



|             | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|-------------|--|---|--|---|--|---|
| <b>EYFS</b> | <p>Comparisons of seasonal differences overtime <b>21st Century</b></p> <p>Look closely at similarities, differences, patterns and change<br/>Develop understanding of growth, decay and changes over time</p>   | <p>Comparisons of different celebrations <b>21st Century</b></p> <p>Talk about past and present events in their own lives and in the lives of family members.<br/>To ask questions to develop understanding of past events.<br/>Use past present and future to describe events.</p>   | <p>Comparison of different New Year celebrations <b>21st Century</b></p> <p>Talk about past and present events in their own lives and in the lives of family members.<br/>To ask questions to develop understanding of past events<br/>Use past present and future to describe events.</p>     | <p>Comparisons of seasonal differences overtime <b>21st Century</b></p> <p>Look closely at similarities, differences, patterns and change<br/>Develop understanding of growth, decay and changes over time</p>  | <p>Comparisons of different celebrations <b>21st Century</b></p> <p>To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences in relation to places, objects, materials and living things.</p> | <p>Changing me <b>21st Century</b></p> <p>Look closely at similarities, differences, patterns and change<br/>Develop understanding of growth, decay and changes over time<br/>To explain how they have changed from a baby to a child.<br/>To put the growth of a child in chronological order.</p>                                     |
| <b>YR 1</b> | <p>Chronological Order of human growth—<b>21st Century</b></p> <p>To use common words and phrases relating to the passing of time<br/>To put the growth of a child in chronological order.</p>   | <p>Weather</p> <p>To recall the four seasons and their features.<br/>To identify the similarities and differences of seasons and weather.</p>   | <p>Space travel- Neil Armstrong <b>20th Century</b></p> <p>To know that people and events they study fit within a chronological framework.<br/>To identify similarities and differences between ways of life in different periods.<br/>Use a wide vocabulary of everyday historical terms.</p> | <p>Physical and Human geography and seasonal weather.</p> <p>To be able to compare regions such as UK and Australia.<br/>To identify similarities and differences of seasons and weather.</p>   | <p>Pirates– Harry Paye <b>14th—15th Century</b></p> <p>To know about the events beyond living memory that are significant nationally.<br/>To ask and answer questions, using sources to demonstrate an understanding of key features of events.</p>                          | <p>Pirates– Compass work</p> <p>To know North, West, South and East.<br/>To follow compass directions.<br/>To use a compass and follow simple directions.<br/>To use previous knowledge of the UK and other countries.</p>  |
| <b>YR 2</b> | <p>Save Our Seas- The position of the equator.</p> <p>To be able to name and locate equator<br/>To use a range of resources to identify different countries.<br/>To understand how the proximity of an ocean/country/continent to the equator affects its weather.</p> | <p>Florence Nightingale/Mary Seacole – <b>19th—20th Century</b></p> <p>To use different resources to find out about the past and identify different ways in which it is represented.<br/>Ask and answer questions to show that they know and understand key features of events.<br/>To use chronological order to order the significant events in her life.</p> | <p>Into the wood– Geographical skills</p> <p>To follow and give directions using a compass.<br/>To plot and find using a grid reference.<br/>To read a key identifying symbols,</p>  | <p>Great Fire of London—<b>11th Century</b></p> <p>To use different resources to find out about the past and identify different ways in which it is represented.<br/>Ask and answer questions to show that they know and understand key features of events.</p> | <p>Save Our Seas- The position of the continents.</p> <p>To be able to name and locate different continents and oceans<br/>To use a range of resources to identify different countries.</p>  | <p>Mary Anning—<b>18th—19th Century</b></p> <p>To use different resources to find out about the past and identify different ways in which it is represented.<br/>Ask and answer questions to show that they know and understand key features of events.<br/>To use chronological order to order the significant events in her life.</p> |
| <b>YR 3</b> | <p>Stone Age up to 10000BC</p> <p>To order events chronologically within the Stone Age</p>   | <p>Iron Age 800 BC—43 AD</p> <p>To make connections and trends</p>  | <p>Poles apart - Climate zones</p> <p>To be able to compare regions<br/>To be aware of the key lines of latitude and longitude and the equator</p>   | <p>Dragon maps - compass points latitude longitude equator</p> <p>Be able to use basic grid references, the 4 points of the compass and know the key lines of latitude and longitude and the equator</p>  | <p>Romans—43AD to 410 Julius Caesar</p> <p>To ask and answer questions use primary and secondary resources</p>   | <p>Land use over time</p> <p>To be able to compare a region (over time)</p>   |
| <b>YR 4</b> | <p>Anglo Saxons 450 and Alfred the Great</p> <p>To begin to order events</p>   | <p>Mountains</p> <p>To be able to compare regions</p>   | <p>Vikings up to the Norman conquest 1066</p> <p>To answer question about an event and independently use resources to answer them</p>  | <p>Tipping point - observe and measure and record human and physical features using plans</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p>   | <p>Egyptians—Ancient Maps</p> <p>Identify points on a map using 4 figure grid references.<br/>Use 4 / 8 compass points.<br/>Compare a region over time</p>   | <p>Egyptians 3100BC—332 AD</p> <p>To use evidence to reconstruct the life style of an era</p>   |
| <b>YR 5</b> | <p>Rivers</p> <p>Be able to use key lines of latitude and longitude to locate cities, regions and features.<br/>To be able to compare regions</p>  | <p>The earth from Space—theories through time<br/>Herodotus to Copernicus to modern day</p> <p>To use different sources to answer questions and build a picture of the past</p>   | <p>Greeks 8th century BC—146BC</p> <p>To compare the lifestyle of children today and children in ancient Greece</p>  | <p>Mayans 1800BC—250 AD</p> <p>To order events</p>  | <p>Coast with the most</p> <p>Be able to use 6 figure grid references, the 8 points of the compass and key lines of latitude and longitude to locate cities, regions and features.</p>   | <p>Coast with the most</p> <p>Be able to use 6 figure grid references, the 8 points of the compass and key lines of latitude and longitude to locate cities, regions and features.</p>  |
| <b>YR 6</b> | <p>Land breakers</p> <p>Human and physical features<br/>Compare regions</p>  | <p>WWII 1939—1945</p> <p>To understand the lifestyle of a person living in a specific era and connections with other eras.</p> <p>Blended with geo</p>  | <p>WWII</p> <p>Evidence sources</p> <p>Blended with history</p>  | <p>Decades 1950—1980</p> <p>To sequence events on a timeline (including WWII)</p>   | <p>Where in the world ...</p> <p>Grid references Be able to use 6 figure grid references, the 8 points of the compass and key lines of latitude and longitude to locate cities, regions and features.<br/>To be able to compare regions</p>                                  | <p>Shackleton journey 1914—1916</p> <p>To choose the most appropriate resource to answer a question</p>   |

| Palaeolithic (Stone Age)  | Mesolithic & Neolithic  | Bronze Age  | Iron Age   | Roman Period  | Anglo-Saxons  | Medieval (Middle Ages)  | Tudor & Stuarts   | Georgian Period   | Victorian Period  | Recent History  |
|---|---|---|--|---|---|---|---|---|---|---|
| 2 million – 10,000 BC   | 10,000 BC   | 2500 BC   | 800 BC   | 43 AD   | 400's   | 442c<br>Kingdom of Gwynedd  | 1485<br>Henry VIII  | 1714<br>1770's – slate industry   | 1837<br>Queen Victoria  | 1900<br>WWI 1914-18<br>WWII 1939-45   |
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<http://ardal-wales.co.uk/english/local-history/historical-timeline/> used for dating