



EYFS

The New Early Years Framework is structured into seven main areas of learning, with seventeen subsections and Early Learning Goals. The most relevant areas of learning for Humanities (Geography, History, Religious Education) are as follows:

- Understanding the World – Provides coverage of humanities topics and focus areas including the teaching of age-appropriate geographical skills
- Mathematics – Aids with the learning of skills as well as links with the teaching of new language and vocabulary such as prepositions and time connectives, comparing lengths and introducing measure.
- Communication and Language – Provides children with the communication tools to be able to share, demonstrate discuss and explain humanities topics/skills.
- Personal, Social and Emotional Development – Consider the perspectives of others.

Humanities topics covered in Reception change each year due to planning being based mainly on child interests, core books, teacher observations and assessments. Topics taught are often very cross-curricular, especially with science and so will cover many learning areas of the Early Years Framework.

Past and Present	People, Culture and Communities	Natural World
All About Me, My Family, and Heritage		Seasons
People Who Help Us		Habitats (Under the sea, woodland, arctic etc)
The Nativity		Night and Day
Transport - Comparing Old and New	Religious Celebrations: Diwali, Eid, Chinese New Year, Easter, Ramadan	Protecting the Planet
Pirates		Life Cycles
	Other Celebrations:, Black History Month, Carnivals Mothers/Fathers Day, Fireworks, Halloween,	
	Around the World (Learning about specific Countries of Interest)	
	My Local Area (comparing with a contrasting area) (City/Countryside)	
		Dinosaurs, fossils and Volcanoes
		Farming
Expeditions, Adventures and Map Reading		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UW	<ul style="list-style-type: none"> • Can say/name who is in their family. • Can describe key members of their family. • Recognises the difference between items from the past and now. (e.g. transport). • Knows some similarities and differences between the past and now through story telling. • Can reflect on the changes they have made during their time in reception • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past. • Explores the world around them. • Respects the natural environment and shows care for animals and plants. • Draws simple information from a map. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. 					
CL	<ul style="list-style-type: none"> • Learn new vocabulary and use throughout the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Follow instructions. • Listen to short stories. • Describe events in some detail. • Engage in non-fiction books. 					
PSED	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships • Think about the perspectives of others, to show empathy and understand different points of view. • To be confident to take risks and try new things. 					
L	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 					
M	<ul style="list-style-type: none"> • Compare length 					

KS1

History

Pupils should be taught about:

- changes within living memory;
- events beyond living memory that are significant nationally or globally;
- the lives of significant individuals in the past who have contributed to national and international achievements.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>HISTORY Changes within living memory (toys)</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Changes within living memory • Looking at changes in national life • Events beyond living memory <p><u>Skills</u></p> <ul style="list-style-type: none"> • Sequence a few related objects on simple timelines • Use a number of time terms • Identify some similarities and differences between ways of life at different times • Describe memories and changes that have happened in their own lives • Recognise similarities and differences between the past and present • Observe and use pictures, photographs and artefacts to find out about the past • Start to compare adults talking about the past – how reliable are their memories? 		<p>HISTORY Significant individuals – Ibn Battuta, Neil Armstrong and Amelia Earhart</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Events beyond living memory that are significant globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Comparing aspects of life in different periods (Ibn Battuta, Neil Armstrong and Amelia Earhart) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Using common words relating to the passing of time • Identify similarities and differences between ways of life in different periods • Use a wide vocabulary of everyday historical terms • Ask and answer questions • Understand how to find out about the past • Make simple observations about 		

		<ul style="list-style-type: none"> • Ask and answer questions • Talk, draw and write to show their ideas identifying the best ways to represent ideas about the past 		different people, and events		
Key vocabulary		Newest, oldest, now, then, yesterday, days, weeks, month, year, nowadays, past, old, new, toys,		Explorers, voyage, chronological, similarity and differences, historic, significant, exploring, mission, navigate		

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>HISTORY How our local high street has changed</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Identify similarities and differences between the High street in Palmers Green over time <p><u>Skills</u></p> <ul style="list-style-type: none"> • Use a wider range of “time” terms including to show the passing of time • Use past and present when describing include some details when children talk or write about features, events, people and themes from the past 	<p>HISTORY The Plague (1665)</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally • Significant historical events, people and places in their own locality <p><u>Skills</u></p> <ul style="list-style-type: none"> • Sequence a few events, objects, pictures or pieces of information on a timeline • Order dates from earliest to latest on simple timelines • Use a wider range of “time” terms to show the passing of time • Use past and present when describing events 	<p>HISTORY The Great Fire of London (1666)</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally • Significant historical events, people and places in their own locality <p><u>Skills</u></p> <ul style="list-style-type: none"> • Know and understand the history of Britain as a coherent, chronological narrative from the earliest times to the present day • Sequence a few events, objects, pictures or pieces of information on a timeline • Understand how people’s lives have shaped this nation • Identify similarities and differences between ways of life in different periods • Use parts of stories and other sources to show that they know and understand key features of events • Use historical vocabulary to retell simple stories about the past • Recognise some basic reasons why people in the 			

	<ul style="list-style-type: none"> • Point out some similarities and differences between aspects of their life and the life of people in the period they are learning about • Consider why things may have changed over time • Observe and use pictures, photographs and artefacts to find out about people or events from the past 	<ul style="list-style-type: none"> • Observe and use pictures, photographs and artefacts to find out about people or events from the past • Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations • Use information from more than one source in their answers • Choose and select evidence and say how it can be used to find out about the past • Discuss reliability of photographs/ accounts/ stories • Talk, draw and write to show their ideas identifying the best ways to represent ideas about the past 	<p>past acted as they did</p> <ul style="list-style-type: none"> • Observe and use pictures, photographs and artefacts to find out about people or events from the past • Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations • Use information from more than one source in their answers • Choose and select evidence and say how it can be used to find out about the past • Discuss reliability of photographs/ accounts/ stories • Talk, draw and write to show their ideas identifying the best ways to represent ideas about the past 		
<p>Key vocabulary</p>	<p>Time, date, timeline, century, recent, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, recently, before, after, now, later, similarities, differences, Palmers Green, high street</p>	<p>Time, date, timeline, century, recent, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, recently, before, after, now, later, similarities, differences, plague, buboes, vomiting, boils</p>	<p>Primary and secondary sources, chronological, periods, diary, letter, escaping, burning, cart, Pudding, smoke, the Monument, bakers, refuge</p>		

KS2

History

Pupils should be taught about:

- 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;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>HISTORY Stone Age to Iron Age</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>Skills</u></p> <ul style="list-style-type: none"> • Have chronologically secure knowledge • Sequence events, can use a scale to calculate intervals between events <p>Children can extract information from various types of source (artefact, pictorial, written)</p> <ul style="list-style-type: none"> • Understand how our knowledge is constructed from a range of sources • Organise relevant historical information • Ask questions about similarities and differences • Pursue a line of enquiry for a given question with support 		<p>HISTORY The Ancient Greeks (12th - 9th century BC)</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066. • A study of Greek life and achievements and their influence on the western world: <ul style="list-style-type: none"> - Understanding when and where ancient Greece was - Athenian democracy and empire - Art, culture & learning in Ancient Greece - Democracy in Ancient Greece - Comparison of Athens and Sparta - The Olympic games - Legacy and achievements <p><u>Skills</u></p> <ul style="list-style-type: none"> • Have chronologically secure knowledge • Develop the use of historical terms • Understand that a timeline can be divided into BC and AD and use “century”, “decade”, “BC”, “AD 			

		<ul style="list-style-type: none"> Sequence events, can use a scale to calculate intervals between events Explain how people and events in the past have influenced life today Ask questions about similarities and differences Understand how our knowledge is constructed from a range of sources and discuss reliability 		
Key vocabulary	Flint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source, Skara Brae, prehistoric, dwelling, inhabited, clumps, magnitude, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock, earthwork, ditch, antler, flint, pit, religious, ceremony, bluestones, corridor, upright, horizontally, outer, vertical, derived, horseshoe, sacrifice, Druid, construction, pulleys, align, chronological, roundhouses, rectangular, turf, Celts, hillforts	Doric, ionic, Corinthian, Persian, greaves, Chronological, sources, primary, secondary, hoplite, democracy, Cyrillic, artefacts names e.g. shield/greaves/weights/ horses' bit. Greek work stems- ology, phon, tech, phobia, geo, period, democracy, battle, government, system, philosophy, strategy, myth		

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>HISTORY The achievements of the earliest civilizations - Ancient Egypt</p> <p><u>Content</u></p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt. Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. Ancient Egyptian religion, government, art, writing 		<p>HISTORY The Roman Empire and its impact on Britain (27BC – AD 286) Local area study</p> <p><u>Content</u></p> <ul style="list-style-type: none"> What is an empire? Identify the fundamentals of an 'empire': Empires are created mostly for resources Empires help move resources around Empires are difficult to manage Julius Caesar's attempted invasion in 554 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica Romans in London – what was Londinium like 'Romanisation' of Britain – what did the Romans do for us? <p><u>Skills</u></p>			<p>HISTORY Britain's settlement by Anglo Saxons and Scots</p> <p><u>Content</u></p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <p><u>Skills</u></p> <ul style="list-style-type: none"> Have chronologically

	<p>systems, beliefs about death, farming.</p> <ul style="list-style-type: none"> • How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing • Influence and achievement (Scripture/communication—preservation of the body, engineering and farming) <p>Skills</p> <ul style="list-style-type: none"> • Have chronologically secure knowledge: place events, objects, themes and people from their history topic on a timeline; use some “historical period” terms; understand that a timeline can be divided into BC and AD • Understand how our knowledge is constructed from a range of sources • Compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences • Recognise that different versions of the past may exist • Recognise connections, contrasts and trends over time • Ask historically valid questions about change, cause, similarity and difference • Use sources to answer 		<ul style="list-style-type: none"> • Sequence a number of events, objects, themes and people from topics they have studied on a timeline using dates • Describe some changes in the historical period they are studying • Identify key features and significant events of time studied and be able to give reasons for those changes • Look for links, connections, contrasts and effects in the time period studied • Suggest reasons for and results of people’s actions and events • Use a range of sources to find out about the past • Comment on the usefulness and accuracy of different sources of evidence; • Identify primary and secondary sources of evidence • Understand how our knowledge is constructed from a range of sources • Ask and answer historically valid questions about change, cause, similarity and difference using sources • Organise their answers well - state their conclusions - give reasons for their ideas - use some dates and historical terms 		<p>secure knowledge</p> <ul style="list-style-type: none"> • Sequence events • Use a scale to calculate intervals between events • Explore links and contrasts within and across different periods of time • Describe some changes in the historical period they are studying • Look for links, connections, contrasts and effects in the time period studied • Use a range of sources to find out about the past • Comment on the usefulness and accuracy of different sources of evidence; • Identify primary and secondary sources of evidence • Understand how our knowledge is constructed from a range of sources • Ask and answer historically valid questions about change, cause, similarity and difference using sources
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	historically valid questions •Organise relevant historical information				•Organise their answers well - state their conclusions - give reasons for their ideas - use some dates and historical terms
Key vocabulary	Egyptians, ancient, BC, AD, civilizations, century, archaeologists, Pharaoh, pyramids, Tutankhamun, mummification, afterlife, hieroglyphics, fertile, influential, irrigation, mummy, preserved, embalming, tombs, ritual, immortal, River Nile		Centurion, emperor, empire, gladiator, Londinium, conquer, invade, Claudius, Caesar, chronological, legion, republic		Angles, Saxons, Jutes, Picts, Scots, Romans, Christianity, pagan, Denmark, Kingdom, King, Mercia, Wessex, Northumbria, Offa of Mercia, Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, weirgild, Sutton Hoo

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>HISTORY Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (AD410 to AD1066)</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Key dates and events during this period 	<p>HISTORY A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • To learn how this society contrasts with British history • Life in the Mayan civilization • The religious beliefs of the Maya people • Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, 				

- Similarities and differences between the Viking and Anglo Saxon leaders
- Legacy of the Vikings

Skills

- To have chronologically secure knowledge, understand the scale of events to their chronological position
- Relate timeline events from one to others they have studied
- Identify change over time using a range of sources (maps, pictorial, written)
- Interpret and extract information from a range of sources to develop understanding and to answer and generate further questions
- Begin to make links between new and existing learning
- Begins to understand cause and effect
- Ask historically valid questions about change, cause, similarity and difference and select evidence suitable to answer historically

- cities and architecture
- Maya calendar and mathematics.
- Historians' explanations for what happened to the Maya civilisation.

Skills

- Have chronologically secure knowledge
- Use dates and historical period terms accurately
- Organise relevant historical information
- Understand how our knowledge is constructed from a range of sources
- Recognise connections and contrasts over time
- Ask historically valid questions about change, cause, similarity and difference

	<p>valid enquiry questions</p> <ul style="list-style-type: none"> • Create and pursue a line of enquiry • Create their own enquiries to pursue with support • Organise relevant historical information 			
Key vocabulary	Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, monastery, settlement, chronology, cause, effect	Mayans, empire, hieroglyph, hierarchy, society, calendar, pyramid, civilisation, Archaeological, Chichen Itza, Uinal, ahau, Itzamna, maize		

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>HISTORY World War II (1939 to 1945) (A local history study)</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 – WW2 (1939 – 1945) • When and why WW2 began • Exploring what it was like to live in Britain during WW2 • A focus on key battles and events in WW2 • A focussed local history study exploring the impact of WW2 on Enfield <ul style="list-style-type: none"> -Enfield's factories switched to producing military equipment and supplies for the British war effort. -During the Battle of Britain in 1940, two German planes were shot down in Enfield -The Blitz began, where major British towns and cities such as Enfield were targeted -Italian prison of war camp at Bullsmoor Lane. -German prisoner of war camp at Trent Park - The Secret Listeners learnt of an attack planned in Somerset and they were able to stop it. 		<p>HISTORY Migration</p> <p><u>Content</u></p> <ul style="list-style-type: none"> • What is migration • Why migrants come to Britain • Experiences of migration (references made to Romans, Saxons, Vikings, Normans, Tudors, Jewish people – Kindertransport, Windrush generation) • The impact of migration on London • Significant people in their own locality (Tottenham MPs: Bernie Grant 1980- 2000 and David Lammy 2000-now) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Events placed on a timeline showing the key events in British migration history over the last 1000 years • Demonstrate chronologically secure knowledge of the events and periods of time studied • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales 		

-German submarines and aircraft targeting the supply ships - the Government had to cut down the amount of food it brought in from abroad. Residents of Enfield were issued with an identity card and ration book

-Many children of Edmonton were evacuated and sent to the countryside -The building of bomb shelters in Enfield, such as Anderson shelters and Morrison shelters (two large public bomb shelters still exist today in Enfield: one in the grounds of Millfield House)

In Enfield, women:

- worked in all the local factories
- took over postal deliveries
- replaced male staff in local libraries -helped run the British Restaurants and information centres
- drove ambulances
- undertook Air Raid Precaution (ARP) duties and joined searchlights.

Skills

- Develop chronologically secure knowledge
- Use dates and a wide range of historical terms when sequencing events and periods of time
- Examine causes and results of great events and the impact these had on people
- Analyse a wide range of evidence about the past
- Explain the significance of different causes and consequences;
- Take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
- Start to understand the difference between primary and secondary evidence and the impact of this on reliability
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- Investigate their own lines of enquiry by posing historically valid questions to answer

- Give overviews as well as detailed accounts noting connections, contrasts and trends over time
 - Describe and make some links between events, situations and changes within and between different periods and societies
 - Analyse and explain reasons for and results of historical events, situations and changes
 - Explain the significance of different causes and consequences
 - Use a range of sources to find out about an aspect of the past
- Gather information from a range of sources to form contrasting arguments

		<ul style="list-style-type: none"> • To recognise connections, contrasts and trends over time • Select, organise and use relevant information to produce structured work, making appropriate use of dates and terms 		
Key vocabulary		Allies, axis, treaty, political, outbreak, occupied, Blitz, air raid, barrage balloon, evacuee, blackout, Anderson/Morrison shelter, rationing, billeting, propaganda, anti-Semitism, concentration camp, Battle of Britain	Migration, push, pull factors, Romans, Saxons, Vikings, Normans, Tudors, Windrush generation, Kindertransport	