



		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Autumn Cycle A	Enquiry Question	What happens when the sun goes down?	Why is the iPad more fun than Grandma and Grandad's toys?	Who first lived in Britain? (Stone-Age/ Bronze-Age/ Iron-Age)	Who occupied Britain from AD-1066? (Study of Anglo Saxons, Scots and Vikings)
	Progression map	Simili Historical interpretations	Chronological understanding Historical interpretations Continuity & change	Chronological understanding Historical interpretations Continuity & change Historical significance	Cause & Consequence Chronological understanding Continuity & change
	National Curriculum Coverage	ELG: 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. They know about similarities and differences between themselves and others, and among families, communities and traditions	To develop an awareness of the past, using common words & phrases relating to the passing of time. Changes in living memory.	To explore the changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> <li>Hunter gatherers</li> <li>Bronze Age religion</li> <li>Iron Age hillforts</li> </ul>	To explore Britain's settlements by the Anglo-Saxons & Scots: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain</li> <li>Scots invasion</li> <li>Anglo-Saxon invasion, settlements &amp; kingdoms</li> <li>Christian conversion</li> </ul>
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Spring Cycle A	Enquiry Question	What happens on a farm?	How has the fire service changed since the Great Fire of London? (Fire Station visit)	What happened to the Indus Civilisation?	Who was the best Tudor Monarch?
	Progression map	Historical interpretations	Cause & Consequence Chronological understanding Historical interpretations Historical significance	Chronological understanding Continuity & change	Cause & Consequence Chronological understanding Historical interpretations Continuity & change
	National Curriculum Coverage	ELG: 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. They know about similarities and differences between themselves and others, and	To explore the lives of significant individuals in the past who have contributed to national and international achievements. To explore events beyond living memory that are significant nationally or globally.	To learn about significant historical events, people and places in their own locality. To learn about changed within living memory.	To study an aspect or theme in British/World History that extends pupils' chronological knowledge beyond 1066.

		among families, communities and traditions			
		<b>Foundation</b>	<b>Yr 1/2</b>	<b>Yr 3/4</b>	<b>Yr 5/6</b>
<b>Summer Cycle A</b>	<b>Enquiry Question</b>	<b>Where does our River go?</b>	<b>What has changed in Nottingham since my grandparents were young?</b>	<b>What were the achievements of the Ancient Egyptians and how were they different to those of Britain?</b> (New Walk Museum)	<b>What were the pivotal moments leading to English Civil War?</b> (Civil Warm Museum)
	<b>Progression map</b>	Similarity and difference Historical interpretations	Chronological understanding Historical interpretations Continuity & change	Cause & Consequence Chronological understanding Historical interpretations Continuity & change	Cause & Consequence Chronological understanding Historical interpretations Historical significance
	<b>National Curriculum Coverage</b>	To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.	To develop an awareness of the past, using common words & phrases relating to the passing of time. Changes in living memory.	To learn about the achievements of the earliest civilisations- an overview or where and then the first civilisation appeared and a depth study of Ancient Egypt.	To explore a study of an aspect or theme in British History, that extends pupils' knowledge beyond 1066.

## History Curriculum Overview **Cycle B**

		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Autumn Cycle B	Enquiry Question	What happens when the sun goes down?	What were the caves of Nottingham used for?	Who were the Mayans?	Was WW2 worth the sacrifice?
	Progression map		Chronological understanding Historical Evidence Similarities and differences Continuity and change.	Cause & Consequence Chronological understanding Historical interpretations Continuity & change	Cause & Consequence Chronological understanding Continuity & change Historical interpretations
	National Curriculum Coverage		To develop an awareness of the past, using common words & phrases relating to the passing of time. Changes beyond living memory. Significant historical events, people and places in their own locality.	To learn about a non-European society that provides contrasts with British History- Mayan Civilisation.	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW2. A significant turning point in British History.
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Spring Cycle B	Enquiry Question	What happens on a farm?	Who discovered the different continents of the world?	How did Ancient Greek life impact upon us today?	How did the industrial revolution impact Britain?
	Progression map		Cause & Consequence Chronological understanding Historical interpretations Historical significance	Chronological understanding Historical interpretations	Cause & Consequence Chronological understanding Historical interpretations
	National Curriculum Coverage		To explore the lives of significant individuals in the past who have contributed to national and international achievements. To explore events beyond living memory that are significant nationally or globally.	Ancient Greece- the study of Greek life and achievements and their influence on the Western world. To explore the legacy of Greek culture (art, architecture or literature).	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: Industrial Revolution. A significant turning point in British History.
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6

<b>Summer Cycle B</b>	<b>Enquiry Question</b>	<b>Where does our River go?</b>	<b>How and why has transport changed over time?</b> (Buses/trains/trams)	<b>What did the Romans do for us?</b>	<b>What did the Victorians do for us?</b>
	<b>Progression map</b>		Cause & Consequence Continuity & change	Cause & Consequence Chronological understanding Continuity & change	Cause & Consequence Chronological understanding Historical interpretations Continuity & change
	<b>National Curriculum Coverage</b>		To explore the lives of significant individuals in the past who have contributed to national and international achievements.	To explore the Roman Empire and its impact on Britain: <ul style="list-style-type: none"> <li>• Julius Caesar</li> <li>• Roman Empire</li> <li>• Hadrian's Wall</li> </ul> British resistance e.g. Boudicca.	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: Victorians.

	Second Order Concepts	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<b>Chronology</b>	What came before/after? How have you changed?	When did it happen? How long did it take? How do we know? How can we tell an object is from the past?	How would you describe a period? What do we know about this time? What does AD/BC mean? CE/BCE ?	How long ago did this event take place? How was life different/same then? What the sequence of key events during this period?
	<b>Cause &amp; Consequence</b>	What happened? Why?	Why people did things Why did an event happen? What happened as a result?	Why did it happen? What was the result? Who was affected? What was the impact of the event on others?	Why was it important? How do key events link? What influenced these events?
	<b>Change &amp; Continuity</b>	What has stayed the same? What is different?	What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?	What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?	What has stayed the same (comparing past periods)? Why? What has changed? Why and how? Which changes were most significant? Why? Did it change like this everywhere or for everyone?
	<b>Similarity &amp; Difference</b>	What is the same? What is different?	Was this the same for everyone? How would life of a ##### person have been different? Who would this have been different for?	Can you give an example of how ##### was different for someone who was ###? Was this the same everywhere? Where was it different? How was it different?	Which groups was this different for? Can you give an example? Why was there this difference? Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?
	<b>Historical Significance</b>	Tell me why that is special?  Tell me what happened.	Who was an important person? What did this person do? What important thing happened? What changed after this?	Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?	Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?
	<b>Historical interpretation</b>	Is this old or new?	Is this artefact/photo/object from present or past? How do we know?	What is the evidence?  Which source tells us?	Can I trust this source?  Why did this person/these people think this?  Why did other people see things differently?
	<b>Historical Evidence</b>		What is similar/different about these artefacts/photos/objects?  What did this person think?	What did this person think?  What did different people think?	