



EYFS – Understanding the World

Changes within living memory & an event beyond living memory

Local History and Heritage

Significant Individuals and national events within and beyond living memory

Key concepts and themes: Settlement (community) and chronological understanding, continuity and change

Key concepts and themes: Settlement (community), chronological understanding, continuity and change, art and culture, historical significance

EYFS

Who am I? **Family History and my story**

Where do I live? **Heritage** and community

What was life like on a farm? Pre-step for Stone Age units (yr3)

KS1

How have toys changed within living memory? (Y1)

What did my local area look like beyond living memory? **Heritage** (Y1)

Why do historians see Florence Nightingale as significant? (Y1)

Why do historians consider Mary Seacole to be a significant person? (Y2)

Within Living Memory

Beyond Living Memory

What was life like for miners in Hollinswood beyond living memory? (Yr2) **Heritage**

Key concepts and themes: settlement, power (law and order/kingship), causation and change, continuity and change, chronological understanding

Key concepts and themes: Settlement (community), art and culture, warfare and invasion, power, religion and beliefs, trade chronological understanding, continuity and change, similarities and differences

What was happening nationally that caused the Cinderloo Riot? **Heritage focus** (Rule of law and individual liberty)

What can artefacts teach us about why and how Anglos-Saxons invaded and settled in Britain? (Yr4)

How did the Roman invasion change settlement in Britain? (Y3) Wroxeter and the Cornovi tribe **Heritage focus**

What was the Cinderloo riot all about? (Y3) **Heritage focus** (Rule of law and individual liberty)

How did settlement change throughout the Stone Age? (Wrekin Hillfort and Cornovi tribe- Yr3) **Heritage Focus**

LKS2

What caused the Fire of London and how did it change Britain? (Y2)

Early human activity in Britain from the Paleolithic to 1066

Key concepts and themes: Settlement (community), art and culture, warfare and invasion, power, religion and beliefs (church and state), trade (empire), chronological understanding, continuity and change, similarities and differences, historical interpretation (sources, reliability and evidence)

Why did the Vikings invade Britain and who were they? Yr4 (migration and immigration)

UKS2

Why does Ancient Greek history matter so much? (Yr5)

What was the legacy of Ancient Greece in our local area? (Yr5) **Heritage Focus** (individual liberty)

What did life and death look like in Ancient Egypt? (Depth study-Yr5)

Was the Kingdom of Benin a 'great civilisation'? (Yr6) (respect and tolerance)

How was power inherited by British monarchs? (Tudors and the Church) (Rule of law and democracy)

How did power change in Britain during, before and after the British civil war? **Heritage Focus** (rule of law, individual liberty and democracy)

Concurrent World Civilizations and Events

1066 to 2023

World History (year five and Autumn year six)

British History- Power, monarchy and chronological narrative (1066-present day)

History Curriculum Road Map (2023-24)

Key substantive **historical** concepts embedded and repeated throughout the curriculum are:

- **Chronological knowledge and understanding**
- Settlement (community)
- Power
- Trade
- Art and culture
- Religion and beliefs
- Warfare and invasion

See MTPs

Second order concepts are taught progressively through historical enquiry which are:

- Causation and change
- Change and continuity
- Similarities and differences
- Historical interpretation (including sources and evidence)
- Historical significance

See progression grid