

## Long Term Sequence of **History**: Nursery - Year 6

BIG IDEAS - SUBSTANTIVE CONCEPTS							
<b>Chronology</b>	<b>Civilisation</b>	<b>Conflict</b>	<b>Defence</b>	<b>Democracy</b>	<b>Empire</b>	<b>Government</b>	<b>Invasion</b>
<b>Monarchy</b>	<b>Power</b>	<b>Religion</b>	<b>Settlement</b>	<b>Society</b>	<b>Technology</b>	<b>Trade</b>	<b>Warfare</b>

DISCIPLINARY KNOWLEDGE - HISTORICAL ENQUIRY					
<b>Cause and consequence</b>	<b>Continuity and change</b>	<b>Similarity and difference</b>	<b>Significance</b>	<b>Evidence</b>	<b>Interpretation</b>

History Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Past and present (Community, Knowledge)</p>	<p>Toys Past and present (Chronology, society, technology)</p> <p>Transport and travel (Chronology, society, technology)</p> <p>People who make a difference (Conflict, government, power, society)</p>	<p>Kings and Queens (Government, monarchy, power)</p> <p>Victorian Britain (Power, government, society)</p> <p>The Great Fire of London (Government, monarchy, settlement, society, technology)</p>	<p>Stone age to Iron age (Chronology, religion, settlement, society, trade)</p> <p>Ancient Egyptians (Chronology, civilisation, government, power, religion, settlement, society, technology)</p>	<p>Local history - Scarborough (Settlement, defence, invasion, society, power)</p> <p>The Romans and Roman Britain (Conflict, empire, invasion, power, settlement, society, civilisation, religion, trade)</p>	<p>Maya civilisation (Civilisation, empire, religion, settlement, society, technology, trade)</p> <p>Anglo Saxons and Scots (Defence, monarchy, power, religion, settlement, society)</p> <p>Vikings (Conflict, invasion, monarchy, society, technology, trade, warfare)</p>	<p>Ancient Greece (Civilisation, democracy, empire, government, invasion, power, society)</p> <p>Conflict and resolution (Conflict, empire, society, technology, warfare)</p>



NATIONAL CURRICULUM PROGRAMMES OF STUDY						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory.</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</li> <li>• <b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			