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| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Begin to make sense of their own life story and family history.
* Comment on images of familiar situation in the past.
* Compare and contrast characters from stories, including figures from the past.
* **All About Me**
* **Celebrations**
* **People Who Help Us**
* **Dinosaurs**
* **The Very Hungry Caterpillar**
* **Animals Around the World**
 | * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* **Fire and Ice Autumn Term**
* **At the farm Summer Term**
* Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
* **Fire and Ice Autumn Term**
* The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods (for example, 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).
* **Explorers – Castles Spring Term**
* Significant historical events, people and places in their own locality.
* **Fire and Ice Autumn Term**
* **Explorers – Castles Spring Term**
 | * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* **All Around the World Spring Term**
* The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods (for example, 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).
* **What Happened Before Autumn Term**
* Significant historical events, people and places in their own locality.
* **What Happened Before Autumn Term**
* **Back to Nature Summer Term**
 | * Changes in Britain from the Stone Age to the Iron Age
* **Prehistoric Britain Autumn Term**
* The Roman Empire and its impact on Britain
* **Roman Empire Summer Term**
* The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty or Ancient China.
* **Ancient Egypt Spring Term**
 | * Britain’s settlements 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 and Vikings Autumn Term**
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* **The Tudors Spring Term**
* **British Empire Summer Term**
 | * A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) c AD900-1300.
* **Maya Autumn term**
* **Benin Spring Term**
* A local history study.
* **Industrial Revolution Summer Term**
 | * Ancient Greece – a study of Greek life and achievements and their influence on the western world.
* **Ancient Greece Autumn term**
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* **World War II Summer Term**
* **Mountains and Mountaineers Spring term**
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