

History at Saltford School - Two year Rolling Program

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Understanding the world People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>MD. Children use everyday language to talk about time, to compare objects and to solve problems.</p> <p>CL. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>KW. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>CL. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>EAD Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology</p> <p>PSED They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>CD Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>EAD Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology</p>					
	<p>All About Me</p> <p>Farming and Harvest Time</p> <p>Traditional Stories</p>	<p>Traditional Stories</p> <p>Festivals and Celebrations</p> <p>Divali</p> <p>The Christmas Story</p>	<p>Cold</p> <p>Traditional Stories</p> <p>Penguins and Explorers</p> <p>Chinese New Year</p>	<p>Traditional Stories</p> <p>Space</p> <p>Easter</p>	<p>Growth and Change</p> <p>Traditional Stories</p>	<p>Dinosaurs</p> <p>Under the sea</p> <p>Pirates</p> <p>Our Community</p>
KS1 Year A	<p>Events beyond living memory/ Using Secondary Sources</p> <p>Know where people and events fit within a chronological framework.</p> <p><u>Great Fire of London</u></p>		<p>Events Beyond Living Memory/Chronology Skills</p> <p>Know where people and events fit within a chronological framework.</p> <p><u>Timeline of Transport through the ages.</u></p>		<p>Describe Changes within living memory/Chronology Skills</p> <p>Know where people and events fit within a chronological framework.</p> <p>Study changes within living memory.</p> <p><u>Rocking Fifties and Swinging Sixties</u></p>	

<p>KS1 Year B</p>	<p>Describe Events Beyond Living Memory/ Make comparisons between events now and in the past</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p><u>Victorian Christmas</u></p>	<p>Describe Significant Historical Individuals and their impact</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p> <p><u>Medical Heroes</u></p>	<p>Describe Significant Historical Individuals Beyond Living Memory</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p><u>Castles</u></p>
<p>LKS2 Year A</p>	<p>Describe some similarities and differences between the Earlier and New Stone Ages.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Develop appropriate use of historical terms.</p> <p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p><i>(hunter gatherers, Neolithic forts, Religion)</i></p>	<p>To understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods of childhood.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p><u>WW2- What was life like for children in Britain? (Local focus)</u></p>	<p>Select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain. (Timelines, army, invasion, life and culture, roads, Bath Spa)</i></p> <p><i>Recognise and provide a reason why different people might have different views about the Romans.</i></p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>The Roman Empire (British and Local Focus)</u></p>

<p>LKS2 Year B</p>		<p>A period of history that is significant locally, contrasts in British history cultures/ traditions, timelines, understanding another culture form the past.</p> <p>Ancient history and Civilisations</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Develop appropriate use of historical terms.</p> <p><u>Ancient Egypt</u></p>		<p>British History, Suggest causes and consequences of some of the main events and changes in history, describe changes that have happened in the locality of the school over history, use dates and terms to describe event. Describe some relevant causes for, and effects on, some of the key events and developments covered. E.g. Describe some reasons why conditions for children changed over time.</p> <p>To ask valid questions for enquiries and answer using a number of sources. E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><u>Victorians</u></p>
<p>UKS2 Year A</p>	<p>Identify the main reasons for the start of WW1 and the major events and how they impacted on people's lives.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about cause.</p> <p><u>World War 1</u></p>	<p>What did Georgian Bath look like?</p> <p>To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><u>Georgian Bath</u></p>	<p>What did Saltford look like then and now?</p> <p>To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contrasts and trends over time.</p> <p><u>Local history - Saltford</u></p>	

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<p>UKS2 Year B</p>	<p>Who were the Tudors? When did they live? <i>(inc. History, trade, war, exploration)</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p> <p><u>Tudors and the wider world – trade, colonies and war</u></p>	<p>Ancient History and civilisations</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about significance.</p> <p><u>Ancient Greece</u></p>	<p>British History, settlement Address and devise historically valid questions about cause. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. To develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Address and devise historically valid questions about significance.</p> <p><u>Vikings and Anglo Saxons</u></p>
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