

Class	Aut A	Spr A	Sum A	Aut B	Spr B	Sum B
Robins (One Year Cycle)	<p>To describe changes over time.</p> <p>To sort photographs from the past and present.</p> <p>To begin to recognise the order events happen.</p> <p>To identify toys from the past.</p>	<p>To compare pictures from the past and present.</p> <p>To begin to understand the concept of generations.</p> <p>To recognise that kings and queens are powerful people.</p>	<p>To understand that the environment around us changes as time passes.</p> <p>To compare modes of transport of the past with the present.</p> <p>To recognise special achievements.</p>	Cycle A repeated as Robins follow a one year cycle.		
Kingfishers Mixed Year 1 / 2 planning)	<p>What is history?</p> <p>Creating personal timelines by ordering three events, children will use the vocabulary 'before' and 'after' when talking about their timeline. They will recognise what is similar and different between the 'past' and 'now'. They will describe what photographs tell us about holidays in the past and identify similarities and differences. Finding answers to simple questions about the past, children will identify features of holidays in the past.</p>	<p>How was school different in the past? Year 2</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>What is a monarch? Year 2</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>	<p>How did we learn to fly?</p> <p>To be moved to Sum B</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>How am I making History? Year 1</p> <p>To be moved to Aut B</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p>How have toys changed? Year 1</p> <p>To be moved to Spr B</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>

<p>Owls Mixed Year 3 / 4 planning)</p>	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Year 3</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.</p>	<p>British history 2: Why did the Romans settle in Britain? Year 3</p> <p>Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.</p>	<p>How have children's lives changed? Year 4</p> <p>Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.</p>	<p>British history 3: How hard was it to invade and settle in Britain? Year 4 To be moved to Spr B</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>	<p>What did the ancient Egyptians believe? Year 3 To be moved to Aut B</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>	<p>How did the achievements of the Ancient Maya impact their society and beyond? Year 4</p> <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>
<p>Eagles Mixed Year 5 / 6 planning)</p>	<p>What does our census tell us about our local area? Year 6</p> <p>Investigating the census records of different areas, children make inferences about the lives of people from the past. They</p>	<p>What did the ancient Greeks do for us? Year 5</p> <p>Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different</p>	<p>Unheard Histories – Who should feature on a £10 bank note? Year 6</p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance.</p>	<p>What was life like in Tudor Britain? Year 5</p> <p>Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and</p>	<p>Were the Vikings raiders, traders or something else? Year 5</p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain.</p>	<p>What was the impact of WW2 on the people of Britain? Year 6</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British</p>

	<p>explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.</p>	<p>sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>	<p>Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.</p>	<p>They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them, including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>
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