|  |  |
| --- | --- |
| Year A 2020-2021 | Year B 2019-20 |
| Year 1Changes within living memory. Whereappropriate, these should be used to reveal aspects of change in nationallife. (Toys Past and Present)Significant historical events,people and places in their ownlocality (Beatles, Docks, ) | Year 1Changes within living memory. Whereappropriate, these should be used toreveal aspects of change in nationallife.  (Homes Past and Present)Significant historical events,people and places in their ownlocality (Beatles, Docks, ) |
| Year 1/2Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Seaside Now and Then)Significant historical events, people and places in their own locality (Titanic)Famous person – through literacy | Year 1/2Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Seaside Now and Then)Significant historical events, people and places in their own locality (Titanic)Famous person – through literacy |
| Year 2Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,  (Great Fire of London)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  (Guy Fawkes /Florence Nightingale)  | Year 2Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,  (Great Fire of London)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 [(Guy Fawkes/Florence Nightingale) |
| Year 3 | Year 3 |
| 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 Egypt;Britain Settlements (Anglo-Saxons and Scots)A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on ……) | The Roman Empire and its impact on Britain The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorA study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -

|  |
| --- |
| The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on Victoria)  |

 |
|  |  |
| Year 3/4 | Year 3/4 |
| 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 Egypt;Britain Settlements (Anglo-Saxons and Scots)A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on ……) | The Roman Empire and its impact on Britain The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorA study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on Victoria)  |
|  |  |
| Year 4 | Year 4 |
| 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 Egypt;Britain Settlements (Anglo-Saxons and Scots)A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on ……) | The Roman Empire and its impact on Britain The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorA study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on Victoria)  |
|  |  |
| Year 5 | Year 5 |
|  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world  Local History a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on ……) | Changes in Britain from the (Stone Age to the Iron Age )A non-European society that provides contrasts with British history  (Mayan civilization) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on Victoria)  |
|  |  |
| Year 5/6 and Year 6 | Year 5/6 and Year 6 |
|  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world  Local History a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on …..)  | Changes in Britain from the (Stone Age to the Iron Age )A non-European society that provides contrasts with British history  (Mayan civilization) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. (One afternoon or day taught each year focus on Victoria)  |
|  |  |