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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 Mining  Geevor 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 time  Visitor 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 Age  Chysauster Farm visit  Penlee 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 Y2  Poldice 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**