



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p>Personal History</p> <p>Were we always this way?</p>	<p>Local Study - Sutton Hill</p> <p>How has the way we cross the River Severn changed?</p>	<p>Shopping</p> <p>How has shopping changed since my great-grandparents were children?</p>	<p>Stone Age to Iron Age</p> <p>To what degree did life improve for settlers in the Iron Age compared to the Stone Age?</p>	<p>Ancient Greeks</p> <p>What similarities and difference exist between Ancient Greek and modern classrooms?</p>	<p>Vikings</p> <p>How did the Vikings try to take over the country and how far did they get?</p>	<p>Victorians</p> <p>Were the Victorian times a Golden Age for change or a dark age of human suffering?</p>
Spring Term	<p>Homes</p> <p>What were homes like in the past?</p>	<p>Battle of Hastings</p> <p>How did William of Normandy conquer England?</p>	<p>Normans</p> <p>How did William the Conquerors invasion of England change Christianity in England?</p>	<p>Local study – River Severn</p> <p>To what extent has the River Severn impacted on life in Shrewsbury?</p>	<p>Romans</p> <p>How were the Romans able to keep control over a vast empire?</p>	<p>Benin</p> <p>Why did the Victorians get involved in Benin and how did it affect the people of Benin?</p>	<p>WWI</p> <p>How do historians' interpretations of life in the trenches reflect primary evidence?</p>
Summer Term	<p>King Charles</p> <p>Who is the King of England?</p>	<p>Nellie Spindler</p> <p>Does Nellie Spindler deserve a memorial?</p>	<p>Ironbridge</p> <p>How has the Industrial Revolution shaped by Thomas Telford?</p>	<p>Ancient Egypt</p> <p>To what degree did religion impact the life of an ancient Egyptian?</p>	<p>Anglo-Saxons</p> <p>What effect did the Anglo-Saxon invasion and settlement have on the history of Britain.</p>	<p>Tudors</p> <p>How has the role of the monarch changed from Tudor times to today?</p>	<p>Abraham Derby</p> <p>How influential was Abraham Derby within the Industrial Revolution?</p>

EYFS

- Understanding the World ELG: Past and Present
- Children at the expected level of development will.
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from Early Islamic civilisation, Mayan civilization, Benin (West Africa).

Colour Key

- Blue – local study.
- Green – Church and state.
- Red – Society.
- Yellow – Invasion and settlement.