

### KEY STAGE ONE - YEAR ONE

	<b>Pupils should be taught to:</b>	<b>TOPIC</b>	<b>TERM</b>
Hi1/1.1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Avonmouth in the war	Term 5
Hi1/1.2	events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>	Great Fire of London	Term 1
Hi1/1.3	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 <i>e.g. 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 and Edith Cavell</i>	Florence Nightingale	Term 3
Hi1/1.4	significant historical events, people and places in their own locality.	Avonmouth in the war	Term 5

### KEY STAGE ONE - YEAR TWO

	<b>Pupils should be taught to:</b>	<b>TOPIC</b>	<b>TERM</b>
Hi1/1.1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	A decade tbc	Term 5
Hi1/1.2	events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>	Race to the pole	Term 1
Hi1/1.3	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 <i>e.g. 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 and Edith Cavell</i>	Brunel	Term 3
Hi1/1.4	significant historical events, people and places in their own locality.	Avonmouth in the war	Term 5

## LOWER KEY STAGE TWO – YEAR THREE

Hi2/1.1	<b>Pre-Roman Britain</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i></p> <ol style="list-style-type: none"> <li>a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>b. Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>c. Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ol>	Stone Age	T 1
Hi2/1.2	<b>Roman Britain</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about the Roman empire and its impact on Britain <i>This could include:</i></p> <ol style="list-style-type: none"> <li>a. Julius Caesar's attempted invasion in 55-54 BC</li> <li>b. the Roman Empire by AD 42 and the power of its army</li> <li>c. successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>d. British resistance, for example, Boudica</li> <li>e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ol>	Roman Empire	T3
Hi2/1.3	<b>Anglo-Saxons &amp; Scots</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots <i>This could include:</i></p> <ol style="list-style-type: none"> <li>a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>b. Scots invasions from Ireland to north Britain (now Scotland)</li> <li>c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>d. Anglo-Saxon art and culture</li> <li>e. Christian conversion – Canterbury, Iona and Lindisfarne</li> </ol>		
Hi2/1.4	<b>Anglo-Saxons &amp; Vikings</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i></p> <ol style="list-style-type: none"> <li>a. Viking raids and invasion</li> <li>b. resistance by Alfred the Great and Athelstan, first king of England</li> <li>c. further Viking invasions and Danegeld</li> <li>d. Anglo-Saxon laws and justice</li> <li>e. Edward the Confessor and his death in 1066</li> </ol>		

Hi2/2.1	Local History	TOPIC	TERM
	<p>Pupils should be taught about an aspect of local history For example:</p> <ol style="list-style-type: none"> <li>a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ol>	Local study	T 5
Hi2/2.2	Extended chronological study	TOPIC	TERM
	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:</p> <ol style="list-style-type: none"> <li>the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ol>		
Hi2/2.3	Ancient Civilizations	TOPIC	TERM
	<p>Pupils should be taught about 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:</p> <ol style="list-style-type: none"> <li>Ancient Sumer;</li> <li>The Indus Valley;</li> <li>Ancient Egypt; or</li> <li>The Shang Dynasty of Ancient China</li> </ol>		
Hi2/2.4	Ancient Greece	TOPIC	TERM
	<p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>		
Hi2/2.5	Non-European Study	TOPIC	TERM
	<p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ol style="list-style-type: none"> <li>early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>Mayan civilization c. AD 900; or</li> <li>Benin (West Africa) c. AD 900-1300</li> </ol>		

<b>LOWER KEY STAGE TWO – YEAR FOUR</b>			
<b>Hi2/1.1</b>	<b>Pre-Roman Britain</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i></p> <ul style="list-style-type: none"> <li>d. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>e. Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>f. Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>		
<b>Hi2/1.2</b>	<b>Roman Britain</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about the Roman empire and its impact on Britain <i>This could include:</i></p> <ul style="list-style-type: none"> <li>f. Julius Caesar's attempted invasion in 55-54 BC</li> <li>g. the Roman Empire by AD 42 and the power of its army</li> <li>h. successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>i. British resistance, for example, Boudica</li> <li>j. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		
<b>Hi2/1.3</b>	<b>Anglo-Saxons &amp; Scots</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots <i>This could include:</i></p> <ul style="list-style-type: none"> <li>f. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>g. Scots invasions from Ireland to north Britain (now Scotland)</li> <li>h. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>i. Anglo-Saxon art and culture</li> <li>j. Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	Anglo Saxons	T 1
<b>Hi2/1.4</b>	<b>Anglo-Saxons &amp; Vikings</b>	<b>TOPIC</b>	<b>TERM</b>
	<p>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i></p> <ul style="list-style-type: none"> <li>f. Viking raids and invasion</li> <li>g. resistance by Alfred the Great and Athelstan, first king of England</li> <li>h. further Viking invasions and Danegeld</li> <li>i. Anglo-Saxon laws and justice</li> <li>j. Edward the Confessor and his death in 1066</li> </ul>		

Hi2/2.1	Local History	TOPIC	TERM
	<p>Pupils should be taught about an aspect of local history</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>d. a depth study linked to one of the British areas of study listed above</li> <li>e. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>f. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	Local study	T5
Hi2/2.2	Extended chronological study	TOPIC	TERM
	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>e. the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>f. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>g. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>h. a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>		
Hi2/2.3	Ancient Civilizations	TOPIC	TERM
	<p>Pupils should be taught about 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:</p> <ul style="list-style-type: none"> <li>e. Ancient Sumer;</li> <li>f. The Indus Valley;</li> <li>g. Ancient Egypt; or</li> <li>h. The Shang Dynasty of Ancient China</li> </ul>		
Hi2/2.4	Ancient Greece	TOPIC	TERM
	<p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	Ancient Greece	T3
Hi2/2.5	Non-European Study	TOPIC	TERM
	<p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> <li>d. early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>e. Mayan civilization c. AD 900; or</li> <li>f. Benin (West Africa) c. AD 900-1300</li> </ul>		

<b>UPPER KEY STAGE TWO – YEAR FIVE</b>			
<b>Hi2/1.1</b>	<b>Pre-Roman Britain</b>	<b>TOPIC</b>	<b>TERM</b>
	<p><i>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>g. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> <li><i>h. Bronze Age religion, technology and travel, for example, Stonehenge</i></li> <li><i>i. Iron Age hill forts: tribal kingdoms, farming, art and culture</i></li> </ul>		
<b>Hi2/1.2</b>	<b>Roman Britain</b>	<b>TOPIC</b>	<b>TERM</b>
	<p><i>Pupil should be taught about the Roman empire and its impact on Britain</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>k. Julius Caesar’s attempted invasion in 55-54 BC</i></li> <li><i>l. the Roman Empire by AD 42 and the power of its army</i></li> <li><i>m. successful invasion by Claudius and conquest, including Hadrian’s Wall</i></li> <li><i>n. British resistance, for example, Boudica</i></li> <li><i>o. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ul>		
<b>Hi2/1.3</b>	<b>Anglo-Saxons &amp; Scots</b>	<b>TOPIC</b>	<b>TERM</b>
	<p><i>Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>k. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li><i>l. Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li><i>m. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></li> <li><i>n. Anglo-Saxon art and culture</i></li> <li><i>o. Christian conversion – Canterbury, Iona and Lindisfarne</i></li> </ul>		
<b>Hi2/1.4</b>	<b>Anglo-Saxons &amp; Vikings</b>	<b>TOPIC</b>	<b>TERM</b>
	<p><i>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>k. Viking raids and invasion</i></li> <li><i>l. resistance by Alfred the Great and Athelstan, first king of England</i></li> <li><i>m. further Viking invasions and Danegeld</i></li> <li><i>n. Anglo-Saxon laws and justice</i></li> <li><i>o. Edward the Confessor and his death in 1066</i></li> </ul>		

Hi2/2.1	Local History	TOPIC	TERM
	<p>Pupils should be taught about an aspect of local history  <i>For example:</i></p> <ul style="list-style-type: none"> <li>g. a depth study linked to one of the British areas of study listed above</li> <li>h. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>i. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>		
Hi2/2.2	Extended chronological study	TOPIC	TERM
	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <i>For example:</i></p> <ul style="list-style-type: none"> <li>i. the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>j. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>k. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>l. a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>		
Hi2/2.3	Ancient Civilizations	TOPIC	TERM
	<p><i>Pupils should be taught about 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:</i></p> <ul style="list-style-type: none"> <li>i. Ancient Sumer;</li> <li>j. The Indus Valley;</li> <li>k. Ancient Egypt; or</li> <li>l. The Shang Dynasty of Ancient China</li> </ul>		
Hi2/2.4	Ancient Greece	TOPIC	TERM
	<p><i>Pupils should be taught a study of Greek life and achievements and their influence on the western world</i></p>		
Hi2/2.5	Non-European Study	TOPIC	TERM
	<p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> <li>g. early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>h. Mayan civilization c. AD 900; or</li> <li>i. Benin (West Africa) c. AD 900-1300</li> </ul>		

## UPPER KEY STAGE TWO – YEAR SIX

UPPER KEY STAGE TWO – YEAR SIX			
Hi2/1.1	Pre-Roman Britain	TOPIC	TERM
	<p><i>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>j. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> <li><i>k. Bronze Age religion, technology and travel, for example, Stonehenge</i></li> <li><i>l. Iron Age hill forts: tribal kingdoms, farming, art and culture</i></li> </ul>		
Hi2/1.2	Roman Britain	TOPIC	TERM
	<p><i>Pupil should be taught about the Roman empire and its impact on Britain</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>p. Julius Caesar’s attempted invasion in 55-54 BC</i></li> <li><i>q. the Roman Empire by AD 42 and the power of its army</i></li> <li><i>r. successful invasion by Claudius and conquest, including Hadrian’s Wall</i></li> <li><i>s. British resistance, for example, Boudica</i></li> <li><i>t. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ul>		
Hi2/1.3	Anglo-Saxons & Scots	TOPIC	TERM
	<p><i>Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>p. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li><i>q. Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li><i>r. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></li> <li><i>s. Anglo-Saxon art and culture</i></li> <li><i>t. Christian conversion – Canterbury, Iona and Lindisfarne</i></li> </ul>		
Hi2/1.4	Anglo-Saxons & Vikings	TOPIC	TERM
	<p><i>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>  <i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>p. Viking raids and invasion</i></li> <li><i>q. resistance by Alfred the Great and Athelstan, first king of England</i></li> <li><i>r. further Viking invasions and Danegeld</i></li> <li><i>s. Anglo-Saxon laws and justice</i></li> <li><i>t. Edward the Confessor and his death in 1066</i></li> </ul>		

Hi2/2.1	Local History	TOPIC	TERM
	<p>Pupils should be taught about an aspect of local history <i>For example:</i></p> <ul style="list-style-type: none"> <li>j. a depth study linked to one of the British areas of study listed above</li> <li>k. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>l. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>		
Hi2/2.2	Extended chronological study	TOPIC	TERM
	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>For example:</i></p> <ul style="list-style-type: none"> <li>m. the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>n. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>o. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>p. a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>	WW2	1
Hi2/2.3	Ancient Civilizations	TOPIC	TERM
	<p><i>Pupils should be taught about 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:</i></p> <ul style="list-style-type: none"> <li>m. Ancient Sumer;</li> <li>n. The Indus Valley;</li> <li>o. Ancient Egypt; or</li> <li>p. The Shang Dynasty of Ancient China</li> </ul>		
Hi2/2.4	Ancient Greece	TOPIC	TERM
	<p><i>Pupils should be taught a study of Greek life and achievements and their influence on the western world</i></p>		
Hi2/2.5	Non-European Study	TOPIC	TERM
	<p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> <li>j. early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>k. Mayan civilization c. AD 900; or</li> <li>l. Benin (West Africa) c. AD 900-1300</li> </ul>		