| **History** | **Autumn Term** | **Spring Term** | **Summer Term** |
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| **FY** | **Autumn 2: Who inspires me?**  **Know some similarities and differences between things in the past and now**  **Talk about the lives of people around them and their roles in society (Simone Biles) Human Dignity** | **Spring: How do humans show God’s love?**  **Talk about the lives of people around them and their roles in society Solidarity** | **Summer: How can my gifts and talents help the world?**  **Talk about the lives of people around them and their roles in society Participation** |
| **Understand the past through settings, characters and events encountered in books read in class and storytelling** | | |
| **Year 1** | **Autumn 2: Is there enough for everyone?**  **Explain changes within living memory. Where appropriate, to reveal aspects of change in national life. (Toys and games)**  **The common good** | **Spring 2: What makes a home?**  **Explain changes within living memory. Where appropriate, to reveal aspects of change in national life.**  **(Homes and everyday life)**  **Human Dignity** | **Summer 1: How and why do things change?**  **Explain changes within living memory. Where appropriate, to reveal aspects of change in national life. (Holidays)**  **Human Dignity** |
| **Year 2** | **Autumn 2: Are humans called to love?**  **To know about the lives of some significant people who have contributed to national and international achievements. Compare aspects of life.**  **The common good** | **Spring 2: Does a shared experience unit society?**  **To explain the event that is significant nationally beyond living memory. (Great fire of London)**  **Solidarity** | **Summer 1: What makes our community?**  **To know of some historical events, people and places in Aston/ Birmingham.**  **Distributive justice** |
| **Year 3** | **Autumn 2: How and why do things change?**  **Changes in Britain from the Stone Age to the Iron Age**  **Human dignity** | **Spring 2: Is change good?**  **The achievements of the earliest civilisations- where and when the first civilisations appeared and a depth study of Ancient Egypt**  **Participation** | **Summer 1: How does the past impact the present?**  **A study of Greek life and achievements and their influence on the western world**  **Participation** |
| **Year 4** | **Autumn 2: Is change good?**  **The Roman Empire and its impact on Britain**  **Participation** | **Spring 2: How does the past influence the present?**  **Britain’s settlement by Anglo-Saxons and Scots**  **Human Dignity** | **Summer 1: Are all roles equal?**  **Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor**  **Participation** |
| **Year 5** | **Autumn 2: Is change good?**  **A non-European society that provides contrasts with British history (Mayan civilisation)**  **Solidarity** | **Spring 2: How does the past impact the present?**  **A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066: leisure and entertainment in the 20th century**  **Common good** | **Summer 1: Where do I come from?**  **A study of an aspect of British History that extends pupils’ chronological knowledge beyond 1066: a significant turning point in British history (WW2)**  **Participation** |
| **History** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 6** | **Autumn 2: Where do I come from?**  **A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant locally.**  **Participation** | **Spring 2: Are all roles equal?**  **A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066: changing power of monarchs**  **Human Dignity** | **Summer 1: How does the past impact the present?**  **A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066: crime and punishment**  **Common good** |