Year 1

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| **Hist** | **Toys of the past.** *National curriculum objectives**changes within living memory – where appropriate, these should be used to reveal aspects of change in national life**events beyond living memory that are significant nationally or globally** Know the toys their grandparents played with were different to their own.
* Organise a number of artefacts by age
* Know what a number of older objects were used for.
* Know the main differences between their school days and their grandparents
* Be able to talk about Bonfire night/poppy day
 | **Significant people in our area – Lowry***National curriculum objectives**significant historical events, people and places in their own locality** *Know the name of a famous person or place close to where they live*
 | **Significant people (Mary Seacole and Florence Nightingale)***National curriculum objectives**the lives of significant individuals in the past who have contributed to national and international achievements** *Know the name of a famous person*
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Year 2

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| **Hist** | **The Great Fire of London** *National curriculum objectives**Events beyond living memory that are significant nationally or globally** Know about an event/events that happened long ago
 | **Significant and brave individuals – Neil Armstrong***National curriculum objectives**- the lives of significant individuals in the past who have contributed to national and international achievements**- changes within living memory** Know about a famous person from outside the UK and explain why they are famous
 | **The Seaside Long Ago***National curriculum objectives**Significant historical events, people and places in their own locality** Know how the local area is different to the way it used to be a long time ago
* Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc.)
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Year 3

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| **Hist** | ***National curriculum objectives******Pupils should be taught:*** **Roman Empire** **A local history study**-the Roman Empire and its impact on Britain**-Know how Britain changed from the Iron Age to the end of the Roman occupation****-Know how the Roman occupation of Britain helped to advance British society****-Know how there was resistance to the Roman occupation and know about Boudica****-Know at least one famous Roman emperor** |  | ***National curriculum objectives******Pupils should be taught:*** **Ancient Egypt**-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-**Know about, and name, some of the advanced societies that were around 3000 years ago****- Know about the key features of Ancient Egypt** |

Year 4

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| **Hist** | **The Ancient Greeks***National curriculum objectives*-A study of Ancient Greece – a study of Greek life and achievements and their influence on the western world-Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance * **Know about, and name, some of the advanced societies in the world about 3000 years ago**
* **Know about the key features of Ancient Greece**
 |  | **The Victorians and the Industrial Revolution** *National curriculum objectives*-A Study of local history-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066-Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance * **Research to find answers to specific historical questions about their locality**
* **Know how their locality has been shaped by what happened in the past**
* **Know how historic items and artefacts have been used to help build up a picture of life in the past**
* **Know about the impact that one period of history had on the world**
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Year 5

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| **Hist** | Invaders and Settlers **Auntumn One**Britain’s settlement by Anglo-Saxons and Scotsthe Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorAnglo Saxons*Know how Britain changed between the end of the Roman occupation and 1066**Know about how the Anglo- Saxons attempted to bring about law and order in the country**Know that during the Anglo-Saxon period Britain was divided in to many kingdoms**Know that the way the kingdoms were divided led ti the creation of some of our county boundaries today**Use a timeline to show when the Anglo-Saxons were in England*Vikings*-Know where the Vikings came from and show this on a map**-Know that the Vikings and Anglo- Saxons were often in conflict**-Know why the Vikings frequently won battles with the Anglo Saxons* | **World War 2** **Autumn Two & Spring One****Historical Enquiry** a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ***( Battle of Britain)******-****Describe events from the past**-Know how an event or events from the past has shaped our life today**-Draw an accurate timeline with different historical periods showing key historical events lives of significant people**-Know how crime and punishment over a period time**-Know how Britain has major influence on the world**-Know how the lives of wealthy people were different from the lives of poorer people.* | **The Mayans** **Summer Two**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.-*Know about the impact that the Mayan Civilization had on the world**-Know why they were considered an advanced society in relation to that period of time in Europe* |

Year 6

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| **History** | **Tudors :a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**Understand Historical concepts such as continuity and change, cause and consequence, similarity difference and significance*Know about the main events from a period in history**Know how to place features of historical events and people from past societies and periods in a chronological framework****A significant turning point in British history – split from Rome******Dissolution of the Monasteries******Law – Divorce******Henry's 6 wives******Monarch head of the Church of England*** | **Stone Age: changes in Britain from the Stone Age to the Iron Age**Late Neolithic hunter-gatherers and early farmers, for example, Skara BraeBronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture***I know that many of the early civilisations gave much to the world.******• I can understand what humans needed for survival in the Stone Age******• I can understand what was found at Skara Brae and why it is important.******• I can understand what copper mining meant to the people of the Bronze Age.******• I can understand how evidence about Stonehenge can give us different answers about the past.******• I can understand how and why hillforts were developed in the Iron Age.******• I can understand how evidence about Druids can give us different answers about the past.*** | **Walkden: a local history study**An in-depth study linked to one of the British areas of study listed aboveA study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality***I can research in order to find similarities and differences between two or more periods of history*** |