

	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
A	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p>	Queen Elizabeth II	What can we learn about class from the Titanic disaster?	<p>Opening Worlds: Ancient Egypt Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</p>	<p>Opening Worlds: The Roman Republic Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</p>	<p>Opening Worlds: The Round City: Baghdad Disciplinary focus: causation Why were there so many restless minds in Cordoba and in Baghdad?</p>	<p>Opening Worlds: The Maya Disciplinary focus: evidential thinking How do historians know about the Maya?</p>
B	To know, name and describe people who are familiar to them.	Learning about the past through our communities and families		<p>Opening Worlds: Cradles of civilisation Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p>	<p>Opening Worlds: The Roman Empire Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</p>	<p>Opening Worlds: Anglo-Saxon Britain Disciplinary focus: evidence How have historians learned about Anglo-Saxon Britain?</p>	<p>Opening Worlds: Ethiopia and Benin Disciplinary focus: similarities and differences How similar and different were medieval Ethiopia and Benin?</p>
C	<p>To talk about the lives of the people around them and their roles in society</p> <p>To understand the past through story and settings</p>	Using photographs to understand about the recent local past.	How have Nelson Mandela and Rosa Parkes helped to make the world a better place?*	<p>Opening Worlds Indus Valley Civilisation - Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p>	<p>Opening Worlds: Roman Britain Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p>	<p>Opening Worlds: Lady of the Mercians Disciplinary focus: causation? Why did Vikings dominate large parts of Britain by 910?</p>	<p>Opening Worlds: Cities in time 1: This Manchester man Disciplinary focus: causation Why did Manchester change so rapidly in the 19th century?</p>

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D		Stories about the distant past (Britain and Ireland; Africa)		Opening Worlds Persia and Greece Disciplinary focus: similarity and difference What did Greek city-states have in common?	Opening Worlds: Christianity in three empires (300-600CE) Disciplinary focus: similarity/difference What made each early Christian state special?	Opening Worlds: Norse Culture Disciplinary focus: similarity and difference How were the Norse connected with other lands and peoples?	Opening Worlds: Cities in time 2 Disciplinary focus: similarity and difference How typical of urban history is the history of my city / the city of xxx?
E	To be able to Look at Similarities and differences between the natural world around them in the past and present.	Stories of six famous rulers (before 1800)	How did the fire of 1666 change London?	Opening Worlds Ancient Greece Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?	Opening Worlds: Arabia and early Islam Islamic civilisations (1) Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?	Opening Worlds: Changing rulers, changing worlds Disciplinary focus: change/continuity How did the Vikings shape Britain?	Opening Worlds: Britain in the Second World War Disciplinary focus: The impact of war and post-war developments.
F		Ships and seafarers through time	Opening Worlds Stone Age Disciplinary focus: evidential thinking How do we know about the Stone Age?	Opening Worlds Alexander the Great Disciplinary focus: causation How did Alexander the Great conquer so much?	Opening Worlds: Cordoba - city of light Islamic civilisations (2) The Rise of Islam Depth focus: Disciplinary focus: similarity and difference How did worlds come together in Cordoba?	Opening Worlds: Local History: Searching for Vikings in Merseyside Disciplinary Focus: Viking influence on the local area Why does our knowledge of the Vikings on Merseyside keep on changing?	Opening Worlds: Local History Study

- Including an enquiry into the Bristol Bus Boycott, and the Suffragettes
- Bridging curriculum- for Y5 cohort 2022-23- Effects of Anglo Saxon, Viking and Scots Settlement in Britain- will be done Summer 2 Y6- (Early Islam civilisation units will be condensed to allow time for this).

NOTE: For the academic year 2024/2025 Year 6 will be following the Year 5 curriculum.