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* |

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.) |

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** |

Year 5

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| **Hist** | Invaders and Settlers **Auntumn One**  Britain’s settlement by Anglo-Saxons and Scots  the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Anglo 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 Brae  Bronze Age religion, technology and travel, for example, Stonehenge  Iron 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 above  A 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*** |