

Term Cycle One	Year Group / Phase	Topic	Topic Focussed enquiry question	Component substantive knowledge (what do you want them to know, knowledge of the past)	Composite disciplinary knowledge (second order concepts) (End result – I can...)
Autumn Term	EYFS	My history	What important things have happened in my life?	*What is my own history? *What important events have happened in my past? *How has life changed?	<u>Chronology</u> *I can begin to talk about important events in my life *I can say important events that happened to my family
	Key Stage One	Stomp and Chomp	Who was Mary Anning and why is she significant? Why did the dinosaurs become extinct?	<u>Significant individual from the past</u> *Who Mary Anning was *What she did *How her achievements were significant *Why she should be remembered and celebrated *Compare Mary Anning’s achievements and legacy with another palaeontologist of the time.	<u>Significance and interpretation</u> <u>Chronology</u> <u>Historical Enquiry</u> <u>Vocabulary and Communication</u> *I can explain who Mary Anning was, *I can explain why her achievements were important *I can discuss her legacy *I can compare her achievements and life with other fossil hunters. *I can talk about different sources in history *I can explain different historical theories.
	Year 3 - 5	Stargazers	Who was Neil Armstrong? Why is his legacy important?	<u>Significant individual from the past</u> *who was Neil Armstrong? *why was he important? *compare and contrast Neil Armstrong and Time Peake *What were their achievements?	<u>Chronology</u> <u>Significance and Interpretation</u> *I can talk about who Neil Armstrong was *I can talk about his life * I can explain his achievements, *I can compare this with Time Peake *I can discuss the importance of their legacies.
	Year 6	Into the Unknown	Who was Ernest Shackleton and why is he significant? Why is his legacy important?	<u>Significant individual from the past</u> *Who was Ernest Shackleton? *What id he do? *How were his achievements significant? *Why should he be remembered and celebrated?	<u>Chronology</u> <u>Significant and interpretation</u> <u>Using sources as evidence</u> *I can explain who Ernest Shackleton was, *I can explain why his achievements were important *I can discuss his legacy *I can compare his achievements with other explorers *I can talk about different sources of information in history

Spring Term	EYFS	My family	What was my family like in the past?	<ul style="list-style-type: none"> *Who is in my family? *What is a family tree? *What important events happen in a family? 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> *I understand that my Grandparents are older than my parents and are older than me *I can say some important things that happened in my grandparents life *I can record my family tree
	Key Stage One	Frozen planet	<p>Who is to blame for sinking the Titanic?</p> <p>How was the sinking of the Titanic a turning point in Britain?</p>	<p><u>Significant event from the past</u></p> <ul style="list-style-type: none"> *What was the Titanic? *What happened to it? *why was it significant? *what did it change? *did travel change after the sinking? 	<p><u>Constructing the past</u></p> <p><u>Continuity and change</u></p> <p><u>Cause and Effect</u></p> <p><u>Using sources as evidence</u></p> <ul style="list-style-type: none"> *I can explain what the Titanic was *I can talk about what happened to it *I can talk about the impact the sinking of the Titanic had on society *I can explain how travel changed after the sinking of the Titanic.
	Year 3 - 5	Roman Empire	<ul style="list-style-type: none"> *What was the Roman Empire *What impact did it have on Britain? 	<ul style="list-style-type: none"> *When did the Roman Empire expand? *Where did it expand to? *What infrastructure supported the expansion of the Roman Empire? *How did the Romanisation of Britain change the way of life? 	<p><u>Constructing the past</u></p> <p><u>Continuity and change</u></p> <p><u>Cause and Effect</u></p> <p><u>Using sources as evidence</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> *I can explain how the Roman Empire expanded *I can talk about how far it reached *I can talk about the importance of roads and soldiers for the Roman expansion *I can talk about how life in Britain changed due to the Roman Empire expansion (eg: bathhouses, houses, buildings, culture)
	Year 6	War and Peace	<p>What caused World War Two?</p> <p>How did World War Two change Britain?</p>	<p><u>Significant event from the past</u></p> <ul style="list-style-type: none"> *What was WW2? *What were the main causes of WW2? *Why was it significant? *How did it change the world? 	<p><u>Chronology</u></p> <p><u>Continuity and Change</u></p> <p><u>Cause and Effect</u></p> <p><u>Significance and interpretation</u></p> <p><u>Using sources as evidence</u></p> <ul style="list-style-type: none"> *I can explain what WW2 was *I can discuss some of the main causes of WW2 *I can give reasons for why it is significant

					<ul style="list-style-type: none"> *I can explain where it appears on a chronology *I can talk about some ways it changed the world we live in *I can talk about where to find historical information (propaganda)
Summer Term	EYFS	Castles	<p>What was a castle?</p> <p>Who lived in a castle?</p>	<ul style="list-style-type: none"> *Why are castles important? *What were they for? *When did people live in castles? *what sort of people lived in castles? 	<p><u>Chronology</u></p> <p><u>Significant and Interpretation</u></p> <ul style="list-style-type: none"> *I can say what a castle is *I can talk about who lived in a castle *I can describe why castles were important
	Key Stage One	Kings and Queens	<p>Who was Bess of Hardwick?</p> <p>Who had the most significant reign? Queen Elizabeth I or Queen Elizabeth II?</p>	<p><u>Link with local history</u></p> <ul style="list-style-type: none"> *Who was Bess of Hardwick? *why was she important? *Why do we remember her *How were Queen Elizabeth I and Queen Elizabeth II similar? *How were they different? *What were their legacies? 	<p><u>Cause and Effect,</u></p> <p><u>Chronology</u></p> <p><u>Historical enquiry</u></p> <p><u>Significance and interpretation</u></p> <ul style="list-style-type: none"> *I can explain who Queen Elizabeth I and Queen Elizabeth II were *I can say why they are significant *I can talk about their lives *I can talk about who Bess of Hardwick is *I can say why she is significant locally.
	Year 3 – 5	The Industrial Revolution	<ul style="list-style-type: none"> *What was the Industrial Revolution *How did it change our local area? 	<p><u>Link with local history</u></p> <ul style="list-style-type: none"> *What caused the Industrial Revolution? *How did it change the way people lived? *How did it change life for people in Derbyshire? *Can we find evidence of the Industrial Revolution in our area today? 	<p><u>Using sources as evidence</u></p> <p><u>Significance and interpretation</u></p> <p><u>Cause and Effect</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> *I can say what caused the Industrial Revolution *I can talk about what it was *I can give reasons for why it is important *I can say where it comes on a chronology *I can explain how it changed people's lives
	Year 6	Mythbusters	<ul style="list-style-type: none"> *What was life like in Ancient Greece? *What influence did Ancient Greece have on the Western World? 	<p><u>Early civilisation</u></p> <ul style="list-style-type: none"> *What were the Greek city states? *Compare the laws, school and lives in different city states of Ancient Greece *Compare different types of government (oligarchy and democracy compared with monarchies using the children's prior knowledge) 	<p><u>Chronology</u></p> <p><u>Constructing the past</u></p> <ul style="list-style-type: none"> *I can explain what the Ancient Greek city states were *I can compare the lives of ordinary people in different city states and contrast this with Athens and Sparta *I can talk about different types of government

				*what influence did the Ancient Greeks have on our society? (language, democracy and philosophy)	*I can use my prior knowledge of monarchy to contrast different governments *I can talk about some aspects of the legacy of Ancient Greece
Term Cycle Two	Year Group / Phase	Topic	Topic Focussed enquiry question	Component substantive knowledge (what do you want them to know, knowledge of the past)	Composite disciplinary knowledge (second order concepts) (End result – I can...)
Autumn Term	Key Stage One	Childhood over time	What was Queen Victoria's life like? Who had the best childhood, me or a Victorian child?	<u>Changes within living memory</u> <u>Significant individual</u> *How have children's toys changed? *What was childhood like for a Victorian child? *What was childhood like for my grandparents? *Who was the Queen in Victorian times?	<u>Using sources as evidence</u> <u>Vocabulary and communication</u> <u>Continuity and Change</u> *I can talk about how childhood has changed *I can compare a Victorian child's life with mine, *I can talk about experiences beyond my living memory
Autumn Term	Year 3 - 5	Mayans	What was life like for the Mayans? Compare and contrast the Mayans with British History	<u>Case Study</u> *What was the Mayan civilisation like? *What did they believe? *What legacy did they leave (chocolate, temples, hieroglyphs) *How does this compare with British History?(use prior knowledge of local history – churches, schools, industrial revolution)	<u>Chronology</u> <u>Constructing the past</u> <u>Continuity and change</u> <u>Significance and interpretation</u> *I can talk about the importance of the Mayans, *I can discuss what they believed, *I can discuss what evidence we have of their civilisation *I can compare this with evidence of British history (temples vs churches, hieroglyphs vs cave art)
Spring Term	Key Stage One	Heroes and Villains	Why do we remember Florence Nightingale? Who was Mary Seacole?	<u>Significant individual from the past</u> <u>Local Historical link</u> *Who was Florence Nightingale? *When was she alive (chronology) *What did she achieve? *What impact did her achievements have on today? *Compare Florence Nightingale and Mary Seacole	<u>Continuity and Change</u> <u>Chronology</u> <u>Cause and Effect</u> <u>Constructing the Past</u> *I can say who Florence Nightingale was and what she achieved *I can describe the impact of her achievements in today's society *I can compare Florence Nightingale and Mary Seacole's lives and achievements.

Spring Term	Year 3 - 5	Rhythm of the Rain	<p><u>Overview of Ancient Civilizations</u> Which were the Ancient Civilizations?</p> <p>Where do they fit on a chronology?</p>	<p>*Where were the civilisations in the world (geography link) *What did their landscapes have in common? *Compare and contrast their societies. *When did these civilisations exist? *What sources can we use to learn about them?</p>	<p><u>Chronology</u> <u>Constructing the past</u> <u>Continuity and change</u> <u>Significance and interpretation</u></p> <p>*I can find where they were on a map, *I can talk about the similarities in their landscapes *I can compare and contrast their societies *I can talk about when they existed *I can plot them onto a timeline *I can talk about where to find information about them (thinking historically)</p>
Summer Term	Key Stage One	Fire! Fire!	Who was to blame for the Great Fire of London?	<p><u>Significant event</u> *When did the GFOL happen? *How do we know about it? (Samuel Pepys) *What were the causes? *How did it change our lives? (short term, Plague – long term, building safety)</p>	<p><u>Cause and effect</u> <u>Chronology</u> <u>Continuity and Change</u></p> <p>*I can put the GFOL on a chronology, *I can talk about the causes of the GFOL *I can give an opinion of the main cause and say why I think this *I can describe the short and long term impacts of the GFOL.</p>
Summer Term	Year 3 – 5	Ancient Egypt	<p>What was life like for the Ancient Egyptians?</p> <p>Which civilisation left the most significant legacy; Egypt or the Mayans?</p>	<p><u>Continue case study</u> *Compare and contrast monarchy and pharaohs (build on prior knowledge of KS1) *What sources can we use to learn about the life of Ancient Egyptians? *How did Ancient Egyptians communicate? *How did Ancient Egyptians worship? *Compare and contrast the legacy of the Mayans and the Egyptians. (temples, pyramids etc)</p>	<p><u>Chronology</u> <u>Constructing the past</u> <u>Continuity and change</u> <u>Significance and interpretation</u></p> <p>*I can compare pharaohs and monarchy *I can talk about how we can find out about Ancient Egypt (working historically) *I can discuss why hieroglyphs are important *I can say how Ancient Egyptians worshiped and compare this to the Mayans *I can talk about the legacy of the Ancient Egyptians *I can compare the Ancient Egyptians and the Mayans *I can make a judgement about which civilisation was most significant for the Western world</p>

Term Cycle 3	Year Group / Phase	Topic	Topic Focussed enquiry question	Component substantive knowledge (what do you want them to know, knowledge of the past)	Composite disciplinary knowledge (second order concepts) (End result – I can...)
Autumn	Year 3, 4, 5	Stone Age to Iron Age	<p>What was the impact of settlements?</p> <p>How did life change from the Stone Age through to the Iron Age?</p>	<p>*What was the impact of changing from being hunter/gatherers to farmers?</p> <p>*How did creating settlements like Skara Brae impact on society?</p> <p>*How did the development of tools have an impact on they way people lived?</p> <p>*where does the Stone Age and Iron Age fit on a timeline?</p>	<p><u>Chronology</u> <u>Constructing the past</u> <u>Continuity and change</u> <u>Significance and interpretation</u> *I can talk about when the Stone Age and Iron Age were *I can explain how people used to gather and hunt for food *I can discuss how this changed into being farmers *I can talk about the impact this had on civilisation *I can complete a case study on a settlement (Skara Brae) and talk about the impact of this *I can explain how tools changed over time and the impact this had.</p>
Spring	Year 3, 4, 5	Anglo Saxons	<p>*What was life like in Britain for Anglo-Saxons?</p> <p>*Who ruled Anglo-Saxon Britain?</p>	<p>*Why did the Angles and Saxons settle in Britain?</p> <p>*What was life like in the early medieval period?</p> <p>*What was governance and religion like?</p>	<p><u>Chronology</u> <u>Constructing the past</u> <u>Continuity and change</u> <u>Significance and interpretation</u> *I can talk about the multiple kingdoms and the role of the church *I can say who the Angles and the Saxons were *I can talk about what they believed * I can explain how they lived</p>
Summer	Year 3, 4, 5	Vikings	<p>*What was the impact of the conflict with the Vikings?</p> <p>*How did the Viking invasion lead to the Battle of Hastings?</p>	<p>*Why were the Viking raids so significant? (link to prior knowledge of governance and religion)</p> <p>*What was the difference between the raid and invasion?</p> <p>*Who was Alfred the Great?</p> <p>*Why was his reign significant?</p> <p>*Who was Athelstan?</p> <p>*Why is he important?</p>	<p><u>Chronology</u> <u>Constructing the past</u> <u>Continuity and change</u> <u>Significance and interpretation</u> <u>Cause and Effect</u> *I can say why Vikings raided Britain *I can say when and why the raids changed to an invasion? *I can say who Alfred the Great was *I can say why he was important to British history</p>

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