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| **History** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **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: Peek into the Past**  **Talk about the lives of people around them and their roles in society Solidarity**  **Kapow: Peek into the past** | **Summer: Adventures through time**  **Talk about the lives of people around them and their roles in society Participation**  **Kapow: Adventures through time** |
| **Understand the past through settings, characters and events encountered in books read in class and storytelling** | | |
| **Year 1** | **Autumn 2:**  **Explain changes within living memory. Where appropriate, looking at personal chronology by examining photographs and asking questions.**  **The common good**  **Kapow: How am I making History?** | **Spring 2: What makes a home?**  **Explain changes within living memory. Where appropriate, to reveal aspects of change in national life.**  **(toys and games)**  **Human Dignity**  **Kapow: How have toys changed?** | **Summer 1: How and why do things change?**  **Explain changes beyond living memory thinking about explorers and what makes them significant.**  **Human Dignity**  **Kapow: How have explorers changed the world?** |
| **Year 2** | **Autumn 2: Are humans called to love?**  **Know the lives of significant people**  **The common good**  **Significant People** | **Spring 2:Does a shared experience unite society?**  **To explain the event that is significant nationally beyond living memory.**  **The common good**  **The Great Fire of London** | **Summer 1:?**  **Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline.**  **Solidarity**  **Kapow: How was school different in the past?** |
| **Year 3** | **Autumn 2: How and why do things change?**  **Changes in Britain from the Stone Age to the Iron Age**  **Human dignity**  **Kapow: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?** | **Spring 2: Is change good?**  **Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.**  **Participation**  **Kapow: Why did the Romans settle in Britain?** | **Summer 1: How does the past impact the present?**  **The achievements of the earliest civilisations- where and when the first civilisations appeared and a depth study of Ancient Egypt**  **Participation**  **Kapow: What did the ancient Egyptians believe?** |
| **Year 4** | **Autumn 2: Is change good?**  **A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066:**  **Participation**  **Kapow: How have children’s lives changed?** | **Spring 2: How does the past influence the present?**  **Developing an understanding of why people invaded and settled, learning about Anglo – Saxon beliefs and the contribution to modern Britain.**  **Human Dignity**  **Kapow: How hard was it to invade and settle in Britain?** | **Summer 1: Are all roles equal?**  **a non-European society that provides contrasts with British history: Mayan civilization**  **Participation**  **Kapow: How did the achievements of the Ancient Maya impact their society and beyond.** |
| **Year 5** | **Autumn 2: Is change good?**  **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.**  **Solidarity**  **Kapow: Were the Vikings raiders, traders or something else?** | **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: Tudors**  **Common good**  **Kapow: What was life like in Tudor England?** | **Summer 1: Where do I come from?**  **A study of Greek life and achievements and their influence on the western world.**  **Participation**  **Kapow: What did the Greeks ever do for us?** |
| **History** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 6** | **Autumn 2: Where do I come from?**  **A local history study: understand the methods of historical enquiry.**  **Participation**  **Kapow :What can the census tell us about local areas?** | **Spring 2: Are all roles equal?**  **A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066: WW2**  **Human Dignity**  **Kapow: What was the impact of WW2 on the people of Britain?** | **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: unheard histories**  **Common good**  **Kapow: TRANSITION UNIT:**  **Unheard histories:**  **The Sikh Empire** |