Chronological N	onological Narrative Local events		Significant I	individuals		National/global significant events	Historical en and termino	•	Study of Civilisations	
History		Au	tumn			Spring		Sum	mer	
	1		2	1		2	1		2	
Nursery	'Autumn all around us' Study of Establish daily routines (eg snack- time) Discuss sequence of seasons - Autumn. Experience plant life-cycle through stories (eg Little Red Hen) and celebrating Harvest		'People Who Help Us' Study of Christmas (Bible story/ Nativity play/role play etc) Stories from the past A long time ago Consider where our local doctor's surgery/church/post office is. Make links to own experiences. Notice features of local environment (Walk to Post Office and Church).	'Once Upon Stude Discuss sequer seasons - Win' Notice when story/nursery characters are past (eg old-fo	y of nce of ter rhyme e from the	'Pirate Adventures' Study of Discuss sequence of seasons - Spring. Experience plant growth and life- cycle through gardening activities.	Experience plant growth and I through gardening Find out about the of butterfly or he egg hatching/cate the classroom. Think about our of and how we have	plant growth and life-cycle through gardening activities. Find out about the lifecycle of butterfly or hen through egg hatching/caterpillars in the classroom. Think about our ourselves		tudy of equence of Summer. cycles ey change over
	Local events	Chronology	Significant Individuals	Chronology	Historical enquiry	Chronology	Chronology	Histori cal enquiry	Local events	National/glo al significat events

Reception	New start - chroutines between and reception How have I chtime? Seasons- Autu Growth, how d change overtin Recalling journ summer holida	een nursery anged over amnal food? oes a seed ne? neys from the y- Past events	'Big Roars, here come the Dinosaurs/ Christmas' Study of Learning about the pre- historic world - similarities and differences between the world today Bonfire night - Who is Guy Fawkes? Remembrance day - Why do we remember? Christmas traditions - in our lives and the lives of others		'Zoom Rocket, Zoom/ Chinese New Year' Study of Space travel in the past - Neil Armstrong and Tim Peake. What did they do? Space travel in the future - will we live on other planets?	How has my bean recording and repthe growth of a behave I chang (growth) Easter story - us discovering how be important event	oorting changes in bean seed leed – baby to now ling the bible and caster became an	Stude the Story of and Jonah and Whale - story long time ago Observing and seasonal change	ries from a o I talking about ges - Spring to	'Let's exploreWild animals' Study of Review of the year and transition to Year One. How have we grown?	
	Historical enquiry	Chronology	Local Events	Significant individuals	Significant individuals	National/global significant events	Chronology	Historica I enquiry	National/g lobal significant events	Chronology	
Year 1		S		Shakespeare - A rson in locality' udy of: dividuals ant events, people heir own locality. everyday ms nd differences it is how we find out it er questions				Changes in li Significant i Vocabulary - Similarities Ways the po the past	Studiving memory individuals (cor everyday histand difference	torical terms	

		Chr ono log y	icont									Historical enquiry	Chrono	logy	Significant individuals	
Year 2	'Queen Victoria St Significant individuals (compai Vocabulary - everyday historia Similarities and differences Ways the past is represented Ask and answer questions	'The Plague' Study of National/global significant event Vocabulary - everyday historical terms Key events Ways the past is represented/how we find out about the past Ask and answer questions			'The Great Fire of London' Study of National/global significant event Vocabulary - everyday historical terms Key events Ways the past is represented/how we find out about the past Ask and answer questions											
	Significant individuals	Chronolog Y	Historical enquiry	Nation al/glob al signific ant events	His tori cal enq uiry	Chr onol ogy	Sig nifi can t indi vid uals	National/g lobal significant events	Histo rical enquir Y	Chron ology	Signif icant indivi duals					
Year 3	'Ancient Egypt' Study of: Achievements of the earliest civilisations The appropriate use of historical terms Knowledge and understanding of significant aspects of history Placing growing knowledge into different contexts Connecting and contrasting Establishing narratives Ask and answer questions about cause, change, significance, difference and similarities Understanding how knowledge of the past is constructed				udis								'Stone Age to Iron Age' Study of: Changes in Britain from stone age to the iron age The appropriate use of historical terms Knowledge and understanding of significant aspec of history Placing growing knowledge into different context Connecting and contrasting Establishing narratives Ask and answer questions about cause, change, significance, difference and similarities Understanding how knowledge of the past is constructed			

	Study of Civilisations	Historical enquiry	Significant individuals	National/glob al significant events					Chronology	Study of Civilisations	Historical enquiry
Year 4	The Roman Empire of The appropriate use Knowledge and unde Developing an under Develop a chronolog	e of historical te rstanding of sig istanding of why ical narrative al	y of: on Britain (55BC to erms gnificant aspects o y the Romans came bout the Roman En	f history to Britain Apire	Non-European Society The appropriate use of Knowledge and underst Placing growing knowle Connecting and contras Establishing narratives Ask and answer questic and similarities Understanding how kno Developing knowledge of as a Mayan.	thistorical terms anding of signifi dge into differer sting between dis sons about cause, owledge of the powerledge of the power of the	f: s cant aspects of h nt contexts fferent civilisatio change, significal ast is constructed				
		significant events	of Historica Civilisa enquiry tions	3	Study of Civilisations	Chronology	al significant events	Historical enquiry			
Year 5	'Ancient Greeks' <u>Study of:</u> Ancient Greece The appropriate use of historical terms								The Viking Edward the The approp Knowledge of history Placing grov Connecting Establishing Ask and ans	Stud tlement by Angl Anglo-Saxon st Confessor riate use of his and understand wing knowledge and contrasting g narratives swer questions of e, difference an ling how knowle	o Saxons and scots ruggle for England to torical terms ing of significant aspects into different contexts about cause, change,

	Chronology	Study of Civilisations	Significant individuals	Historical Enquiry		Historic al Enquiry	Nationa I/global signific ant events	Signific ant individu als	Chronolog Y	Study of Civilisatio ns
Year 6	'Hampton-in- Thematic study in B knowledge beyond 1! Local History study The appropriate use Knowledge and unde Placing growing know Connecting and cont Establishing narrati Ask and answer ques difference and simil Understanding how	WW1 and N Study o ritish History to 266. of historical te restanding of sig aledge into differ rasting. ves. stions about cau arities.	WW2' f: c extend chroi crms. nificant aspecerent contexts se, change, sig	nological ts of history. s. gnificance,		Thematic st chronologica Local Histor Location of changed ove The appropr Knowledge a history. Placing grow Connecting a Establishing Ask and ans significance Understand	rudy in Brital knowledg ry study. counties are time. riate use of and underst ving knowled and contrast y narratives wer question, difference ing how knowled d maps, at leading to the cocate countries and key	Study of sish History e beyond 10 and cities of anding of single into difficient constant and similar will be seen and si	to extend 066. UK; how land terms. ignificant asp ferent conte	use has pects of exts.
	Chronolog Local y Events	Historical enquiry	Nationa /global signific ant events	Significant individuals		Chronology	Local Events	Significar individual	Histori	ical enquiry