	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LOCAL & BRITISH HISTORY	***THE PAST*** • To explore changes within living memory and consider ways in which life has changed over the time of our parents and grandparents.	***THE VICTORIANS*** • To describe and compare the lives of Victorian children and their own lives. o *School life* o *Toys* o *Work* • To know about the Coach House: its use over time and using the Victorian museum. **The Life of 6 year olds in the Past** • To explore events within living memory through guest speakers: o *Former pupils* o *Grandparents* o *Parents* • Place people on a timeline • What was life like for them at home? • What was life like in school? What did they learn? How long was a school day? What were school dinners like? • What toys did they play with? • What technology existed when they were a child?	***THE GUNPOWDER PLOT*** • To learn about the Gunpowder Plot, its causes and effect on national history and attitudes. Link to PSHE (tolerance). ***HISTORY OF COLEHAM SCHOOL*** **To Know the history of local places in and near Coleham Primary School** To explore events within living memory through guest speakers: • Former pupils • Local Care home residents • Grandparents • Parents *Coleham School* • Coleham School was built in 1910 – girls and boys separate • In 1994 hall and offices built to join the separate buildings • Kitchen and HT offices added in? • That school curriculums were different in the past. • The memories of past pupils. Similarities and differences in education then and now. **The Coach House** • It was built in Victorian times by Samuel Pountney Smith (1802 – 83) who built (and lived in) the Limes at the end of the road. • Used as a stable • Lottery grant and refurbishments. £50000 in 2005 • Uses since it has been refurbished *The Quarry* Timeline of when built and significant events To know the history of some of the following places in the Quarry Use Quarry Leaflet to choose from Queen Mother's garden Porthill Bridge Hercules statue	***STONE & IRON AGES; CELTIC BRITAIN*** • To know about the people living in Britain before the Romans arrived (Stone age, Iron Age, Bronze Age, Celts, etc.)	***TUDOR BRITAIN*** • To learn about the Tudor period, focussing on Tudor Shrewsbury. • To know the story of the Tudor dynasty and where it lies within the succession of monarchs. • To compare and contrast Tudor buildings with modern buildings. • To compare aspects of Tudor life with modern life (eg: the lives of children, buildings, punishments etc.)	***POST ROMAN BRITAIN: ANGLO SAXONS / VIKINGS*** • To know the story and identity of the Anglo-Saxons. • To know the story and identity of the Vikings and where they fit in with the Anglo-Saxons. • To know the cultural and historical impact of the Anglo-Saxons and Vikings on modern day Britain.	***BRITAIN IN THE SECOND WORLD WAR*** • To learn about life in Britain during WW2: o The Blitz o Evacuees

			The Quarry Lodge/Percy Thrower Memorial Kingsland Toll Bridge Bandstand War Memorial Play Area Harley's Stone				
WORLD HISTORY			***THE VOYAGES OF CHARLES DARWIN*** • To place events learned so far onto a timeline. • To study the life and times of Charles Darwin and his impact on the wider world.	***ANCIENT EGYPT*** • To place events learned so far onto a timeline. • To know when the Egyptian civilization flourished and why. • To understand why the Egyptians settled where they did (Geography link). • To know about the culture practices and historical impact on world history of the Egyptian civilization.	***ROMANS*** • To place events learned so far onto a timeline. • To know when the Roman civilization flourished and why. • To know about how the Romans were able to conquer their world. • To know about the culture, practices and historical and cultural impact on world and British history of the Roman Empire. • To compare and contrast life in Britain during the Roman times with today.	***ANCIENT GREECE*** • To place events learned so far onto a timeline. • To know when the Greek civilization flourished and why. • To know about the City states and various wars, comparing similarities and differences between some (eg, Sparta and Athens). • To know about the culture, practices and historical and cultural impact on world philosophy, literature and maths. • To learn about Greek Mythology and some deities	***ANCIENT MAYA*** • To learn about the Maya culture, linking to geography. • To use that knowledge to compare the Ancient Maya with other civilizations of the time (drawing on prior learning).
SIGNIFICANT HISTORICAL FIGURES	***PEOPLE OLDER THAN US*** • To hear from members of our school and home community as they share memories and talk about changes in their lifetime.	***ADVENTURERS & CHRISTOPHER COLUMBUS*** • To place events learned so far onto a timeline. • To know people explored the world to discover new places. To study the journey of the explorer Christopher Columbus and compare with Neil Armstrong		***ROSA PARKS*** • To study Rosa Parks' place in history and significance, linking to PSHE and British and Coleham School Values	***BOUDICCA*** • To study Boudicca, Queen of the Iceni Tribe. How was she a ground-breaking woman? • Should she be considered a heroine today?	***NEIL ARMSTRONG*** • To study the life and achievements of Neil Armstrong in context of the Space Race.	***ANNE FRANK*** • To study the life of Anne Frank, a victim of Nazi persecution and a celebrated diarist.
HISTORY SKILLS	• To develop an awareness of the past. • To ask questions about the past. To use common words and phrases related to the passing of time and how.	• To identify similarities and differences between ways of life today and in the past. • To develop, ask and seek answers to their own questions about the past. • To understand where people and events fit within a chronological framework (e.g. timeline) To use a range of sources to find information about the past		• To use timelines to demonstrate understanding of the chronology of British, local and world history. • To compare periods in history and note connections, contrasts and trends over time. • To develop the appropriate use of historical terms. • To devise historically valid questions. • To seek answers and construct informed responses based on historical information. • To understand how our knowledge of the past is constructed from a range of sources. • To study a range of sources, including objects, photographs, maps, websites, books etc and considering bias and reliability			