

	History					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Celebrations	Winter	People who will help	Once upon a time	Splish, Splash Splosh/Children's choice
	Pupils explore the past through their environment family history and story. There are many opportunities for children to talk about past and present events in their own lives and lives of their families. Children ask and answer questions about why things happen and give explanations. Stories are used to sequence events related to time.					
Y1		Victorians: incl. toys and our homes.		Great Fire of London	Florence Nightingale, Edith Cavell, Mary Seacole	
		<i>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		<i>Pupils should be taught about events beyond living memory that are significant nationally or globally.</i>	<i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i>	
Y2	Martin Luther King and Rosa Parks 4 Wks	The Gunpowder Plot. 2 Wks		Explorers and Pioneers: Amelia Earhart, Neil Armstrong.		Grace Darling and seaside holidays past and present.
	<i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of</i>	<i>Pupils should be taught about events beyond living memory that are significant nationally or globally.</i>		<i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of</i>		<i>Pupils should be taught about events beyond living memory that are significant nationally or globally.</i> <i>Pupils should be taught about the lives of significant individuals in the past who have</i>

	<i>life in different periods.</i>			<i>life in different periods.</i>		<i>contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i>
Y3	Stone age and Iron age	WW2: (local study)		Ancient Egypt		
	<i>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</i>	<i>Pupils should be taught about 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.</i>		<i>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</i>		
Y4	Romans		Spring 1 Anglo-Saxons		Vikings	
	<i>Pupils should be taught about the Roman Empire and its impact on Britain</i>		<i>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</i>		<i>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	
Y5	Ancient Greece		Victorians and the Industrial Revolution		The Mayans	
	<i>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>		<i>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>		<i>Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization,</i>	

					<i>including a study of Mayan civilization c. AD 900.</i>	
Y6	WWII: The Battle of Britain		Spring 1 Frozen Kingdoms - Inspirational People Shackleton		The Monarchy and its changing power	
	<i>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>		<i>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>		<i>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	

Whole school units: (History and Geography combined focus)

OCTOBER – BLACK HISTORY MONTH

JUNE – THE LIFE AND TIME OF JOHN CLARE – Local study