
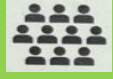









Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Topic: Space 1942-2023	Topic: traditional tales /Christmas	Topic: Who Lives Here? (local area) 1700-2023	Topic: Animal Kingdom	Topic: lego and toys from the past 1800-2023	Topic: The Seaside 1800-2023
Substantive concept	Achievement and legacy 		Society 		Society 	Society 
Enquiry question	Who is the most significant: Neil Armstrong or Tim Peake?		What is the most significant building in Northfeild?		How much have toys changed since the 1800s?	How similar are seaside holidays today and seaside holidays in the past?
Second order concept	Historical Significance		Historical significance		Change and continuity	Similarity and difference
Knowledge Curriculum coverage	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 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 (Neil Armstrong, Tim. Peake moon landing and ISS) 		<ul style="list-style-type: none"> significant historical events, people and places in their own locality (History of Northfeild) 		<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (comparing toys from The past to now) 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (comparing the seaside from. The past to now)

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Topic: Tales	Topic: Castles and Christmas 500-1500	Topic: Bostin' Birmingham (Landmarks)	Topic: Bostin' Birmingham (George Cadbury) 1824-2023	Topic: Our Great World 1897-1985	Topic: Our Great World
Substantive concept		Conflict 		society 	movement of people 	
Enquiry question						
Second order concepts		Cause and consequence		Change and continuity	Historical significance/sources and evidence	
Knowledge Curriculum coverage		<ul style="list-style-type: none"> significant historical events, people and places in their own locality (castles) 		<ul style="list-style-type: none"> 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 historical events, people and places in their own locality 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 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 	

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – year 1 summer 1 and 2
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Autumn 1 in year 1 Summer 1 in year 2
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] – Year 1 autumn 1 and year 2 spring 2 (national) and summer 1 (international)
- significant historical events, people and places in their own locality.- year 1 spring 1 and year 2 autumn 2 and Spring 2

Year 1		
Knowledge 	Skills 	Vocabulary 
<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 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 (Neil Armstrong, Tim. Peake moon landing and ISS) significant historical events, people and places in their own locality (History of Northfeild) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (comparing toys from The past to now) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (comparing the seaside from. The past to now) 	<ul style="list-style-type: none"> Explore sources of information and artefacts from the past Find answers to simple questions about the past from sources of information including artefacts and photographs. Compare similarities and differences between given stimulus e.g. photographs showing change e.g. How have buildings in Northfield changed over time? Find answers to simple questions about the past from sources of information Sequence events in chronological order Recount and sequence stories from the past e.g. Neil Armstrong landing on the moon Use some key vocabulary when talking about events in the past Recognise some differences between life today and life in the past 	<p>Key Words children should know from Reception</p> <p>first next change then now people</p> <p>New vocabulary for year 1</p> <p>event similar different object past history today tomorrow yesterday sequence significant impact</p>

Year 2		
Knowledge 	Skills 	Vocabulary 
<ul style="list-style-type: none"> significant historical events, people and places in their own locality (castles) 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 historical events, people and places in their own locality events beyond living memory that are significant nationally or globally 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 	<ul style="list-style-type: none"> Explore sources of information and artefacts from the past and begin to ask questions they would like to find answers to Find answers to questions about the past from a broad range of sources, comparing their similarities and differences develop and justify arguments using a broad range of sources Sequence events in chronological order and discussing the causes and consequences of the changes Recount and sequence stories from the past e.g. first flight Use some key vocabulary when talking about events in the past Recognise and discuss some differences between life today and life in the past 	<p>Key words children should know from Year 1</p> <p>today tomorrow yesterday past history change then now event same different object sequence significant impact</p> <p>New vocabulary for year 2</p> <p>present important time order era chronological artefact sequence</p>