



History Long Term Planning Years 1-6

History Units			
	Term 1	Term 2	Term 3
Year 1	<p><b>Toys and Homes</b> -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Cross-curricular links</b></p>	<p><b>The Great Fire of London</b> - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>
Year 2	<p><b>Cross-curricular links</b></p>	<p><b>Famous Explorers</b>  -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 [for example, Elizabeth I and Queen Victoria, <b>Christopher Columbus and Neil Armstrong</b>, 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]</p>	<p><b>Stoke-on-Trent 100 years ago</b>  -significant historical events, people and places in their own locality.</p>
Year 3	<p><b>Cross-curricular links</b></p>	<p><b>Ancient Egypt</b>  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, Ancient Egypt, The Shang Dynasty of Ancient China</p>	<p><b>Stone-Age</b> Stone Age to the Iron Age, including: -Hunter gatherers -Early farming -Bronze Age</p>
Year 4	<p><b>Romans</b> This could include: - 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, e.g. Boudicca - “Romanisation” of Britain: sites such as Caerwent and</p>	<p><b>Cross-curricular links</b></p>	<p><b>The Mayans</b> a non-European society that provides contrasts with British history Mayan civilization c. AD 900</p>



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	the impact of technology, culture and beliefs, including early Christianity		
Year 5	<p><b>Glorious Greeks</b></p> <p>Ancient Greece</p> <ul style="list-style-type: none"> <li>- Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>	<b>Cross-curricular Links</b>	<p><b>Anglo-Saxons, Scots and the Vikings</b></p> <p><b>Anglo-Saxons</b> Britain’s settlement by Anglo-Saxons and Scots This could include: -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</p> <p><b>Vikings</b> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld</p>
Year 6	<p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul> <p>Examples (non-statutory):</p> <ul style="list-style-type: none"> <li>- The changing power of monarchs using case studies such as Victoria</li> <li>- A significant turning point in British history, for example, the first railway</li> </ul>	<b>Cross-curricular Links</b>	<p><b>The Battle of Britain</b></p> <ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul> <p>Example (non-statutory)</p> <ul style="list-style-type: none"> <li>-a significant turning point in British history, for example, Battle of Britain</li> </ul>