

History Subject Plan Year 1 & 2

Year Group	Unit	Key Elements	Suggested Topics
1	Changes within living memory - reveal aspects of change in national life	Wide Vocabulary (words and phrases) Show knowledge and understanding Know where it fits in chronological framework Know different ways we can find out about the past Understand change, cause and consequence	Myself Toys Holidays Pastimes
	Events beyond living memory that are significant nationally or globally		The Great Fire of London, The first airplane flight Events commemorated through festivals or anniversaries e.g. Bonfire night
2	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		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
	Significant historical events, people and places in their own locality (not beyond living memory)		Olympics Jubilee Royal wedding Beatles

In both key stages, pupils should be taught to recognise that the past is represented and interpreted in different ways and give reasons for this.

History Subject Plan Year 3, 4, 5, & 6

Year Group	Unit	Key Elements	Suggested Topics	
3	Changes in Britain from the Stone Age to the Iron Age		Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	
	Ancient Greece			
4	Ancient Egypt			
	The Roman Empire and its impact on Britain		Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	
5	Britain's settlement by Anglo-Saxons and Scots		Chronologically secure knowledge and understanding of British, Local and World history Connections, contrasts and trends over time Appropriate use of historical terms Change, cause, similarity and difference, and significance Understand the range of sources for information Understand the long arc of historical development understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			Tudors - The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain
6	A local history study e.g. WW2			A depth study linked to one of the British areas of study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	A non-European society that provides contrasts with British history		- Know and understand significant aspects of the history of the wider world the expansion and dissolution of empires - Characteristic features of past non-European societies - Achievements and follies of mankind - Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance	One study chosen from: <ul style="list-style-type: none"> • early Islamic • civilization, including a study of Baghdad c. AD 900; • Mayan civilization c. AD 900; • Benin (West Africa) c. AD 900-1300.

		- make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	
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