

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2		The Gunpowder Plot	Homes In The Past			Kings & Queens
		<p>Show an awareness of the differences in ways of living in 1605 compared to the present.</p> <p>Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing.</p> <p>Talk about how the Gunpowder Plot has had an impact on national life in the present day.</p> <p>Begin to question and show understanding of the different roles of the people involved in the Gunpowder Plot.</p> <p>Think of some questions for their own further enquiry into the significance and impact of the Gunpowder Plot.</p> <p>Imagine and write about the experiences of people in different historical periods based on factual evidence.</p>	<p>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>			<p>Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order.</p> <p>Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</p> <p>Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.</p> <p>Talk and write about the information they have found out about the significant monarchs studied in this unit.</p> <p>Imagine and write about the experiences of various kings and queens at different points in history based on their knowledge of their lives, using historical facts to support their writing.</p> <p>Think of some questions for their own enquires into various kings and queens that interest them.</p>

Year 3 & 4	The Indus Valley		Anglo Saxons	Vikings		
	<p>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</p>		<ul style="list-style-type: none"> • Demonstrate a deep understanding of how life in Britain has been shaped by the Anglo-Saxons by composing accurate, detailed accounts on Anglo-Saxon culture, religion and society using a range of evidence sources and artefacts to support their conclusions. • Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. • Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture. • Describe the work of some key individuals at the time. 	<p>Explain where and why some Viking raids or attacks took place.</p> <p>Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild.</p> <p>Compare and contrast aspects of Anglo- Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments.</p> <p>Demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions.</p> <p>Evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history.</p> <p>Confidently compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.</p>		
Year 5 & 6	Ancient Greece		WWII	WWII		The Space Race
	<ul style="list-style-type: none"> • Children can order a number of significant events from ancient Greek times on a timeline. • Children can identify some of the impacts of Alexander the Great's Empire. • Children can research and describe some key features of the everyday lives of people living in ancient Greece. • Children can name some similarities and differences between life 		<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and</p>			

	<p>in ancient Athens and life in ancient Sparta. • Children can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources. • Children can make some comparisons between the modern and ancient Olympic Games. • Children can find out about some ancient Greek gods and goddesses. • Children can use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources</p>		<p>significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p> <p>Understand the importance and significance of the role of women during World War II.</p> <p>Understand the events of the Holocaust in World War II.</p> <p>Describe a variety of key events from World War II.</p>		
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Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	Childhood Then and Now	Toys			The Great Fire of London	
	<p>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>- 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</p> <p>- significant historical events, people and places in their own locality</p>	<p>Identify different sources we can use to find out about the past.</p> <ul style="list-style-type: none"> • Ask and answer simple questions. • Compare two toys from different time periods, identifying similarities and differences. • Use words and phrases relating to the passing of time. • Begin to question and debate the reliability of sources. • Think of some questions for their own enquiries into other aspects of everyday life which may interest them, for example food or houses. • Compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this. 			<ul style="list-style-type: none"> • Children can explain how and why London was different in the 17th century. • Children can explain and order the key events of the Great Fire of London. • Children can explain how and why the fire spread and finally stopped and what changed afterwards. • Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. 	
Year 3 & 4		The Egyptians	The Romans		WW1	

		<p>Know where and when the Egyptians lived through looking at maps and artefacts.</p> <p>Select information about mummification and Egyptian gods carefully when learning about these areas.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.</p> <p>Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.</p>	<p>Develop an awareness of the Roman Empire and its impact on Britain.</p> <p>Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>		<ul style="list-style-type: none"> • Explain their understanding of the experiences of men, women and animals who lived during the First World War (such as Walter Tull) and compare these to present day experiences. • Think of some questions for their own further enquiry into the significance and impact of the First World War on people and communities. • Imagine and write about the experiences of people and animals involved in the First World War based on factual evidence. • Explain the significance of Walter Tull in history and talk about his life. • Recall key facts about the First World War and the experiences of soldiers and animals in the trenches. • Use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them. • Explain the importance of women working on the Home Front during the First World War. • Talk about the significance of Remembrance Day, when it happens and why. 	
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Year 5 & 6		The Shang Dynasty		Tudors		Mary Anning
		<ul style="list-style-type: none"> • Demonstrate a full understanding of the Shang dynasty by composing their own historically valid accounts about different aspects of the civilisation. • Explain the significance and purpose of a range of Shang artefacts in detail and draw their own conclusions. • Compare and contrast the Shang dynasty with other early civilisations. • Recognise and describe why the Shang dynasty is historically significant. • Explain different ritual elements of the Shang religion and describe how ancestor worship worked. • Describe the processes involved in making bronze, jade and pottery items. • Say who Fu Hao was and why the discovery of her tomb was significant 		<p>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		