

Y1

Black history.  
Rights—ie Rosa Parks, Ruby Bridges

Changes within living memory.  
Reveal aspects of change in national life  
A wide range: Shops, homes, transport, communication—link to grandparents/parents/themselves)

The lives of significant individuals in the past who have contributed to national and international achievements.  
Compare aspects of life in different periods  
Florence Nightingale (hospitals/clothes for nurses etc) and Edith Cavell.

Significant historical events, people and places in their own locality.

Y2

Black history  
Writers/literature—i.e. Maya Angelou, Benjamin Zephaniah

Changes within living memory.  
Reveal aspects of change in national life ‘leisure and holidays’ since the 1930’s (linking with great grandparents/grandparents/parents/themselves)

Events beyond living memory that are significant nationally or globally  
1—The Great Fire of London  
2—Gunpowder plot  
3 —Poppy day

Significant historical events, people and places in their own locality.  
On their own doorstep – school/road/universities/hospitals/ Whitworth gallery/Manchester city changes—LS Lowry

Y3

Black history  
Sports—i.e. Jessica Ennis-Hill/Mo Farah.

Changes in Britain from the Stone Age to the Iron Age.  
Late Neolithic hunter-gatherers and early farmers, farming, art and culture.

The achievements of the earliest civilizations – depth study  
Long arc study across ALL 4 civilisations. Where and when each appeared and how they interlink—similarities/differences. Then focus in on Ancient Egypt.

Y4

Black history  
Medical: i.e. Patricia Bath, Alexa Canady

Ancient Greece  
Greek life and achievements and their influence on the western world – impact being key (not Greek myths and gods). How many great ideas/innovations/inventions etc came from the Greeks, before the Romans. Impact of the Greeks on how life is today—this is key!

The Roman Empire and its impact on Britain  
The impact of technology, culture and beliefs. Link to the Greeks

Y5

Black history  
Performing Arts—i.e. Stevie Wonder, Morgan Freeman, Will Smith or Emeli Sande.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  
Viking raids and invasion resistance.  
Edward the Confessor and his death in 1066.

Britain's settlement by Anglo-Saxons and Scots  
Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture

A local history study in depth over time tracing how several aspects of national history are reflected in the locality  
Music industry

Y6

Black history  
Political figures—ie Obamas, Martin Luther.

A study in British history that extends pupils' chronological knowledge beyond 1066  
Wars through time. The impact of these on how things are today. Compare/contrast. Across the world, then focus in on a particular war suitable to cohort.

A non-European society that provides contrasts with British History  
Early Islamic civilization, including a study of Baghdad c. AD 900

# Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

# History

