

| Age Phase         | Year Group | Topic                           | Historical Enquiry Questions  | Main EYFS/National Curriculum Focus   | Historical Concepts  | Golden Threads   |
|-------------------|------------|---------------------------------|---|---|--|--|
| EYFS              | Reception  | All About Me<br>Let's celebrate | I wonder what is special about where I live?<br>What do we celebrate and why?<br>How have I changed since I was a baby?<br>What was it like to be a baby/child in the past? | Children's personal histories – past and present events in their own lives and in the lives of family members.              | Chronology, Similarities & differences, Continuity & change, Cause & consequence, Significance | Religion & Beliefs, Movement of People, Governance, Community & Culture and Gender Stereotypes |
| Key Stage 1       | Year 1     | Neil Armstrong/Mae Jemison      | Why are Neil Armstrong and Mae Jemison significant individuals in History?  | Events beyond living memory nationally or globally.<br>A comparison of the lives of significant individuals.                |  |  |
|                   |            | Toys                            | How have toys changed over time?  | Changes within living memory.   |  |  |
|                   |            | Trains                          | How have trains changed over time and how did Matthew Murray and George Stephenson impact people's lives?   | Significant historical events, people, and places in their own locality   |  |  |
|                   | Year 2     | Local History                   | How has Beeston changed since our Grandparents were born?   | Changes within living memory<br>Local History Study   |  |  |
|                   |            | The Great Fire of London        | What was the impact of the Fire of London?  | Events beyond living memory nationally or globally.   |  |  |
|                   |            | Florence Nightingale            | Why are Florence Nightingale and Elizabeth Garrett Anderson significant individuals?  | Lives of significant individuals  |  |  |
| Lower Key Stage 2 | Year 3     | The Stone Age                   | Why did the lives of the earliest Britons change from Stone Age to Iron Age?  | Changes in Britain from Stone Age to Iron Age   |  |  |
|                   |            | The Ancient Egyptians           | What influenced daily life in Ancient Egypt?  | The achievements of early civilisations and an in-depth study of Ancient Egypt  |  |  |
|                   |            | The Ancient Greeks              | How did the Ancient Greeks influence our lives today?   | Ancient Greece – a study of Greek life and achievements and their influence on the western world                            |  |  |
|                   | Year 4     | The Romans                      | What influence has Ancient Roman civilisation had on Modern Society?  | The Roman Empire and its impact on Britain  |  |  |
|                   |            | Anglo-Saxons                    | What changes did the Anglo-Saxons bring to British society?   | Britain's settlement by Anglo-Saxons and Scots  |  |  |
|                   |            | Vikings                         | What was the long-term impact of the Anglo-Saxons and Vikings on our lives today?   | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor                          |  |  |
| Upper Key Stage 2 | Year 5     | Early Islamic Civilisation      | Why was the early Islamic civilisation so significant and what impact has it had on modern day Britain?   | The achievements of a non-European society that provides contrasts with British history                                     |  |  |
|                   |            | Tudors                          | What impact did the Tudors have on life in England today?   | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066                   |  |  |
|                   |            | Suffragettes                    | How did the work of the people campaigning for suffrage change the voting system in the UK?   | How people's lives have shaped this nation and how Britain has been influenced by the wider world                           |  |  |
|                   | Year 6     | Victorians                      | What was life like for children in Victorian Leeds?   | A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 Local history study: Leeds |  |  |
|                   |            | WWII                            | How did the experiences of some children compare during 1930s/1940s?  | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066                   |  |  |
|                   |            | Beyond Face Value               | How can we be sure of what really happened in our past?   | To think critically, weigh evidence, sift arguments, and develop perspective and judgement.                                 |  |  |