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|  | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
| Year 1a |  | **The lives of significant individuals in the past who have contributed to national and international achievements.**One Giant leap Neil Armstrong and space exploration.Visitor in to school  |  |  | **the lives of significant individuals in the past who have contributed to national and international achievement**Famous British Queens | **Significant historical events, people and places in their own locality**Historic Cornwall (Mining)Richard Trevithick. St. Piran and Cornish MiningGeevor mine visit? |
| Year 1 b and year 2(not planned yet) |  | **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**Technology through timeVisitor in to school  |  | **The lives of significant individuals in the past who have contributed to national and international achievements** Mary Anning – Fantastic Fossils | **Events beyond living memory that are significant nationally of Globally** Great fire of London. |  |
| Year 3 |  | **Changes in Britain from the stone age to the iron age +** *\*A 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.*The Stone AgeChysauster Farm visitPenlee House Museum | **The Roman Empire and its influence on Britain**Roman day  |  |  |  |
| Year 4 | **Britain’s settlement by Anglo- Saxons and Scots.**Anglo Saxons as invaders and the role they played in Christianity. Anglo Saxon Visitor | **A 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***.**Mining and St. Piran – (to link with St. Piran’s day) Build from topic studied in Y2Poldice Valley visit? | Should the order be swapped for flow of chronology? | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**Viking struggles with the Saxons |  |
| Year 5  |  | **Ancient Greece – a study of Greek life and achievements and their influence on the****Western world.**Ancient Greece | **A study of an aspect or theme in British history that extends pupils’ chronological****knowledge beyond 1066**The great plague and 17th century medicine. |  | **A non-European society that provides contrasts with British history** –The Maya |  |
| Year 6 | **a study of an aspect or theme in British history that extends pupils’ chronological****knowledge beyond 1066**Darwin (mainly science)Leisure and entertainment – Britain in the 20th century (build form toys in Y1/2) |   | **the achievements of the earliest civilizations – an overview of where and when the first****civilizations appeared and a depth study**Ancient Egypt. | **a study of an aspect or theme in British history that extends pupils’ chronological****knowledge beyond 1066 + 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*.**Pendennis point/Trebah involvement in WW2***a significant turning point in British history*** WW2 **–** D DAY landings Trebah. |

Key focus on progression of skills from the four threshold concepts of: **understanding chronology, building an overview of world history, investigating and interpreting the past, communicating historically;** and, making connections with overarching themes such as: **invasions and battles; rulers, leaders and monarchs; culture, society and way of life; and legacy and achievements.**

Overarching themes built in across:

**Invasions and battles**

**Rulers, leaders and monarchs**

**Culture, society and way of life**

**Legacy and achievements**