

The most relevant early years outcomes for history are taken from the following areas of learning:

- Understanding the World

History			
30-50 Months	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	<p>Transport- how has it changed?</p> <ul style="list-style-type: none"> • What did humans use before the invention of the wheel? • How did the wheel change the way we travel? • How did cars and trains change? • Who invented the first aeroplane and why? <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>		<p>Christopher Columbus</p> <ul style="list-style-type: none"> • Who is a modern explorer today and what is their job? • Why did Christopher Columbus sail across an unknown ocean? • How did he sail across the Ocean? • What did he find when he reached the Americas? <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>		<p>Toys Now and then/Food Now and then.</p> <p>Why do historians divide up time?</p> <p>What do people remember about the 1960s?</p> <p>How do the most popular toys and games of the 1960s compare with those of today?</p> <p>Why were there no smart toys and games in the 1960s?</p> <p>How can we make sure we play with smart toys and games safely and securely?</p> <p>What do adults I know remember about the 1960s?</p>	<p>Local study Thornton</p> <p>When was Marsh Mill built and why?</p> <p>When did the railway last get used in Thornton and why do we not use it now?</p>

<p>YEAR 2</p>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • What was the landscape of London like before 1666? • Who was Samuel Pepyes and why was his diary so important? <ul style="list-style-type: none"> • How did the fire start? • Why did the fire spread so rapidly and was so devastating? <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>	<p>The Victorians Queen Victoria</p> <ul style="list-style-type: none"> • Who was Queen Victoria and why did she dress the way she did? • What was life like for Victorian children? • How were Victorian schools different from our school today? • What games did Victorian children play? <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>	<p>Local Study Blackpool Tower</p> <p>What were the origins of Blackpool Tower?</p> <p>Why did the Victorians enjoy the tower so much?</p> <p>How has the importance of the tower changed since Victorian times?</p>
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<p>YEAR 3</p>	<p>(Space Race)</p> <ul style="list-style-type: none"> • Which two major superpowers took part in the space race and why? • How did the space race escalate? <ul style="list-style-type: none"> • What was the impact of the space race on the lives of people? <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>	<p>Stone Age/Bronze Age/Iron Age</p> <ul style="list-style-type: none"> • How did the lives of Britains change during the stone age? • What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? • Why did the Stone Age come to an end about six thousand years ago? • Why do people build monuments? • How can we recognise Iron Age hill forts today? • What might hill forts have looked like when they were first built? • How do we know that life wasn't always very peaceful in the Iron Age? <p>Romans</p> <p>How do we know so much about the towns the Romans built in Britain?</p> <p>Why did the Romans organise gladiatorial games?</p> <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising</p>	<p>Local Study Cleveleys</p> <p>How has the town of Cleveleys changed?</p> <p>How and why has the seafront changed?</p>
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		<p>Understanding through explanation Justifying Developing conclusions</p>	
<p>YEAR 4</p>		<p>Anglo Saxons</p> <ul style="list-style-type: none"> • Why did the Romans leave Britain? • Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind? • What does Sutton Hoo tell us about the Anglo Saxon world? <p>Vikings</p> <ul style="list-style-type: none"> • What was the "terror" that appeared in Britain on June 8th 793? • Why was the design of their longships so important to the Vikings? • How were Viking shields designed? • What were the treasures that most Viking Norsemen wanted from Britain? 	<p>Normans 1066</p> <ul style="list-style-type: none"> • Why did the Normans invade Britain in 1066? • How do we know how the battle of Hastings was fought and who won? • How did the Normans control England and defend its shores? • How did a man become a knight in Norman Britain and what was their job? <p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising</p>

		<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>	<p>Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
<p>YEAR 5</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • What was the landscape of Ancient Egypt and how did it differ from modern Egypt? • Why was the River Nile so important to so many different people in Egypt? • How did Egyptians prepare their dead for the after- life? • Who were the different Egyptian Gods and Goddesses and how 	<p>L1 Overview of Ancient Civilizations Mayans</p> <ul style="list-style-type: none"> • Who are the Maya and where do they live? • What was the diet of Mayan people and how did it differ to our diet today? • What did the Mayans make out of chocolate and how is it different from chocolate today? • What did the Mayans trade and 	<p>Local Study Fleetwood- North Euston Hotel</p> <ul style="list-style-type: none"> • What were the origins of the hotel? • What 'class' of people used the hotel in Victorian times and how do we know this?

	<p>did they differ from each other?</p> <ul style="list-style-type: none"> Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising 	<p>what trade routes did they follow?</p> <ul style="list-style-type: none"> • How did the decline of the Mayans come about? <ul style="list-style-type: none"> Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising 	
<p>YEAR 6</p>	<p>Crime and Punishment (changes in Britain since 1066)</p> <ul style="list-style-type: none"> • What were the early forms of punishment in Britain? • How was torture used in Britain? • How did punishments become more befitting of the crime? <ul style="list-style-type: none"> Identifying Recognising Describing Observing Recalling 	<p>Greeks</p> <ul style="list-style-type: none"> • What did Greeks do for entertainment in Ancient Greece? • How did the first Olympic Games come about? • Why were the games so popular? • What was life like as an athlete in Ancient Greece? • How do we know the events people did in the earliest Olympic Games? <ul style="list-style-type: none"> Identifying Recognising 	<p>Local Study: Piers and the pleasure beach.</p> <p>Who founded the Pleasure Beach and why?</p> <p>How has the role of the Piers changed in Blackpool?</p>

	<p>Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>	<p>Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>	
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