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|  | Autumn | Spring | Summer |
| Rec/Year 1 | Technology (cycle B on Grammarsaurus)  How has technology changed over the last 60 years?  Society and Community – trade and industry. | Famous Explorers (cycle B on Grammarsaurus)  Where have humans explored?  Exploration and Invasion – migration and trade. | Hospital and Health Care (cycle B on Grammarsaurus)  How did Florence Nightingale and Edith Cavell help to improve hospitals?  Conflict and Disaster – empire and industry. |
|  | changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] |
| Year 1/ Year 2 | Technology (cycle B on Grammarsaurus)  How has technology changed over the last 60 years?  Society and Community – trade and industry. | Famous Explorers (cycle B on Grammarsaurus)  Where have humans explored?  Society and Community – trade and industry. | Hospital and Health Care (cycle B on Grammarsaurus)  How did Florence Nightingale and Edith Cavell help to improve hospitals?  Society and Community – trade and industry. |
|  | changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] |
| Year 3/ Year 4 | Stone Age to Iron Age  Where did History begin?  Society and Community -migration, settlement, trade, civilisation, industry. | Egyptians (Grammarsaurus A)  What were the greatest achievements of the Ancient Egypt?  Power – civilisation, trade, settlement, empire, monarchy | (Longer unit in the Spring Term) |
|  | changes in Britain from the Stone Age to the Iron Age | 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |  |
| Year 4/ Year 5 | Vikings and Anglo Saxons (Cycle A Grammarsaurus)  How did England change during the settlement of the Anglo-Saxons and Vikings?  Exploration and Invasion – migration, trade, monarchy, settlement. | The Mayans (Cycle A Grammarsaurus)  What similarities and di­fferences are there between the Maya civilisation and England from the 8th to the 10th century?  Power – civilisation, trade, settlement, empire, monarchy | (Longer unit in the Spring Term) |
|  | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |  |
| Year 6 | WW2  What was the impact of total warfare on Britain?  Power and Conflict and Disaster – empire, monarchy, civilisation, industry. | (SATs) | Crime and Punishment  How has crime and punishment changed through time?  Power and Conflict and disaster – empire, monarchy, civilisation, industry. |
|  | A significant turning point in British History, for example, the first railway and Battle of Britain. |  | A local History Study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |