



History Curriculum A



YEAR A	Autumn	Spring	Summer
Rec/ Year 1	Technology (cycle B on Grammarsaurus) How has technology changed over the last 60 years? <u>Society and Community</u> – trade and industry.	Famous Explorers (cycle B on Grammarsaurus) Where have humans explored? <u>Exploration and Invasion</u> – migration and trade.	Hospital and Health Care (cycle B on Grammarsaurus) How did Florence Nightingale and Edith Cavell help to improve hospitals? <u>Conflict and Disaster</u> – empire and industry.
	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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, Christopher Columbus and Neil Armstrong, 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]	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, Christopher Columbus and Neil Armstrong, 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]
Year 1/ Year 2	Technology (cycle B on Grammarsaurus) How has technology changed over the last 60 years? <u>Society and Community</u> – trade and industry.	Famous Explorers (cycle B on Grammarsaurus) Where have humans explored? <u>Society and Community</u> – trade and industry.	Hospital and Health Care (cycle B on Grammarsaurus) How did Florence Nightingale and Edith Cavell help to improve hospitals? <u>Society and Community</u> – trade and industry.
	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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, Christopher Columbus and Neil Armstrong, 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]	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, Christopher Columbus and Neil Armstrong, 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]
Year 3/ Year 4	Stone Age to Iron Age Where did History begin? <u>Society and Community</u> -migration, settlement, trade, civilisation, industry.	Egyptians (Grammarsaurus A) What were the greatest achievements of the Ancient Egypt? <u>Power</u> – civilisation, trade, settlement, empire, monarchy	(Longer unit in the Spring Term)
	changes in Britain from the Stone Age to the Iron Age	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	



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Year 4/ Year 5	Vikings and Anglo Saxons (Cycle A Grammarsaurus) How did England change during the settlement of the Anglo-Saxons and Vikings? <u>Exploration and Invasion</u> – migration, trade, monarchy, settlement.	The Mayans (Cycle A Grammarsaurus) What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century? <u>Power</u> – civilisation, trade, settlement, empire, monarchy	(Longer unit in the Spring Term)
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
Year 6	WW2 What was the impact of total warfare on Britain? <u>Power and Conflict and Disaster</u> – empire, monarchy, civilisation, industry.	(SATs)	Crime and Punishment How has crime and punishment changed through time? <u>Power and Conflict and disaster</u> – empire, monarchy, civilisation, industry.
	A significant turning point in British History, for example, the first railway and Battle of Britain.		A local History Study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.