

Layers in History

The four History skills are from the Chris Quigley essentials curriculum (yellow).

The themes (blue) are the areas of learning which are assessed and monitored throughout a pupil's historical learning (from Year 1 to Year 6).

Reception

Topics / Units		
Autumn	Spring	Summer
To know who is in my family. To learn about transport and to use language of <i>then</i> and <i>now</i>. To listen and act out the Nativity story. To investigate celebrations and local festivals e.g. Bonfire Night, Remembrance, Diwali, Christmas. To observe seasonal changes.	To tell stories through the past (traditional tales). To compare the differences between houses from the past and now. To investigate celebrations and local festivals e.g. Chinese New Year, Burns Night, Easter, Mother's Day. To observe seasonal changes.	To identify a person from the local area. To investigate celebrations and local festivals e.g. Father's Day. To observe seasonal changes.
EYFS 2024 Handbook: Early Learning Goals		Chris Quigley Big Ideas
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.		- Investigating the past. - Communicating historically. - Understanding chronology. - Building an overview of the past.

Topics / Units					
Year	Autumn		Spring		Summer
A	Explorers (NC: The lives of significant individuals in the past who have contributed to national and international achievement)		Significant local people (NC: significant historical events, people and places in their own locality)		Toys (NC: changes within living memory)
B	Great fire of London (NC: events beyond living memory that are significant nationally or globally)		Comparing old and new homes in Preston (NC: significant historical events, people and places in their own locality)		Understanding chronology (NC: significant historical events)
Investigating and interpreting the past: • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.		Building an overview of world history: • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.		Understand chronology: • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	Communicate historically: • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Empire/Ruling		Trade	Invasion	Settlement	Culture / pastimes
National Curriculum purpose: Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.		Chris Quigley Breadth of study: • The lives of significant individuals in Britain's past who have contributed to our nation's achievements. • Key events in the past that are significant nationally and globally. • Significant historical events, people and places in their own locality.			

Topics / Units						
Year	Autumn		Spring		Summer	
A	Stone age to Iron age (NC: changes in Britain from the Stone Age to the Iron Age)		Anglo-Saxons and Scots (NC: Britain's settlement by Anglo-Saxons and Scots)		Ancient Egyptians (NC: the achievements of the earliest civilizations)	
B	The Roman Empire (NC: The Roman Empire and its impact on Britain)		Changing settlements (Local Town case study) (NC: local history study)		The Stuarts (NC: A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066)	
Investigating and interpreting the past: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.		Building an overview of world history: • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		Understand chronology: • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.		Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Empire/Ruling		Trade	Invasion	Settlement	Culture / pastimes	Travel and exploration
National Curriculum purpose: Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.				Chris Quigley Breadth of study: • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its Impact on Britain. • Britain's settlement by Anglo Saxons and Scots. • A local history study. • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Egypt		

Topics / Units						
Year	Autumn		Spring		Summer	
A	Ancient Greece (NC: Ancient Greece)		Unheard Histories (NC: A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066)		World War II (NC: A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066)	
B	Mayan Civilisation (NC: non-European society that provides contrast with British history)		Tudor England (NC: A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066)		Vikings (NC: Viking and Anglo-Saxon struggle for the Kingdom of England)	
Investigating and interpreting the past: • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.		Building an overview of world history: • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		Understand chronology: • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.		Communicate historically: • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Empire/Ruling		Trade	Invasion	Settlement	Culture / pastimes	Travel and exploration
National Curriculum purpose: Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.				Chris Quigley Breadth of study: • The Viking and Anglo Saxon struggle for the Kingdom of England. • A study of a theme in British history. • Ancient Greece. • A non- European society that contrasts with British history • Mayan Civilization		

Areas of learning (themes) for continual assessment and monitoring throughout the year groups.

Context/topic questions			Themes					
			Empire/Ruling	Trade	Invasion/War	Settlement	Culture and pastimes	Travel and exploration
A	Year 1/2	How have significant people changed the world?	X	X	X		X	X
		What part has Preston played in history?	X		X	X	X	
		How have toys changed?	X	X	X		X	X
B		What are the key events of The Great Fire of London?	X	X		X		X
		How have houses changed over time?	X		X	X	X	
		What changes have happened during my lifetime?	X		X	X	X	X
A	Year 3/4	Would you prefer to live in the Stone age, Bronze age or Iron age?		X		X	X	
		Why did the Anglo-Saxons settle in Britain?		X	X	X		X
		What did the ancient Egyptians believe?	X	X		X	X	X
B		How did the Roman empire spread?	X		X			X
		How has Hitchin town changed over time?		X		X	X	X
		What impact did the Stuarts have on Britain?	X	X	X		X	
A	Year 5/6	What impact did ancient Greece have on the world?	X		X	X	X	X
		What is hidden history and how does it affect us?		X	X		X	
		How did WW2 impact the life of people living in our country?	X		X		X	
B		How did the Mayan civilisation compare to the ancient Egyptians?		X	X	X	X	X
		What was life like in Tudor England	X		X	X	X	X

		Were the Vikings raiders, traders or settlers?		X	X	X		
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