

Substantive Concepts: CIVILISATION  EMPIRE  TRADE  MIGRATION  RELIGION  POWER 						
Key Disciplinary Concepts – Chronology / Sources & Evidence/ Historical Interpretations/ Similarities & Differences/ Continuity & Change/ Cause & Consequence/ Historical Significance						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Questions	How do things change over time?	What can we learn about the world around us?	How has diversity improved life?	What makes a good place to live?	Where does the power come from?	Is everything what it first appears to be?
Year 1	Local History: How is my life different to my parents and grandparents' lives? <i>(NC: Changes within living memory)</i> Civilisation / Religion/ Migration Chronology / Sources & Evidence/ Similarities & Differences/ Continuity & Change		Ibn Battuta – How important was he as an explorer? <i>(NC: The lives of significant individuals in the past who have contributed to national & international achievements)</i> Civilisation/ Religion Chronology / Sources & Evidence/ Cause & Consequence/ Historical Significance		Robin Hood – Was Robin Hood a true Legend from Nottingham? <i>(NC: Significant historical people & places in their own locality)</i> Civilisation/Power Sources & Evidence/ Historical Interpretations/ Cause & Consequence	
Year 2	Local History: Why do schools have to change over time? <i>(NC: Changes within living memory. Reveal aspects of changes in school.)</i> Civilisation Chronology / Sources & Evidence/ Similarities &		Why was Sarah Forbes Bonetta a significant individual? <i>(NC: The lives of significant individuals in the past who have contributed to national & international achievements)</i> Civilisation / Empire / Trade Chronology / Sources & Evidence/ Historical		What made the Great Fire of London so great? <i>(NC: Events beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i> Civilisation / Power Chronology / Sources &	

	Differences/ Continuity & Change		Interpretations / Historical Significance		Evidence/ Historical Interpretations / Historical Significance / Cause & Consequence	
Year 3	Bronze to Iron Ages: Why did people stop roaming and start settling? <i>(NC: Changes in Britain from the Stone Age to the Iron Age)</i> Civilisation Chronology / Sources & Evidence/ Historical Interpretations / Cause & Consequence		Local History: Has life in Forest Fields improved over time? <i>(NC: A local history study - a study over time tracing how several aspects of national history are reflected in the locality -this can go beyond 1066)</i> Civilisation / Migration / Religion Chronology / Similarities & Differences/ Continuity & Change/ Historical Significance / Cause & Consequence		Roman Empire: How Roman was Roman Britain? <i>(NC: The Roman Empire and its impact on Britain)</i> Empire / Power / Migration / Trade Chronology / Sources & Evidence/ Historical Interpretations / Historical Significance / Cause & Consequence	
Year 4	Anglo Saxons & Scots: Did the Anglo-Saxons drive out the British or not? <i>(NC: Britain's settlement by Anglo-Saxons and Scots)</i> Civilisation / Power / Migration Chronology / Sources & Evidence/ Historical Interpretations / Historical Significance / Cause & Consequence		Anglo Saxons & Vikings: How did the Vikings impact diversity in Britain? <i>(NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i> Civilisation / Power / Migration / Religion Chronology / Sources & Evidence/ Historical Interpretations / Historical Significance / Cause & Consequence		Ancient Egyptians: How powerful were Ancient Egyptian religious beliefs? <i>(NC: 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</i> Civilisation / Religion Chronology / Sources & Evidence/ Continuity & Change/ Historical Interpretations / Historical Significance	

Year 5	The Victorians: How did the Victorian era improve children's lives? <i>(NC: A study of a theme in British history that extends pupils' chronological knowledge beyond 1066)</i> Civilisation/ Empire/ Trade/ Migration/ Religion/ Power Chronology / Sources & Evidence/ Similarities & Differences/ Continuity & Change/ Historical Significance / Cause & Consequence		Local History - How has Diversity enriched Nottingham? <i>(NC: Significant historical events, people and places in their own locality</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</i> Civilisation/ Empire/ Trade/ Migration/ Religion/ Power Sources & Evidence/ Similarities & Differences/ Continuity & Change/ Historical Significance / Cause & Consequence		Ancient Greece: What power does Ancient Greece have now? <i>(NC: A study of Greek life and achievements and their influence on the western world)</i> Civilisation / Power / Trade Sources & Evidence/ Similarities & Differences/ Historical Significance / Cause & Consequence	
Year 6	The Indus Valley – How can we investigate The Indus Valley? <i>(NC: 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: The Indus Valley)</i> Civilisation Chronology / Sources & Evidence/ Historical Interpretations / Historical Significance / Cause & Consequence		WW2: What were the positive impacts of WW2 on diversity? <i>(NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</i> Civilisation / Power / Empire / Trade Chronology / Sources & Evidence/ Historical Interpretations / Historical Significance / Cause & Consequence		Ancient Maya: How powerful was the Mayan culture? <i>(NC: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.)</i> Civilisation / Trade / Power Chronology / Sources & Evidence/ Similarities & Differences/ Historical Interpretations / Historical Significance	

