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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** |