



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	All Dressed Up	Freeze it	<p><b>The Magic Toymaker</b>                      Focusing on: making toys                      the history of toys                      ✦ Discuss where people and events they study fit within a chronological framework (timelines) ✦ Have an awareness of the past using common words and phrases relating to the passing of time ✦ Use a wide vocabulary of everyday historical terms                      ✦ Identify similarities and differences between ways of life in different periods</p>	I'm Alive!	<p><b>People of the past</b>                      Focusing on: Queen Victoria &amp; Queen Elizabeth, Christopher Columbus, Neil Armstrong, Florence Nightingale and Mary Seacole.                      ✦ Identify significant historical events and people in their own locality (and how it impacts us today) ✦ Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) ✦ Discuss where people and events they study fit within a chronological framework (timelines)</p>	Hooray - Let's Go On Holiday
2	From A to B		<p><b>Super Humans</b></p>	<p><b>Time travellers</b>                      Focusing on: Great Fire of London                      ✦ Identify events that are significant nationally or globally e.g. Great fire of London                      ✦ Identify significant historical events and places in their own locality (and how it impacts us today) ✦ Discuss where people and events they study fit within a chronological framework (timelines) ✦ Use a wide vocabulary of everyday historical terms</p>	SATS revision	Flowers and insects
3	<p><b>Footprints from the past</b>                      Focusing on: Stone Age to the Iron Age                      ✦ Identify similarities and differences between different periods of time, significant people, cultures, structures etc. ✦ Identify connections, contrasts and trends over time (make connections to other periods of time they have studied) ✦ Use appropriate historical terms</p>		Active Planet		Different places, similar lives	
4	<p><b>Building a village</b>                      Focusing on: links need to be made with Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.                      ✦ Develop a chronologically secure knowledge (using timelines over longer periods of time, discuss overlapping periods of times) ✦ Identify</p>		They Made a Difference		Island life	How Humans work

	similarities and differences between different periods of time, significant people, cultures, structures etc. * Use appropriate historical terms				
5	<b>Space Explorers</b>	<b>Fascinating Forces and Full Power</b>	<b>The Great, The Bold and The Brave</b> Focusing on: The Roman Empire and its impact on Britain, Ancient Greece *Devise historically valid questions about change, cause and significance using information gathered/given and answer using evidence * Construct informed responses using a range of historical sources in a range of ways - personal response (using key information and evidence)	<b>Going global</b>	
6	<b>Moving people - migration</b>	<b>Battle of Britain (WWII)</b> Focus on: -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Blitz. *Devise historically valid questions about change, cause and significance using information gathered/given and answer using evidence * Construct informed responses using a range of historical sources in a range of ways - personal response (using key information and evidence)	<b>Evolution &amp; adaptation</b>	<b>SATS revision</b>	<b>Growing Up</b>

History