

Subject Area: History

<p>Key stage 1 Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally 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 significant historical events, people and places in their own locality.</p>		<p>Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timeline to include when grandparents/parents/themselves are born. Compare daily life, school, houses, domestic arrangements, toys, food, the high street. Listening to a visitor about life – first hand source and objects from history e.g. record player.	Lives of significant individuals in the past Alexander Graham Bell, William Caxton, Tim Berners Lee, The Wright Brothers, Amelia Earhart, Benz (first car) – compare to changes to wards electric cars. Events– first aeroplane flight, first telephone, first car, first printing press Changes within living memory – changes in phones, e-readers Compare and contrast inventions with modern day inventions e.g. e-	Topics studied. Changes in Britain from the Stone Age to the Iron Age. <i>“The Rolling Stones!”</i> 1	Topics studied. A local history study – <i>“Rochdale Pioneers”</i> Who, where, what, when? Fair Trade - legacy Gracie Fields	Topics studied. A study of Ancient Greek life and achievements and their influence on the western world. <i>“It’s all Greek to me!”</i>	Topics studied. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>“Project 1914” - World War One.</i>

	reader, electric cars, mobile phones				
<p>The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Tim Peake, Scott, and Christopher Columbus).</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (Queen Victoria and Queen Elizabeth II).</p>	<p>To know events beyond living memory that are significant nationally or globally</p> <p>To know the lives of significant individuals in the past who have contributed to national and international achievements – Samuel Pepys</p> <p>Compare aspects of life in different periods – Tudor houses/modern houses, clothes, firefighting techniques</p>	<p>2 The Roman Empire and its impact on Britain.</p> <p>“Under Attack!”</p>	<p>2 The achievements of the earliest civilizations –Egypt.</p> <p>“Walk like an Egyptian!”</p>	<p>2The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>“ Invaders and Vikings”</p>	<p>2 a non-European society that provides contrasts with British history –study chosen from: early Islamic civilization.</p> <p>Mayan Civilisation</p>
<p>Significant events related to local, school life and national celebrations, as they occur e.g. Bonfire night</p>	<p>Significant events related to local, school life and national celebrations, as they occur e.g. Bonfire night</p>		<p>King John – Magna Carte. Changing roles of Monarchs (Plantagenet king’s linked to Skipton Castle</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>“Kings and Queens”</p>	