<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td><strong>Nursery</strong></td>
<td>• Remember and talk about significant events in their own experience.</td>
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| **Reception**  | • Talk about past and present events in their own lives and in the lives of family members.  
    • Know some reasons why people’s lives were different in the past. |                                                                        |                                                                        |
| **Year 1**     | **Marvellous Me**  
*Learn about changes within living memory*  
• Children to look at their own histories  
• How they have changed from when they were babies  
• Use different sources of information – photographs and people who know them | **Transport**  
*Learn about events beyond living memory that are significant nationally or globally*  
• Make observations about transportation in the past and present  
• Identify how transport was different in the past and how it has affected people  
• Talk about how certain individuals have created history through their art, science, or inventions | **Under the Sea**  
*Learn about the lives of significant individuals from the past who have contributed to national and international achievements*  
• Learn about who he was, what he did and his achievements  
*Christopher Columbus.* |
| **Year 2**     | **Special People:**  
Knowledge and understanding of events, people and changes in the past.  
*Florence Nightingale & Mary Seacole*  
• *Learn about the lives of significant individuals in the past who have contributed to national and international achievements*  
• Know about their time and place in history  
• Use different sources of information to learn about what they did, their achievements and legacy  
**London:**  
• Learn about events beyond living memory that are significant nationally or globally  
*The Great Fire of London*  
*The Plague* | **Sea sides:**  
Knowledge and understanding of events, people and changes in the past.  
• Find similarities and differences between ourselves and people from the past  
• Compare what it was like to visit the seaside in the past to what it is like now  
Explain the changes and discuss preferences  
• Sort artefacts into then and now |
<table>
<thead>
<tr>
<th>Year 3</th>
<th>The Stone Age, Bronze Age and Iron Age</th>
<th>The Egyptians</th>
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<tr>
<td></td>
<td><em>Learn about the changes in Britain from the Stone Age to the Iron Age</em></td>
<td><em>Learn about the achievements of the earliest civilizations</em></td>
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<td></td>
<td>• Find out about everyday lives of people</td>
<td>• Find out about everyday lives of people</td>
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<tr>
<td></td>
<td>• Late Neolithic hunter-gatherers and early farmers</td>
<td>Food Farming &amp; Technology</td>
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<td></td>
<td>• Bronze Age religion, technology and travel, for example, Stonehenge</td>
<td>Art – Tomb paintings and sculpting</td>
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<td>• Iron Age hill forts: tribal kingdoms, farming, art and culture</td>
<td>Buildings - The importance of the pyramids</td>
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<td>Writing - Hieroglyphs</td>
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<td>Beliefs – the afterlife and mummification, mythology and Gods</td>
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<td>• Explain the significance of what an important figure in history did and why (Howard Carter and Tutankhamun)</td>
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<td>The Romans</td>
<td>The Vikings and Saxons</td>
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<td><em>Learn about the Roman Empire and its impact on Britain</em></td>
<td><em>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</em></td>
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<tr>
<td>• Julius Caesar’s attempted invasion in 55-54 BC</td>
<td>• withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</td>
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<td>• The Roman Empire by AD 42 and the power of its army.</td>
<td>• Anglo-Saxon art and culture</td>
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<td>• Successful invasion by Claudius and conquest, including Hadrian’s Wall</td>
<td>• Christian conversion – Canterbury</td>
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<td>• British resistance, for example, Boudica</td>
<td>• Iona and Lindisfarne</td>
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<tr>
<td>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</td>
<td>• Viking raids and invasion</td>
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<td>• The resistance by Alfred the Great and Athelstan, first king of England Viking invasions and Danegold</td>
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<td></td>
<td>• Anglo-Saxon laws and justice</td>
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<td></td>
<td>• Edward the Confessor and his death in 1066</td>
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| Year 5 | The Mayans  
A non-European society that provides contrast with British history | Ancient Greece  
A study of Greek life and achievements and their influence on the western world |
|---|---|---|
| • Learn about what life was like for different people in society such as slaves, nobles and farmers  
• The Mayan calendar and how they measured time  
• How the Mayan have influenced our lives  
  - The use of zero as a number  
  - Having a writing system  
  - Creating calendars  
  - Use of astronomy  
• Learn about the importance of cocoa in Mayan society  
• Mayan religious beliefs and the ethical side to their religious practices  
• Investigate Chichen Itza | • Examine art work in artefacts and see what can be learnt about Greek soldiers, weapons and ships  
• Important places – Marathon and Athens  
• Battle of Marathon from the perspective of either an Athenian or a Spartan  
• Policies from Sparta and Athens  
• Greek theatre and their stories of tragedy and comedy  
• The History and origins of the Olympic Games  
• The Battle of Salamis from the point of view of a Persian or Greek |
| Year 6 | World War 2  
| A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066  
| List historical facts about British since the 1930s.  
| Compare interpretations of history—fact, fiction or opinion?  
| The countries involved, how we got involved  
| Remembrance Sunday  
| Rationing  
| The Blitz  
| The importance of Winston Churchill  

| Impact of Social and Technological Change in Britain since 1930’s  
| A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066  
| The depression  
| The introduction of the National Health Service  
| The Festival of Britain  
| Immigration and emigration  
| Living in new towns  
| Fairer working and living conditions for all  
| Impact of domestic appliances  
| Car manufacture Alec Issigonis  
| Developments in aviation- Amy Johnson and Frank Whittle  
| Space travel  

| A local study  
| Look at how the local area that has changed  
| Education  
| population movement  
| houses and housing  
| religious practices  
| treatment of the poor and care of the sick  
| law and order  
| sport and leisure  
| Discuss how Colindale became more populated and what did we do to support the growing population  
| Discuss primary and secondary sources.  
| Look at old school records |