

History Program of Study

Nursery – Follow Development Matters Guidance			Links in Red
Reception – Linked to Early Learning Goals			Links in Blue
Year	Topic (Substantive Knowledge)	Long Term Learning (Substantive Knowledge)	Skills
1	Transport Transport Books EYFS Learning Environment: Range of transport types provided	<ul style="list-style-type: none"> To identify modes of transport from the past. To describe how the invention of trains changed British life. To name the Wright brothers and identify the invention of aeroplanes. 	<ul style="list-style-type: none"> Begin to identify changes within living memory. To identify events beyond living memory. To study the lives of significant individuals in the past.
1	Toys Our Family – Explore games played by people in their families EYFS Learning Environment: Range of toys	<ul style="list-style-type: none"> To identify and name toys from the past. To compare and describe old and new toys. To identify how toys have changed. 	<ul style="list-style-type: none"> To compare our lives with the lives of those in the past. Describe and organise historical objects (sort & timeline). Order decades chronologically.
1	Queens Traditional Tales with Kings and Queens Significant Royal Events: Queen’s Death and King’s Coronation Queens & Knights toys Significant events celebrated and discussed e.g. Jubilees	<ul style="list-style-type: none"> To name and identify three queens of England. To compare everyday life in Tudor and Victorian eras. To identify how everyday life has changed. 	<ul style="list-style-type: none"> To study the lives of significant individuals in the past. To identify significant historical events, people and places and compare them to the present day.
2	Great Fire of London Where we live? London’s famous buildings Bonfire Night Local environments and landscapes are taught and discussed (London)	<ul style="list-style-type: none"> Understand that the time period is in the past and have some understanding about what that means. To know how and where the great fire started. To know what happened during the great fire and the key impact of the event on London and its people. 	<ul style="list-style-type: none"> To study the impact of a significant event in history. Begin to understand a time period in terms of chronology of Britain To begin to use different historical sources.
2	Florence Nightingale & Mary Seacole Black History Week Little People, Big Dreams books are utilised to explore people of change e.g. Rosa Parks, Amelia Earhart and Ernest Shackleton	<ul style="list-style-type: none"> Understand that the time period studied is in the past and have some understanding about what that means. To know who Florence Nightingale and Mary Seacole were and when they lived and worked. To know where FN and MS went and why. To know what hospital conditions were like before and how FN changed them. 	<ul style="list-style-type: none"> To study the impact of significant individuals in history. Begin to understand this time period in terms of chronology of Britain To begin to use different historical sources.
2	Remembering History Our Family – Exploring family generations What was I like when I was a baby? Remembrance Day Recent events are discussed, linked to topical news Past history: Remembrance Day	<ul style="list-style-type: none"> Understand that the events studied are in the past and have some understanding about what that means. To know events that happened in the past are remember today with monuments and special dates. To understand that the poppy represents remembrance of those who have fought and died in wars. 	<ul style="list-style-type: none"> To study the impact of a significant event in history. Begin to understand a time period in terms of chronology of Britain To begin to use different historical sources.

3	<p>Prehistoric Britain</p> <p>Books and boxes of dinosaur toys</p> <p>Dinosaurs</p> <p>Cave men and women</p> <p>Fossils</p> <p>Explored through EYFS Learning Environment</p>	<ul style="list-style-type: none"> • Be able to place this time period in a historical context (e.g. a timeline or similar). • Know the order and key characteristics of the Palaeolithic, Mesolithic and Neolithic periods. • To understand that our evidence about prehistoric Britain comes solely from primary sources and sites that have been found by archaeologists – no written sources. • Know key characteristics of the bronze and iron ages in Britain and Europe. 	<ul style="list-style-type: none"> • Understand this time period in terms of chronology of Britain • Begin to use a range of sources as directed to learn about a time period
3	<p>Early Civilisations & Ancient Egypt (Depth Study)</p>	<ul style="list-style-type: none"> • To understand the terms BC and AD and what they signify in terms of chronological history. • To be able to identify 3 or more of the following early civilisations: Ancient Sumer, Indus Valley, Ancient Egypt, the Minoans, Ancient Greece, the Shang Dynasty, the Phoenicians and Ancient Rome. • To be able to discuss significant leaders, architecture, language and culture from Ancient Egypt. 	<ul style="list-style-type: none"> • Begin to compare contemporary time periods in different localities. • Understand time periods in terms of chronology to each other and to Britain. • To use artefacts to build an understanding of the past.
3	<p>Invaders and Settlers – The Romans</p> <p>Books and boxes of knights, queens, kings and castles</p> <p>Knights</p> <p>Castles</p> <p>Explored through EYFS Learning Environment</p>	<ul style="list-style-type: none"> • Be able to place this time period in a historical context (e.g. a timeline or similar). • Know where the Roman's came from and why they wanted to conquer Britain. • Know the key differences between Roman culture and that of the Britain's the conquered. • Understand that the Roman occupation left a legacy on Britain 	<ul style="list-style-type: none"> • Understand this time period in terms of the chronology of British history with references to previously learnt time periods. • Begin to use a range of sources as directed to learn about a time period
4	<p>Anglo-Saxons, Picts and Scots</p> <p>Books and boxes of knights, queens, kings and castles</p> <p>Knights</p> <p>Castles</p> <p>Explored through EYFS Learning Environment</p>	<ul style="list-style-type: none"> • Be able to place this time period in a historical context (e.g. a timeline or similar). • Who know the Anglo-Saxons were, where they came from and why they came to Britain. • Know who the Picts and Scots were and that they were not conquered by the Anglo-Saxons. • Know key characteristics of Anglo-Saxon life in Britain and what key evidence sources there are (Sutton Hoo). 	<ul style="list-style-type: none"> • Understand this time period in terms of the chronology of British history with references to previously learnt time periods. • Begin to use a range of sources as directed to learn about a time period
4	<p>The Normans</p> <p>Books and boxes of knights, queens, kings and castles</p> <p>Knights</p> <p>Castles</p> <p>Explored through EYFS Learning Environment</p>	<ul style="list-style-type: none"> • Be able to place this time period in a historical context (e.g. a timeline or similar). • To know that in 1066 William the conqueror brought an invading Norman army to England and defeated Harold (Hardrada) at the battle of Hastings. • To know how William subdued rebellion in the North of England (Harrowing of the North) • To know what the Domesday book is and its importance as a historical source. 	<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative and how different time periods interact and influence others. • Begin to use a range of sources with guidance to draw conclusions about historical time periods.
4	<p>The Maya Civilisation</p>	<ul style="list-style-type: none"> • Be able to place this time period in a historical context (e.g. a timeline or similar). • To know where and what modern countries are now in this land mass. • To know about how the Mayan civilisation was organised in city states and pyramid systems. • To know about the different gods the Maya worshipped. • To know about what daily life was like for the Maya and the development of their own writing 	<ul style="list-style-type: none"> • Understand this time period in terms of the chronology of British history with references to previously learnt time periods. • Come to conclusions based on artefacts. • Compare oral histories and archaeological evidence. • Use maps to identify where

		<p>system.</p> <ul style="list-style-type: none"> To know about the decline of the Mayan civilisation. 	Maya was.
5	<p>Victorians – The industrial Revolution</p> <p>Materials Clothing Explored through EYFS Learning Environment</p>	<ul style="list-style-type: none"> Be able to place this time period in a historical context (e.g. a timeline or similar). Know who Queen Victoria was and key events of her reign. Know what is meant by the term ‘industrial revolution’ and the key ways that certain inventions transformed the country (migration, new cities, pollution, industrial work...). Know key characteristics of life in Victorian England. Know about the British empire and its key features and legacy. 	<ul style="list-style-type: none"> Understand this time period in terms of the chronology of British history. Understand how Britain has been influenced by and has influenced the wider world. Begin to use and evaluate the reliability of a range of historical sources and draw conclusions from this research. Begin to understand key historical concepts*
5	<p>WW1</p> <p>Remembrance Day Remembrance Day Topical news: War and Peace</p>	<ul style="list-style-type: none"> To understand how WW1 started and ended. To explore what life was like for people and animals on the frontline and on home soil. To investigate the advancements of warfare during this period. 	<ul style="list-style-type: none"> Understand key historical concepts. To make inferences based on real images of WW1. Know and sequence key events of time studied. Examine causes and results of great events and the impact
5	<p>The Changing Role of Women</p> <p>Jobs in the home: Male and Female jobs Little People, Big Dreams books are utilised to explore people of change: Rosa Parks Amelia Earhart</p>	<ul style="list-style-type: none"> Be able to place various people and events in a historical context (e.g. a timeline or similar). To be able to summarise the role of women before the 19th century. To know what the suffrage movement was, the ways in which women fought for the vote and why WW1 enabled women’s suffrage. To know what the second wave feminist movement was campaigning for equal rights and their key areas of focus (equal pay, maternity rights, access to education...) 	<ul style="list-style-type: none"> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Understand key historical concepts* Understand how Britain has been influenced by the wider world. Begin to be able to draw conclusions from evidence about historical trends and changes over long periods of time.
6	<p>Ancient Greece and their influence on the modern world.</p>	<ul style="list-style-type: none"> Be able to place this time period in a historical context (e.g. a timeline or similar). Be able to reflect on the ways Ancient Greek civilisation has had influence over modern culture. To understand that democracy started in Ancient Greece and the form it took. To understand the influence of the Greek Gods in the Ancient Greek culture and religion. To understand the Olympics started in Ancient Greece and to compare with the modern Olympics 	<ul style="list-style-type: none"> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Understand key historical concepts* Compare contemporary time periods in different localities. Understand how Britain has been influenced by the wider world.
6	<p>WW2</p> <p>Remembrance Day Remembrance Day</p>	<ul style="list-style-type: none"> Be able to place this time period in a historical context (e.g. a timeline or similar). To understand why we had rationing and its effects on the people of Britain 	<ul style="list-style-type: none"> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how

	<p>Topical news: War and Peace</p>	<ul style="list-style-type: none"> • To understand what the Blitz was and its effects on the children of Britain • To know what evacuation was and the different experiences the children went through. • To find out how propaganda was used to get the people of Britain to follow the wills of the government. 	<p>and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> • Understand key historical concepts* • Understand how Britain has been influenced by the wider world. • Be able to reflect on changes to society after a significant event in the nation's history.
6	<p>Tribes of Britain My Family: Who lives in my house? Grandparents Day My Family: Origin and Traditions</p>	<ul style="list-style-type: none"> • Be able to place the various wave of immigration in historical context (timeline). • Understand the short term and long term changes to Britain that each wave of immigration brought with it. • Know the different peoples that came to Britain, where they came from, why they came and key aspects of their cultures. • Be able to reflect on modern Britain in the context of these waves of immigration and in what ways our culture is a composite of the peoples that have been absorbed with in it. 	<ul style="list-style-type: none"> • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Understand key historical concepts* • Understand how Britain has been influenced by the wider world. • Begin to be able to draw conclusions from evidence about historical trends and changes over long periods of time.

*Historical concepts (**Disciplinary Knowledge**):

- Continuity and change

- Cause and consequence

- Similarity and difference

- Historical significance

- Sources and evidence

- Interpretations: make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses