

	Autumn		Spring		Summer	
Year 1	Our Past		History of Flight		Florence Nightingale and Mary Seacole	
Year 2	Great Fire of London		Elizabeth the First and Second		Man on the Moon	Stone Age
Year 3	Stone age	Ancient Egypt <i>In what ways did ancient Egypt change?</i>	Cradles of Civilisation <i>In what ways were Egypt and Sumer the same and different?</i>	The Indus Valley <i>How do we know about Indus Valley Civilisation?</i>	Persia and Greece <i>What did the Greek city-states have in common?</i>	Ancient Greece <i>How can historians learn about the ancient Greeks' love of stories?</i>
Year 4	Persia and Greece <i>What did the Greek city-states have in common?</i>	Ancient Greece <i>How can historians learn about the ancient Greeks' love of stories?</i>	Alexander the Great <i>How did Alexander conquer so much land?</i>	The Roman Republic	The Roman Empire	Roman Britain
Year 5	Vikings <i>Why did the Vikings invade Britain?</i>		Monarchs at Hampton Court Palace <i>Which monarchs lived at Hampton Court Palace?</i>		The Kingdom of Benin <i>'The artistic culture of Benin was its greatest achievement.' To what extent do you agree?</i>	
Year 6	Civil Rights Movement <i>'Civil disobedience was more important than legal decisions during the civil rights movement.' Do you agree?</i>		Twentieth Century Conflict <i>What was the cause of WW2?</i>			

### Key History themes:

#### Cause and consequence

- events in the past have long-term and short-term causes
- historians categorise causes as (e.g.) political, economic and social
- causes interact with one another in complex ways and historians tease out those interactions
- in a causal argument it is normally necessary to establish whether some causes were more important than others
- some events happen due to a specific 'trigger' whereas others emerge more gradually
- historians often want to know why an event happened when it did and not sooner or later

#### Change and continuity

- examine trends and turning points over time,
- Dimensions which remain stable while others alter, and examining the varying pace, direction and nature of those alterations.
- How particular developments were experienced and understood by those who lived through them.

#### Similarity and difference

- Diversity of past experience.
- Paying attention to the extent of similarity and difference between different sorts of people – and between people within the same group – is important in helping students to appreciate the reality of past lives.
- complexity of past societies

#### Understand chronology

#### Evidence and interpretations/ Investigate and interpret the past