

Key Stage 2 periods of history are taught in a chronological order with the earliest time-period taught in year 3. The advantage is that it helps children to develop a good understanding of chronology and the older children study periods where there is more detailed concrete evidence to match their increased reading and skills in analysing sources.

	Autumn	Summer
Year 3	Stone Age to Iron Age	Ancient Egypt (Ancient Civilisations)
	This unit starts by looking at what is meant by chronology before looking at the changes in Britain from the Stone Age to the Iron Age. It concludes by asking pupils to consider whether they would have invaded Britain and why others would have found it desirable to come here. This prepares pupils for the next periods of British history.	This unit provides an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. It allows pupils to consider what ancient civilisations have in common and what else was happening in the world at the time of the Ancient Egyptians. Focussing on Ancient Egypt there is an enquiry on how the civilization of Egypt was to wax and wane and how different beliefs were from those held today.
	Local History Museum of London Archaeology (MOLA) workshop on local finds from the pre-historic period	

	Autumn	Summer
Year 4	Ancient Greece	The Roman Empire and its impact on Britain
	This is a study of Greek life and achievements and their influence on the western world. It looks at artefacts and archaeology to discover what life was like in Ancient Greece. Focusing on aspects such as myths/legends, democracy, conflict, architecture and the Olympics, it considers how significant the legacy of Ancient Greece is for life today.	This unit is taught immediately preceding the unit on Britain's Settlement by the Anglo Saxons, Vikings and Scots. It considers what life was like in Britain before the Romans arrived, how Britain became part of the Roman Empire, how the Romans settled on this land, the influence the Romans had on culture and lifestyle and what they left behind and consider what the Romans did for us. A study of Boudicca using historical sources helps develop an understanding of who she was, what she looked like and how she will be remembered.
		Local History Museum of London Archaeology (MOLA) workshop on local Roman settlements

	Autumn	Summer
Year 5	Britain's Settlement by the Anglo Saxons, Vikings and Scots	The Maya
	The Anglo Saxons settlement in Britain and the struggle with the Vikings follows on directly from the Roman Empire and its impact on Britain. It traces what happened to Britain when the Romans left to how well the Saxons and Vikings got on with each other, whether life was better in Anglo-Saxon or Viking Britain and what they left behind.	The Mayan civilisation c. AD 900 is chosen as the non-European society to offer diversity to the pupils' experience. It adds South America to the regions of the world that are studied. Aspects of Maya civilisation covered include architecture, trade, religion, culture and their legacy on today's society.
	Local History Museum of London Archaeology (MOLA) workshop on local Anglo-Saxon Settlements	

	Autumn	Spring	Summer
Year 6	Conflict: World War II	The Civil Rights Movement- America	Numbers Through Time - Longitudinal Study
	The Blitz is chosen as a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. This unit allows pupils to consider the effect of 20th century conflict on people in their region. It compares the effect of the war in Syria and the Blitz on children's lives.	Civil Rights is taught to give prominence to the Black Lives Matters movement and social injustice. It adds North America to the regions of the world that are studied. This provides an overview study connecting revisiting periods of time studied including the Ancient Greeks and Romans to learn about how important numbers have been over time. It concludes with a focus on what numbers reveal and how they reflect changes in our lives through looking at statistics and census data.	This provides an overview study connecting revisiting periods of time studied including the Ancient Greeks and Romans to learn about how important numbers have been over time. It concludes with a focus on what numbers reveal and how they reflect changes in our lives through looking at statistics and census data.
	Local History Northampton- Why is Walter Tull considered an important figure in history? Milton Keynes- What impact did Bletchley Park and Ultra have on German and British lives? Museum of London Archaeology (MOLA) workshop on locally bombed areas during WWII		