

**Option 2****Complete History Overview: Year 1 to Year 6**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	Homes in the Past	Castles	Famous Queens
<b>Year 2</b>	Communication Then and Now	The Great Fire of London	Isaac Newton
<b>Year 3</b>	The Railway Revolution	Stone Age to Iron Age (History lessons in The Prehistoric World Topic)	Invaders and Settlers: Romans
<b>Year 4</b>	Anglo-Saxons, Picts and Scots	What was it like for children in WW2?	The Indus Valley
<b>Year 5</b>	[LOCAL STUDY]	Who were the ancient Greeks?	Vikings vs Anglo-Saxons
<b>Year 6</b>	Leisure and Entertainment	The Kingdom of Benin	Medicine and Disease

## Option 2

# History Overview Objectives: Year 1 to Year 6

### KS1 Objectives

Objective	PlanBee scheme of work
• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<ul style="list-style-type: none"> <li>Homes in the Past</li> <li>Communication Then and Now</li> </ul>
• events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> <li>The Great Fire of London</li> </ul>
• 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	<ul style="list-style-type: none"> <li>Isaac Newton</li> <li>Communication Then and Now</li> <li>Famous Queens</li> </ul>
• significant historical events, people and places in their own locality	<ul style="list-style-type: none"> <li>Castles</li> </ul>

### KS2 Objectives

Objective	PlanBee scheme of work
• changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>Stone Age to Iron Age (History lessons in The Prehistoric World Topic)</li> </ul>
• the Roman Empire and its impact on Britain	<ul style="list-style-type: none"> <li>Invaders and Settlers: Romans</li> </ul>
• Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> <li>Anglo-Saxons, Picts and Scots</li> </ul>
• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> <li>Vikings vs Anglo-Saxons</li> </ul>
• a local history study	<ul style="list-style-type: none"> <li>[Local History]</li> </ul>
• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> <li>The Railway Revolution</li> <li>What was it like for children in WW2?</li> <li>Leisure and Entertainment</li> <li>Medicine and Disease</li> </ul>
• 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	<ul style="list-style-type: none"> <li>The Indus Valley</li> </ul>
• Ancient Greece – a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> <li>Who were the ancient Greeks?</li> </ul>
• 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.	<ul style="list-style-type: none"> <li>The Kingdom of Benin</li> </ul>

Objective	Year 1			Year 2		
	Homes in the Past	Castles	Famous Queens	Communication Then and Now	The Great Fire of London	Isaac Newton
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						

[illegible]