| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **How have I changed since I was a baby?**  **What was Christmas like when my grandparent was 5?** | **Local History: School through time (significant historical events, people and places in own locality)** | **Events beyond living memory: The Great Fire of London and Wren** | **Changes in Britain from the Stone Age to the Iron Age** | **Ancient Greece- a study of Greek life and achievements and their influences on the western word** | **Britain’s settlement by Anglo-Saxons and Scots** | **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** |
| To name and describe people who are familiar to them.  To sort past and present objects, photographs and other sources into time order  To say toys from the past and toys from the present | To know what school looked like outside and inside in the past and compare it to today.  Identify similarities and differences, what has changed and what has stayed the same? | To know when the Great Fire of London was and explain key features of life then.  To know the cause of the fire and the actions of the people of London.  To explain how London changed as a result of the fire. | They can use time terms, such as BCE/AD and period labels and terms  To know what life was like during the Stone Age and can comment on some of the developments made during this time. | To know some of the similarities between Ancient Greece and today.  To explain the following vocabulary: ancient, modern, civilization, citizens, democracy. | To know the key changes from the Roman period to the Saxon period. | To know and explain the impact the Industrial revolution had on Lymm.  Provide valid reasons and use of local sources to explain the importance of the Industrial Revolution in Lymm. |
| **How was the Inuit life different in the past?** | **Local History: High streets through time. (significant historical events, people and places in own locality)** | **Significant Individuals: Sarah Forbes Bonneta** | **Changes in Britain from the Stone Age to the Iron Age** | **The Roman Empire and its Impact on Britain** | **The Viking and Anglo-Saxon struggles for the Kingdom of England to the time of Edward the Confessor** | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  **Crime and punishment** |
| To know that clothes, homes, tools were all different in the past | To know and explain about key events, people and places in their local high street that happened in the past.  To know and understand what has changed and what has stayed the same. | To know who Sarah Forbes Bonneta was and explain why she was significant during the Victorian Era | Explain the main changes brought about by bronze and iron  Use different pieces of evidence to establish conclusions about an aspect of this time period. | To know how and why the Romans invaded, occupied and settled in Britain.  To know some of the legacies of the Roman occupation of Britain. | To know why the Vikings invaded and settled in Britain.  Explain the key features and differences about life in Saxon and Viking times, attitudes, and values, laws and justice  Make inferences and comparisons between Anglo-Saxons, Scots and Vikings | Can sequence (with some independence) many of the significant events using appropriate dates, period labels and terms.  Can compare similarities and differences of crime and punishments from the Roman time period to the modern day. |
| **How have homes and daily life changed over time?** | **Changes within living memory: Holidays over time** | **The lives of significant individuals and events in the past who have contributed to national and international achievements.** | **Earliest civilizations with an in depth study of Ancient Greece** |  | **A non-European society that provides contrasts with British history- Mayan Civilization c.AD900** |  |
| Compare how Cinderella cooks and cleans to how we do it today | To know what holidays were like in the past and how they have changed today.  To use a range of sources to draw conclusions on what holidays were like in the past. | To understand that there are different explorers and can explain why they traveled and how they adapted their ways of life during their travels. | Know when and where the Ancient Civilizations appeared.  To know the greatest achievements of the Ancient Egyptians.  To devise historically valid questions |  | Know and explain the similarities and differences between the Maya Civilization and England between the 8th and 10th century. |  |