



EYFS DEVELOPMENT MATTERS

Development Matters and Statutory ELGs are not the EYFS curriculum This outlined a top-level view of how children develop and learn. Children’s early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child’s level of development and make informed decisions about what a child needs to learn and be able to do next.

Children in Nursery will be learning to:

Maths	<ul style="list-style-type: none"> •Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
UW	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family’s history. • Understand the key features of the life cycle of a plant and an animal.

Children in Reception will be learning to:

UW	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
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Statutory Framework Early Learning Goals

Communication	<ul style="list-style-type: none"> • Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
UW	<ul style="list-style-type: none"> • Past and Present - Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

<u>NATIONAL CURRICULUM PROGRAMME OF STUDY</u>	<u>SPECIFIC KNOWLEDGE AND SKILLS</u>	<u>TOPIC LINK/S</u>
<p><u>YEAR 1 TERM 2</u> Children will learn about events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> • Understand why, where and when the Gunpowder plot took place. • Say who Guy Fawkes was. • Research what he would have looked like/worn. • Sequence the events. 	<p><u>Celebrations</u> Children will look at the events and key figures of the Gunpowder Plot.</p>
<p><u>YEAR 1 TERM 3</u> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<ul style="list-style-type: none"> • Sequence the story of a significant historical figure. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework. 	<p><u>Superheroes</u> Children will learn about real-life heroes from the past, including Florence Nightingale and compare how nursing has changed and improved over the years.</p>

YEAR 1 TERM 4

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- Sequence the story of a significant historical figure (eg Tim Peake)
- Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).

Moon zoom

Books, photographs and other evidentiary sources will help us to learn about the first lunar landing and the astronauts who venture into space.

YEAR 2 TERM 1

Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

- Use the stories of famous historical figures to compare aspects of life in different times.
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- Children should know where the people and events they study fit within a chronological framework.
- Children should use a wide vocabulary of everyday historical terms.
- Children should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Children should understand some of the ways in which we find out about the past.

Land Ahoy

Children will learn about famous explorers, pirates like Blackbeard and Anne Bonny and heroines of the sea like Grace Darling.

YEAR 2 TERM 4

Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

- Explain their reasons why some sources are more useful than others in their historical enquiry.
- Start questioning the reliability of some historical evidence.
- To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.
- To identify differences and similarities between ways of life in different periods in the context of comparing presentday living to how people of London lived during 1666.
- To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.
- To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.
- Order events in a period of history studied

Fire! Fire!

Children will learn Explain how we know about the Great Fire of London from a variety of primary sources and have an awareness of how London has changed, including its buildings, people and transport.

YEAR 2 TERM 5

Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant people/places/events in their own locality.

- to recall the dates of important festivals or celebrations.
- Ask and answer questions about a range of historical sources.
- Investigating layout and features of Warwick Castle

Castles

Children will learn all about the different parts of a castle and describe how they have changed over time using maps, photographs and artefacts. They will study Warwick Castle as an example.

YEAR 3 TERM 1

Learn about changes in Britain from the Stone Age to the Iron Age.

- Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time.
- Choose the most important source material for a task, showing awareness of a range of sources.
- Suggest useful research questions.
- Describe some of the main changes in Britain, resulting from an event.
- Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.
- Use appropriate historical vocabulary to describe key features of a time period.

Tribal tales/Stonehenge!

Children will learn about changes in Britain from the Stone Age to the Iron Age, a period spanning more than 2.5 million years of prehistory up until the Roman invasion of AD 43.

They may study a range of topics (such as religion, farming and culture) and how these things were experienced by people during the Stone Age, Bronze Age and Iron Age.

YEAR 3 TERM 2

Children will address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

- Place different periods of time on a timeline and remember key historical facts and some dates.
- Use a range of source materials to answer questions about people in the past.
- Explain how a significant figure of the period influenced change.

Heroes and villains

Children will learn about women who changed the world.

YEAR 3 TERM 5 AND 6

Learn about the Roman Empire and its impact on Britain.

- Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.
- Choose the most important source material for a task, showing awareness of a range of sources.
- Analysing artefacts
- Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.
- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
- Use a range of source materials to answer questions about the past which go beyond simple observations.
- Choose the best way to record a range of historical information, giving reasons for the choice.
- Ask and answer more complex questions through independent research.
- Explain how significant historical figures contributed to national and international achievements in a variety of eras.
- Explain the impact of a significant historical figure on life in Britain. (eg Hadrian and his wall, which Caesar invaded Britain and when, Boudicca, Caractacus, etc)
- Express an opinion on whether a person or event had a positive or negative impact on life in Britain. Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.
- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and

Romans Rock!

Children will learn about the Roman Empire and its impact on Britain during the time the Romans occupied the country (between AD 43 and AD 410).

Children will find out about Roman gods and other aspects of daily life in the shadow of Vesuvius.

difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.

- Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.
- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped.
- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths.

YEAR 4 TERM 2/3

Learn about Britain's settlement by Anglo-Saxons and Scots.

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
- Use a range of source materials to answer questions about the past which go beyond simple observations.
- Choose the best way to record a range of historical information, giving reasons for their choice.
- Ask and answer more complex questions through independent research.
- Explain the impact of a significant historical figure on life in Britain.
- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
- Explain the impact of a significant historical figure on life in Britain. Eg William the Conqueror, Alfred the Great.
- Make connections between two periods of history, to begin to develop historical perspective.

Settlements, Traders and Raiders to 1066

Children will learn about Britain's settlement by the Anglo-Saxons and Scots, about the early settlers from Ireland, Germany, Denmark and the Netherlands and how they made a new life for themselves in Britain. Children will learn where the Anglo-Saxons settled and the names of their seven kingdoms.

Children will learn about the Viking and Anglo-Saxon struggle for control of the Kingdom of England to the time of Edward the Confessor. This includes the study of Viking raids on Britain from AD 793 as well as Anglo-Saxon kings such as, Alfred the Great and Edward the Confessor (AD 1042 – 1066)

YEAR 4 TERM 4

Learn about Ancient Greece & a study of Greek life and achievements and their influence on the western world.

- Use appropriate historical vocabulary to describe key features of the time period.
- Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.
- Choose the most important source material for a task, showing awareness of a range of sources.
- Explain how a significant figure of the period influenced change.
- Explain how a significant figure of the period influenced change. Eg Archimedes in his bath, Hippocrates, etc
- Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. Eg Thermopyle, Marathon, etc

Gods and mortals

Children will learn about when the Ancient Greek people lived, key facts about the Battle of Marathon and the Trojan War, Ancient Greek gods and know some features of Greek myths.

Children will also learn how and why the Greek Empire was so successful and how the political system worked.

Children will examine artefacts in order to draw conclusions about what life was like in Ancient Greece.

YEAR 5 TERM 1 / 2

Learn about 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; Ancient Egypt; The Shang Dynasty of Ancient China.

- Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.
- Independently place historical events or change on a timeline, remembering key facts from a period of history studied.
- Follow independent lines of enquiry and make informed responses based on this.
- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.
- Explain why people acted as they did.
- Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.
- Follow independent lines of enquiry and make informed responses based on this.
- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.
- Describe how a significant individual or movement has influenced the UK or wider world. Eg Carter and Caernarvon, Cleopatra, Ramses
- Independently place historical events or change on a timeline, remembering key facts from a period of history studied.
- Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification

Egypt

Children will learn what was important to people during ancient Egyptian times and about the powers of different Egyptian gods. Children will raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. Children will devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people and construct informed responses that involve thoughtful selection and organisation of relevant historical information.

process used by the ancient Egyptians. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.

YEAR 5 TERM 6

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

- Independently place historical events or change on a timeline, remembering key facts from a period of history studied.
- Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).
- Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world. E.g. the Reformation, Armada, etc
- Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.
- Independently place historical events or change on a timeline, remembering key facts from a period of history studied.

Tudors

Children will learn about influential people of the period, and use source materials. Children will learn about learn more about Henry's life, his marriages and his break from the Roman Catholic church.

YEAR 6 TERM 1

Learn about 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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

- Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.

Hola Mexico!

Children will learn different ritual elements of the Ancient Maya religion and describe some of the main gods in detail.

Children will learn the larger numbers, combining some syllabograms to create glyph blocks and write some words. Children will learn the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.

YEAR 6 TERM 2

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Showing knowledge of how to check for accuracy.
- Describe the negative or positive impact of a period of history on contemporary society.
- Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
- Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.
- Describe how lives have been influenced by a significant individual or movement eg Fascism, Nazism, etc.
- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.
- Regularly address and devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.
- Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.

War

Children will learn and be given opportunities to offer reasons, explore and explain why the war started, the significance of key events, explain how and why the changing role of women was significant to the war effort and recall key facts about rationing, evacuation and the Holocaust.

YEAR 6 TERM 5

Conduct a local history study.

- Use a range of local history resources to describe how an event (e.g. the Black Death, railway expansion, industrial revolution) affected a local town or village.
- Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways in Didcot.
- Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain.
- Note connections, contrasts and trends over time and
- develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the Didcot railway of the past and present.
- Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people of Didcot and the surrounding villages.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms e.g by learning **how** and **why** locomotives have changed over time.

Local Study – All about Didcot.

A local history study, looking at what life was like for ordinary people living through those times.

Children will learn about the different locomotive technologies that have developed over time and the part Didcot played. Children will learn about some of the main train routes in Great Britain and both positive and negative effects of the railways. Children will learn some biographical details about some historically significant individuals and locomotives.

YEAR 6 TERM 6

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy.
- Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
- Examine and analyse historical artefacts including fossil evidence and how they support Darwin's theory of evolution.
- Suggest why, in the context of the period, Darwin's idea were received as they were by different groups of people.
- Describe the negative or positive impact of a period of history/movement or idea on contemporary society.
- The development of organ transplants
- Dr. Fleming and penicillin.
- The legacy of the Victorians on society.

Darwin's delights

Children will learn from primary historical sources about a leading figure of historical significance.