

HISTORY	Key Stage 1		Key Stage 2			
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units of work	<p>Autumn: Topic: Antarctica What part did Shackleton play in history and why is it important that we learn about him? Ernest Shackleton</p> <p>Spring: Topic: Coast to Coast (British coast and Australian Coast) How did Grace Darling affect our lives? Why was Captain Cook famous? Grace Darling and Captain Cook The history of lifeboats.</p> <p>Summer: Topic: Great Britain Why was Amy Johnson famous and what did she do? How long did Queen Victoria rule for? Amy Johnson and Queen Victoria</p>	<p>Autumn: Topic: Journey Through Time What part did these people play in history and why is it important that we learn about them? (The First Humans, The Great Fire of London: Samuel Pepys, Florence Nightingale, The Moon Landing: Neil Armstrong)</p> <p>Spring: Topic: Chocolate Can you discover where and how chocolate was discovered? (Maya/Aztecs, Spanish explorers, famous chocolatiers from York)</p> <p>Summer: Topic: The Caribbean/Pirates Are pirates real and where did the first ever pirates live? (real pirates from history)</p>	<p>Autumn Topic: Egyptians Who were they, what are the pyramids? What is mummification? Nelson Mandela Who was he and why is he famous?</p> <p>Spring Topic: The Romans How did the arrival of the Romans change Britain?</p> <p>Summer Topic: The Vikings What did the Vikings want and how did Alfred help to stop them getting it?</p>	<p>Autumn: Gunpowder plot why was James 1st unpopular Who was Guy Fawkes? The Shang Dynasty – who were they and how have they impacted the world today?</p> <p>Spring: The Stone and Bronze ages. How do artefacts help us understand the lives of people in the Iron Age? What is the secret of the standing stones? How did the lives of Ancient Briton change in this period?</p> <p>Summer Topic: The Tudors Who was Henry 8th and his wives? Queen Elizabeth 1st</p>	<p>Autumn Topic: Ancient Greece The story of the Trojan Horse: Historical fact, legend or myth?</p> <p>Spring Topic: WW1 How did it start? Trench warfare Beast of Burden</p> <p>Summer Topic: Victorians – Victorian children in the workhouse Victorian schools Toys and mills</p>	<p>Autumn: Topic World War II What happened to the evacuees?</p> <p>Spring Topic: Aztecs – What happened to the Aztecs?</p> <p>Summer: Crime and Punishment How has crime and punishment changed over the years?</p>
All examples given are non-statutory						
Significant events						
Changes within living memory	where appropriate, these should be used to reveal aspects of change in national life					
Events beyond living memory	e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries					
Local history	significant local historical events, people and places		<p>e.g. - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>			
Changes to Britain from Stone Age to Iron Age			<p>e.g. - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>- Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>- Iron Age hill forts: tribal kingdoms, farming, art and culture</p>			
The Roman Empire and its impact on Britain			<p>e.g. - Julius Caesar's attempted invasion in 55-54 BC</p> <p>- the Roman Empire by AD 42 and the power of its army</p> <p>- successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>- British resistance, for example, Boudica</p> <p>- 'Romanisation' of Britain: sites such as Caerwent and impact of technology, culture and beliefs, including early Christianity</p>			
Britain's settlement by Anglo-Saxons and Scots			<p>e.g. - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>- Scots invasions from Ireland to north Britain (now Scotland)</p> <p>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>- Anglo-Saxon art and culture</p> <p>- Christian conversion – Canterbury, Iona and Lindisfarne</p>			

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		e.g. - 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
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		- changing power of monarchs using case studies such as John, Anne and Victoria - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to present or leisure and entertainment in 20th Century - legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, for example, first railways or Battle of Britain
The achievements of the earliest civilizations		an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Ancient Greece		a study of Greek life and achievements and their influence on the western world
A non-European society that provides contrasts with British history		one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Historical figures		
Individuals who have contributed to national and international achievements.	e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	
Historical enquiry		
Chronological framework	know where the people and events they study fit in relation to now	establishing clear narratives within and across the periods of study connections, contrasts and trends over time
Sources	ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events	understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of relevant historical information
Methods of research	understand some of the ways we find out about the past identify different ways in which it is represented, e.g. timelines	ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Terminology		
Words and phrases	relating to the passing of time; a wide vocabulary of everyday historical terms	understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'