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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 Battuta  Sunita Williams  Protected 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  Boudicca  Julius 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 Confessor  William, Duke of Normandy  Harold Godwinson  Harold 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? |