

Y1	How am I making history?	How have toys changed?
	How have explorers changed the world?	
	We are learning...	
	Create a personal timeline, developing an understanding of personal chronology	Discuss their favourite toys and recalling their past using language relating to time
	To investigate personal history using photographs, gaining a greater understanding of chronology and changes over time through discussion and expressing ideas	About explorers, what they do and where they appear on a timeline
	About their personal history and that of others, pupils develop an understanding about how events are celebrated	About the achievements and discoveries of explorers and identifying where they travelled
	Investigate childhood in the past and create enquiry questions to ask a classroom visitor	Record a sequence of historical stories on a timeline
	Use what they have learnt about childhood in the past, children look for similarities and differences with their own lives	Use photographs to ask and answer questions about the explorer Matthew Henson
Y2	How was school different in the past?	How did we learn to fly?
	What is a monarch?	
	We are learning...	
	About schools in the past, children identify similarities and differences and sequence these on a timeline.	About the history of flight; using and evaluating historical sources to find out information
	To investigate what schools were like in the past and creating enquiry questions to ask a classroom visitor	Learning about the role of a monarch in the UK today
	What schools were like in the 1900s; using and evaluating historical sources to find out information	Understanding why monarchs are crowned in a special ceremony.
	To compare schools now with schools in the 1900s, recognising similarities and differences.	Learning about how William the Conqueror became the King of England
	To compare three periods of time and identifying similarities and differences	Recognising similarities and differences between castles built by the Normans.
Y3	British History 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	British History 2: Why did the Romans settle in Britain?
	What did the Ancient Egyptians believe?	
	We are learning...	
	To create timelines, children learn that prehistory was a very long time ago. They learn how BC and AD help split history into chunks of time	About the features of ancient Egypt and identifying the periods of the Egyptian civilisation
	To look at the Stone Age settlement of Skara Brae, children learn about early settlements. They investigate housing using archaeological evidence	To develop an understanding of Egyptian beliefs, including gods or goddesses
	To look at the Stone Age settlement of Skara Brae, children learn about early settlements. They investigate housing using archaeological evidence	To identify the challenges of building a pyramid and suggesting possible construction solutions
	To look at the Stone Age settlement of Skara Brae, children learn about early settlements. They investigate housing using archaeological evidence	To develop an understanding of mummification
	To explore the expansion of trade in the Iron Age, children learn how trade developed from bartering to a system of coinage	To use primary sources to make inferences about ancient Egyptian beliefs
Y4	How have children's lives changed?	British History 3: How hard was it to invade and settle in Britain?
	British History 4: Were the Vikings raiders, traders or settlers?	
	We are learning...	
	To examine different sources; identifying changes in the lives of children over time; creating enquiry questions	Who the Anglo-Saxons and Scots were and where they came from; writing a letter home to describe the Anglo-Saxon invasion.
	About the different types of jobs Tudor children had; creating questions for a Tudor apprentice to find out about working conditions.	To identify the features of Anglo-Saxon houses; comparing Anglo-Saxon and prehistoric houses; and learning the building techniques of the pas
	To research the jobs and working conditions of young Victorians using primary and secondary sources; identifying with life as a working child by recording experiences and feelings in a letter	About the importance of Sutton Hoo and Anglo-Saxon beliefs by making deductions about objects and considering who was buried there
	Who Lord Shaftesbury was and what he did; investigating how he improved the lives of working children.	About Anglo-Saxon and Scottish beliefs and creating a stained glass window to represent one of the Christian missionaries.
	To identify leisure activities from the past using historical sources and considering how and why children's leisure time has changed.	About the threat from the Vikings and creating a video explaining the children's interpretation of Alfred the Great.
Y5	British History 5: What was life in Tudor England?	What did the Greeks ever do for us?
	What does the census tell us about our local area?	
	Investigating whether the reputation of Henry VIII as a tyrant is justified, children use portraits and written primary sources to draw their own conclusions	Learning about ancient Greece's features and identifying the Greek civilisation's periods
	Examining the clues at a crime scene, children use primary sources to carry out an investigation into who the victim is and why Anne Boleyn was killed	Using primary sources to investigate the Greek gods, creating a class book and learning about their importance to the Greeks.
	By analysing sources, children investigate who Henry VIII's ideal wife was, and participate in a royal matchmaking activity.	Learning how Athens and Sparta were ruled; identifying similarities and differences and making radio recordings.
	By analysing sources, children investigate who Henry VIII's ideal wife was, and participate in a royal matchmaking activity.	Comparing democracy in modern Britain to ancient Athens and participating in an Athenian-style debate to experience direct democracy.
	Investigating a range of primary sources, children step back into the time of Elizabeth I, reconstructing her Royal Progresses and learning about the splendour of the Elizabethan	Taking part in philosophical discussions and investigating the significance and impact of ancient Greek philosophers
	Making deductions from inventories, children identify whether Tudor people were poor or rich and what Tudor houses were like.	Comparing democracy in modern Britain to ancient Athens and participating in an Athenian-style debate to experience direct democracy.
Y6	How did the Maya civilisation compare to the Anglo-Saxons?	What was the impact of World War 2 on the people of Britain?
	The Sikh Empire	
	Discovering the features of the ancient Maya civilisation and identifying its key periods	Exploring ideas about leadership and absolute power and how an individual creates unification.
	Identifying the challenges of settling in the rainforest and finding solutions	Exploring Sikh beliefs and discussing the impact of discrimination.
	Identifying the features of Maya houses and comparing them with Anglo-Saxon homes.	Creating a trading game to demonstrate Lahore as a trading hub.
	Investigating the beliefs of the Maya and looking at characteristics of Maya gods and goddesses.	Evaluating the significance of Maharaja Ranjit Singh.
	Making deductions about Maya cities and planning a city.	Comparing and analysing historical interpretations
	Investigating the end of the Classic period Maya city-states.	Researching the achievements of civilisations and comparing them to another civilisation.

Changes within living history
Events beyond living memory that are significant nationally or globally
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 period
Significant historical events, people and places in their own locality.

Pre-Roman Britain
Roman Britain
Anglo-Saxons and Scots
Anglo-Saxons and Vikings
Local History
Extended chronological study
Ancient civilisations
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