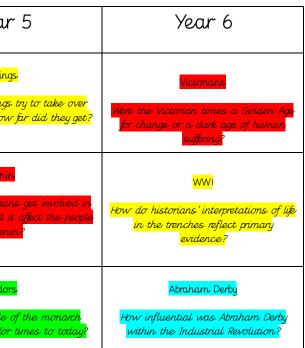
| | EYFS | Year I | Year 2 | Year 3 | Year 4 | Yea |
|----------------|---|---|---|--|---|---|
| Autumn Term | Personal History Were we always this way? | Local Study - Sutton Hill How has the way we cross the River Sevem changed? | Shopping How has shopping changed since my great-grandparents were children? | Stone Age to Iron Age To what degree did life improve for settlers in the Iron Age compared to the Stone Age. | Ancient Greeks What similarities and difference exist between Ancient Greek and modern classrooms? | Vikir How did the Viking the country and how |
| Spring Term | Homes What were homes like in the past? | Battle of Hastings How did William of Normandy conquer England? | Normans How did William the Conquerors invasion of England change Christianity in England? | Local study – River Sevem To what extent has the River Sevem impacted on life in Shrewsbury? | Romans <mark>.</mark> How were the Romans able to keep control over a vast empire? | Ben Why did the Victoria Benin and how did of Be |
| Summer Term | King Charles Who is the King of England? | Nellie Spindler Does Nellie Spindler deserve av memorial: <mark>?</mark> | Ironbridge How has the Industrial Revolution shaped by Thomas Telford? | Ancient Egypt To what degree did religion impact the life of an ancient Egyptian? | Anglo-Saxons What effect did the Anglo-Saxon invasion and settlement have on the history of Britain. | Tuda How has the role changed from Tudo |

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 | <u>Key Stage 2</u> | | |
|---|---|--|--|
| Changes within living memory. | Changes in Britain from the Stone Age to the Iron Age. | | |
| 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. | 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 Englar A local history study. | | |
| • Significant historical events, people and places in their own locality. | A study of an aspect or theme in British history that extends The achievements of the earliest civilizations – an overview of and a depth study of one of the following: Ancient Sumer; Th of Ancient China. | | |
| <u>Colour Key</u> Blue – local study. Green – Chuch and state. Red – Society. Yellow – Invasion and settlement. | Ancient Greece – a study of Greek life and achievements and A non-European society that provides contrasts with British civilisation, Mayan civilization, Benin (West Africa). | | |





| land to the time of Edward the Confessor. |
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| s pupils' chronological knowledge beyond 1066. of where and when the first civilizations appeared The Indus Valley; Ancient Egypt; The Shang Dynasty |
| rd their influence on the western world. sh history – one study chosen from Early Islamic |
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