

History Curriculum 2022

Year 1		
Autumn	Spring	Summer
<p>Theme: Changes within living memory.</p> <p>Concept Pupils to be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Theme: Study the lives of significant individuals in the past.</p> <p>Concept Pupils to be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Theme: More lives of significant people.</p> <p>Concept Pupils to be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p>
Year 2		
Autumn	Spring	Summer
<p>Theme: Study events beyond living memory Great Fire of London.</p> <p>Concept Pupils to be taught about events beyond living memory that are significant nationally or globally.</p>	<p>Theme: Significant historical events, people, places in our locality.</p> <p>Concept Pupils to be taught about significant historical events, people and places in their own locality.</p>	<p>Theme: Revisiting changes within living memory and events beyond living memory. The Great Fire of London.</p> <p>Concept Pupils to be taught about significant historical events, people and places in their own locality. This unit focuses on remembering and applying the understanding of chronological changes.</p>
Year 3		
Autumn	Spring	Summer

<p>Theme: Stone Age-Iron Age</p> <p>Concept To study the Palaeolithic, Mesolithic and Neolithic periods, as well as the Bronze and Iron Ages, allowing the children to gain a greater understanding of Britain's past and that of the outer world.</p>	<p>Themes: Stone Age-Iron Age Rome and the impact on Britain</p> <p>Concepts To study the Palaeolithic, Mesolithic and Neolithic periods, as well as the Bronze and Iron Ages, allowing the children to gain a greater understanding of Britain's past and that of the outer world. To study the Roman Empire and its impact on Britain. To look back at the Iron Age and the difference that the Romanisation of Britain made.</p>	<p>Themes: Rome and the impact on Britain</p> <p>Concept To study the Roman Empire and its impact on Britain. To look back at the Iron Age and the difference that the Romanisation of Britain made.</p>
Year 4		
Autumn	Spring	Summer
<p>Theme: Britain's settlement by Anglo-Saxons and Scots.</p> <p>Concept To gain an understanding of the complexity of people's lives, the process or changes, the diversity of societies and the relationship between different groups, as well as their own identify and the challenges of their time.</p>	<p>Themes: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation – Egypt</p> <p>Concepts To study why the Vikings invaded and settled in England, Northern Britain and Ireland and the power struggle between Viking and Anglo-Saxon armies. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u> or The Shang Dynasty of Ancient China.</p>	<p>Theme: Ancient civilisation – Egypt</p> <p>Concept The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u> or The Shang Dynasty of Ancient China.</p>
Year 5		
Autumn	Spring	Summer

<p>Theme: Ancient Greeks</p> <p>Concept To study Greek life and their achievements and their influence on the western world</p>	<p>Themes: Ancient Greeks Comparison study of Maya and Anglo-Saxons</p> <p>Concepts To study Greek life and their achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Theme: Comparison study of Maya and Anglo-Saxons</p> <p>Concept A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
<p>Year 6</p>		
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Theme: Local History study- how did conflict change our locality in World War 2?</p> <p>Concept To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Theme: Windrush generation</p> <p>Concept To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A study about: The Caribbean, the part Caribbean men and women played in World War 2 and the Windrush pioneers and their struggles and successes.</p>	<p>Theme: The Battle of Britain.</p> <p>Concept To study an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>