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| **Term** | **Autumn**  | **Spring**  | **Summer**  |
| **Nursery** | **Chronology** Begin to use and understand a now/ next board to follow the daily routine.**Own life story and family history** Begin to understand that their parents/ grandparents were once a baby / toddler**Familiar situations from the past** Begin to develop an awareness of a past significant event**Figures / characters, settings and events from the past** Begin to develop an awareness of characters, events and settings from the past | **Chronology** Begin to understand duration.**Own life story and family history** Make sense of their own life story and family history**Familiar situations from the past** Begin to remember and talk about something that has happened in the past**Figures / characters, settings and events from the past** Begin to develop an awareness of characters, events and settings from a long time ago | **Chronology** Understand duration of time e.g. that things take a shorter/ longer amount of time**Own life story and family history** Begin to talk about their extended family**Familiar situations from the past** Remember and talk about something that has happened in the past.**Figures / characters, settings and events from the past** Begin to be aware that some things happened a long time ago. |
| **Reception** | **Chronology** Begin to understand when things happen e.g. past, present, future**Own life story and family history** Talk about past and present events in their own life and the lives of family members**Familiar situations from the past** Begin to know some similarities and differences between things in the past and now**Figures / characters, settings and events from the past** Begin to understand the past through settings, characters and events encountered in books | **Chronology** Predict what might happen next within the daily routine with some accuracy and understanding.**Own life story and family history** Understand that some things were different when their parents / grandparents were children.**Familiar situations from the past** Know some similarities and differences between things in the past and now.**Figures / characters, settings and events from the past** Understand the past through settings, characters and events encountered in books. | **Chronology** Use sequencing vocabulary confidently**Own life story and family history** Understand and talk about a simple family tree e.g. immediate family / grandparents**Familiar situations from the past** Talk about some similarities and differences between things in the past and now**Figures / characters, settings and events from the past** Talk about how somethings that were different a long time ago |
|  | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Year 1** |  | **Significant historical events, people and places in their own locality**Which local heroes are we proud of and why?  Alan Turing, Clara Walkden, Emmeline Pankhurst Protected characteristics: gender, LGBTQ+ |  | **Changes within living memory** How have toys changed since my grandparents were children?  |  | **Changes within living memory** How has the impact of travel had on people’s lives? Wright Brothers  |

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|  | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Year 2** |  | **Events beyond living memory that are significant nationally or globally** Should we still celebrate 5th November 1605 and remember The Great Fire of London 1666?Guy Fawkes |  | **The lives of significant Individuals in the past who have contributed to national and international achievements** Why were Mary Seacole and Edith Cavell both heroes?  Protected characteristics: Gender, race |  | **The lives of significant Individuals in the past who have contributed to national and international achievements**What were the achievements of the greatest explorers?Ibn BattutaSunita WilliamsProtected characteristics: Religion |
| **Year 3** |  | **Changes in Britain from the Stone Age to the Iron Age** Would it be better to have lived in the Stone Age, Bronze Age or Iron Age? Why?  |  | **The achievements of the earliest civilisations: In-depth study of an early civilisation** How much did the Ancient Egyptians achieve? Tutankhamun  |  | **The achievements of the earliest civilisations: An overview where and when the first civilisations appeared** How can we compare the achievements of the earliest civilisations?  |
| **Year 4** |  | **A study of Ancient Greece life and achievements and their influence on the western world** Why should we thank the Ancient Greeks?  |  | **The Roman Empire and its impact on Britain** What impact did the Romans have on Britain? Trip: Chester BoudiccaJulius Caesar  |  | **Ancient Greece and the Roman Empire: A comparison of Ancient Greece and Ancient Rome** Who had a greater impact on modern Britain: Ancient Greece or the Roman Empire? What is your evidence? |

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|  | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Year 5** |  | **Britain’s settlement by Anglo-Saxons.**What was the impact of the Anglo-Saxons on Britain? Local area trip Nico Ditch |  | **Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor** Why was there a struggle between the Anglo-Saxons and the Vikings? Edward the ConfessorWilliam, Duke of NormandyHarold GodwinsonHarold Hardrada  |  | **Contrasts of a non-European society with British history:** **Viking and Mayan Civilisation** How does the Maya Civilisation compare to the Vikings?  |
| **Year 6** |  | **A study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066**How did the role of women change during the war? Protective characteristics – Gender |  | **A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Local history study** What was the impact of WW2 in Manchester?  |  | **A study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066**How has crime and punishment changed over time in Britain?    |