, Triangular Trade, Middle Passage, slave market, plantation, abolition/ist</p>	<p>Who were the Vikings and why did they invade Britain? What resistance did they meet? What are the differences between Vikings &amp; Anglo-Saxons? What evidence do we have of the Vikings? What were the various gender roles in Viking and Anglo-Saxon societies? How did these compare with one another?</p> <p><b><u>Vocabulary</u></b> BC/AD, Alfred the Great, chronology, invade/invasion/in vaders, Lindisfarne, long-ship, Norsemen, raid, settlement, Jorvik, pillage</p>	<p>and their influence on the western world Who were the Ancient Greeks? What were the Ancient Greek's key beliefs and achievements? What happened to the Ancient Greeks? What are the legacies of Ancient Greece? Democracy (British Values) What was life like in Ancient Greece for different people?</p> <p><b><u>Vocabulary</u></b> Empire, Pythagoras, Parthenon, coins, Hippocrates, democracy, Sparta/Spartans, Athens/Athenians, Olympics, architecture, gods/goddesses</p>
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	differences, old, oldest, older, new, newest, newer			Boudicca, emperor, slave			
SUMMER 1	<p><b>People who help us now and in the past (Firefighters focus)</b></p> <p>Know about members of the local community and how they help us: firefighters, nurses, doctors, police</p> <p>Know what clothes/equipment firefighters use today; compare with pictures of clothes and equipment in the past. What has changed, what is the same?</p> <p><b>Vocabulary</b> fire, firefighter, community, similarities, differences, old,</p>	<p><b>National historic event</b></p> <p><b>The Great Fire of London</b></p> <p><i>The cause and consequence</i> <i>What happened during the fire and how do we know?</i> <i>Why did the fire burn down so many houses?</i> <i>How was London rebuilt after the fire?</i> <i>Why were certain changes made?</i> <i>Who was affected most by the fire of London – the rich? the poor?</i> <i>Was gender a factor?</i></p> <p><b>Vocabulary</b> London, Pudding Lane, Fire, Plague, Rich, Poor, King Charles 2, Samuel</p>	<p><b>The Lives of Significant Explorers from the past</b></p> <p><b>Christopher Columbus</b> <b>Jeanne Baret</b> <b>Ernest Shackleton</b> <b>Neil Armstrong</b></p> <p><i>What made these explorers significant?</i> <i>How did their exploration change the world?</i> <i>Compare and contrast the lives of the explorers.</i> <i>Compare these to modern-day explorers, such as Bear Grylls, Wasfia Nazreen and Ed Stafford.</i> <i>What is the same and what is different?</i> <i>Why are certain types of people very well known</i></p>	<p><b>Local History beyond 1066: Horse Racing and Newmarket</b></p> <p><i>Why did horse racing develop so successfully in Newmarket?</i> <i>What was it like to live in Newmarket in the 1600s?</i> <i>What was the legacy of the establishing of Newmarket as a centre for horse racing?</i> <i>How did the industry provide for the rich? the poor? males? females?</i> <i>Why is horse racing sometimes seen as an elitist pastime?</i> <i>What would Newmarket be like without the industry?</i></p>	<p><b>Industrial Revolution</b></p> <p><i>What was the industrial revolution?</i> <i>What were the causes?</i> <i>(Impact of coal and the railways)</i> <i>What were the consequences?</i> <i>(Impact of the factories and social and political changes.)</i> <i>Who were the prominent figures of the Industrial Revolution?</i> <i>E.G. James Herriott Watt</i> <i>Who are some marginalised figures in the industrial revolution?</i> <i>Ignatius Sancho</i> <i>How were women and people with</i></p>	<p><b>Local History beyond 1066 WWII and the Battle of Britain</b></p> <p><i>What was the Battle of Britain?</i> <i>Why did Germany lose the Battle of Britain?</i> <i>What was it like to live in Cambridgeshire during the Battle of Britain?</i> <i>How did the Battle of Britain change the course of WWII?</i> <i>What was the contribution of women in WWII?</i> <i>What contributions did British colonies make to WWII?</i></p> <p><b>Vocabulary</b> Air raid, Anderson Shelter, invade/invasion/in</p>	<p><b>British History- Magna Carta</b></p> <p>(The most important document in history)</p> <p>Magna Carta Day (15th June 1215)</p> <p><i>What do we already know about democracy?</i> <i>What is the Magna Carta?</i> <i>Why was the Magna Carta made?</i> <i>What was the impact of the Magna Carta then?</i> <i>What is the impact of the Magna Carta today?</i> <i>(IN DEPTH STUDY)</i> <i>Was King John a good or bad king?</i></p> <p><b>Vocabulary</b></p>

	oldest, older, new, newest, newer, timeline	Pepys, diary, evidence	<i>throughout history?</i> <i>Link to privilege and bias in history.</i>  <b><u>Vocabulary</u></b> Explore, significant, compare, contrast, evidence, exploration, recent, voyage, New World, Names of chosen explorers	<b><u>Vocabulary</u></b> Newmarket, horse racing, Rowley Mile, July Course, jockey, trainer, owner, rich, poor, gender, elitist, evidence	<i>disabilities treated during the Industrial Revolution, and did this change over time?</i>  <b><u>Vocabulary</u></b> Coal, urbanisation, rail network, Victorian, James Watt, gender roles, workhouse, factory, Poor Law, child labour, invention, poverty, steam engine	vaders, Blitz, battle, evacuation, home guard, wardens, black market, rationing, Winston Churchill	Magna Carta, Great Charter, government, barons, constitution, document, King John, landowner, privileges, reform, Runnymede, Medieval
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NB - Teachers may choose to add to the prescribed vocabulary lists during their planning and teaching of a module