



**Option 1**

**Complete History Overview: Year 1 to Year 6**

|               | <b>Autumn Term</b>                       | <b>Spring Term</b>                       | <b>Summer Term</b>                                  |
|---------------|--|--|---|
| <b>Year 1</b> | <b>Toys Past and Present</b>             | <b>Intrepid Explorers</b>                | <b>Castles</b>                                      |
| <b>Year 2</b> | <b>Guy Fawkes and the Gunpowder Plot</b> | <b>Florence Nightingale</b>              | <b>What were seaside holidays like in the past?</b> |
| <b>Year 3</b> | <b>Prehistoric Britain</b>               | <b>Invaders and Settlers:<br/>Romans</b> | <b>Ancient Egypt</b>                                |
| <b>Year 4</b> | <b>Early Civilisations</b>               | <b>Anglo-Saxons, Picts and Scots</b>     | <b>The Mayans</b>                                   |
| <b>Year 5</b> | <b>Vikings vs Anglo-Saxons</b>           | <b>Shang Dynasty</b>                     | <b>Who were the ancient Greeks?</b>                 |
| <b>Year 6</b> | <b>Crime and Punishment</b>              | <b>[LOCAL STUDY]</b>                     | <b>How has life in Britain changed since 1948?</b>  |

# History Overview Objectives: Year 1 to Year 6

## KS1 Objectives

| Objective   | PlanBee scheme of work  |
|---|---|
| <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>  | <ul style="list-style-type: none"> <li>Toys Past and Present (Year 1 Autumn Term)</li> <li>What were seaside holidays like in the past? (Year 2 Summer Term)</li> </ul> |
| <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>   | <ul style="list-style-type: none"> <li>Guy Fawkes and the Gunpowder Plot (Year 2 Autumn Term)</li> </ul>  |
| <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Intrepid Explorers (Year 1 Spring Term)</li> <li>Florence Nightingale (Year 2 Spring Term)</li> </ul>                            |
| <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>  | <ul style="list-style-type: none"> <li>Castles (Year 1 Summer Term)</li> </ul>  |

## KS2 Objectives

| Objective   | PlanBee scheme of work   |
|---|--|
| <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>   | <ul style="list-style-type: none"> <li>Prehistoric Britain (Year 3 Autumn Term)</li> </ul>   |
| <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>  | <ul style="list-style-type: none"> <li>Invaders and Settlers: Romans (Year 3 Spring Term)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>  | <ul style="list-style-type: none"> <li>Anglo-Saxons and Scots (Year 4 Spring Term)</li> </ul>  |
| <ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>  | <ul style="list-style-type: none"> <li>Vikings vs Anglo-Saxons (Year 5 Autumn Term)</li> </ul>   |
| <ul style="list-style-type: none"> <li>a local history study</li> </ul>   | <ul style="list-style-type: none"> <li>[Local Study] (Year 6 Spring Term)</li> </ul>   |
| <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>   | <ul style="list-style-type: none"> <li>Crime and Punishment (Year 6 Autumn Term)</li> <li>How has Britain changed since 1948? (Year 6 Summer Term)</li> </ul>                      |
| <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Ancient Egypt (Year 3 Summer Term)</li> <li>Early Civilisations (Year 4 Autumn Term)</li> <li>Shang Dynasty (Year 5 Spring Term)</li> </ul> |
| <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>  | <ul style="list-style-type: none"> <li>Who were the ancient Greeks (Year 5 Summer Term)</li> </ul>   |
| <ul style="list-style-type: none"> <li>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.</li> </ul>            | <ul style="list-style-type: none"> <li>The Mayans (Year 4 Summer Term)</li> </ul>  |

# History Objectives | KS1 | Curriculum Pack OPTION 1



| Objective  | Year 1                |                    |         | Year 2                          |                      |  |
|--|-----------------------|--------------------|---------|---------------------------------|----------------------|--|
|  | Toys Past and Present | Intrepid Explorers | Castles | Guy Fawkes & the Gunpowder Plot | Florence Nightingale | What were seaside holidays like in the past? |
| 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  |                       |                    |         |                                 |                      |  |
| 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] |                       |                    |         |                                 |                      |  |
| significant historical events, people and places in their own locality   |                       |                    |         |                                 |                      |  |

