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| **Year Group** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Reception** | **All Aboard…?**  **Talk about the lives of people around them and their roles in society. (UTW P&P)**  **Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW P&P)**    **Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW P&P)**  **Begin to make sense of their own life-story and family’s history. (UTW ELG)**  Who is my family and where do I live?  Have I grown*?*  Famous Pirates? | **What and why do people celebrate?**  **Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW P&P)**  **Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW P&P)**  Guy Fawkes / Bonfire night Poppy/Remembrance day |  |  |  |  |
| **Year 1** |  | **What Will You Remember?**  **The lives of significant individuals in the past who have contributed to National achievements.**  **Compare aspects of life in different periods.**  **Queen Elizabeth 1**  **Queen Victoria**  **Queen Elizabeth 11** |  | **What is the oldest toy in the world?**  **Changes within Living memory. Where appropriate, these should be used to reveal aspects of change in National Life**  History of Toys (Victorian – Modern Day) | **Where have all the mills gone?**  **Significant historical people, events and places in their own locality.**  Places in their own locality: Dawn Mill (Asda), Elk Mill, Wider – Salford (Lowry).  **Significant events within own locality**  The Industrial Revolution  **The lives of local significant individuals in the past who have contributed to National achievements**  **LS Lowry**  **Suffragettes –Emily Pankhurst/Annie Kenney** | |
| **Year 2** | **Do they have the X factor?**  **Events beyond living memory that are significant Nationally**  Gunpowder plot  Remembrance Day  Great Fire of London  **The lives of significant individuals in the past who have contributed to International achievements. Some to be used to compare aspects of life in different periods.**  **Christopher Columbus**  **Neil Armstrong** | |  |  |  | |
| **Year 3** | **Who First Lived in Britain?**  **Changes in Britain from Stone Age to Iron Age**  Late Neolithic hunter-gatherers and early farmers - Skara Brae.  The Bronze Age religion, technology and travel - Stonehenge.  Iron Age hill forts: tribal kingdoms, farming, art and culture.  Daily life, homes, hunting, farming, inventions and culture. | | **Could you be a tomb raider?**  **The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.**  **In depth study of Ancient Egypt and its achievements.**  The Ancient Egyptians | |  | |
| **Year 4** | **Why were the Romans so powerful and how do we know they were here?**  **The Roman Empire and its impact on Britain**  Julius Caesar’s attempted invasion in 55-54 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 - Boudica  ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. | | **Would you want to be in their shoes?**  **A Local History Study**  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  What was life like as a child during the Industrial Revolution? |  | **Who were the greatest invaders?**  **Britain’s Settlement by Anglo-Saxons and Scots**  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.  Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life.  Anglo-Saxon art and culture.  Christian conversion – Canterbury, Iona and Lindisfarne. | |
| **Year 5** |  | | **Were the Vikings vicious?**  **The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.**  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.  Edward the Confessor and his death in 1066. | **Does the punishment fit the crime?**  **A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066:**  Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present. |  | |
| **Year 6** |  | | **What deadly games did the Mayans play?**  **A non-European society that provides contrasts with British history – Mayan civilization c.AD 900**    A study of the Mayan civilization | | **Are you a slave, soldier, warrior or philosopher, and what is your legacy?**  **Ancient Greece – a study of Greek life and achievements and their influence on the western world.**    A study of the Ancient Greeks | |