



	Unit 1	Unit 2
EYFS	Peek in to the past	Adventures through time

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Understanding the life cycle.			Things that are old.	Changes from a long time ago.	
Year 1		How am I making history?		How have toys changed?		How have explorers changed the world?
Year 2	How was school different in the past?		How did we learn to fly?		What is a monarch?	
Year 3		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?		British history 2: Why did the Roman invade and settle in Britain?		What was important to ancient Egyptians?
Year 4	How have children's lives changed?		British history 3: How hard was it to invade and settle in Britain?		How did the achievements of the Maya civilisation influence their society and beyond?	
Year 5		British history 4: Were the Vikings raiders, traders, or something else?		British history 5: What was life like in Tudor England?		What is the legacy of the ancient Greek civilisation?
Year 6	What can the census tell us about local areas?		British history 6: What was the impact of World War 2 on the people of Britain?		Unheard histories: Who should go on the bank note? OR What was the Sikh Empire?	

Our History EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' history learning in Key stages 1 and 2.

The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).