| **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** |