

	Cycle A			Cycle B		
<b>History</b>	Autumn	Spring	Summer	Autumn	Spring	Summer
Warren Years 1 and 2	<p>Significant historical places - Castles.</p> <p>Significant historical places in their own locality.</p> <p>Significant individuals and historical events– Guy Fawkes</p> <p>Events beyond living memory that are significant nationally or globally</p>			<p>Changes to life in living memory – toys and games.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>Significant historical individuals – Grace Darling</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>

**Chronology**

Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time such as: a long time ago, recently, when my ... were younger, years, decades, centuries.

Show where places, people and events fit into a broad chronological framework and begin to use dates. Can you put three objects in chronological order (recent history). Can you say what years they happened?

**Historical Enquiry**

Ask and begin to answer questions about events e.g. The Gunpowder Plot - When? What happened? What was it like...? Why? Who was involved?

Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites – Castles

**Interpreting History**

Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays – What do castles tell us about the past? Can I recognise the we celebrate certain events, such as bonfire night, because of what happened many years ago?

**Continuity and Change**

Discuss change and continuity in an aspect of life, e.g. Toys how they have changed and what has remained the same

**Causes and consequences**

Start to recognise why people did things – Guy Fawkes and Grace Darling

Recognise why some events happened – Gunpowder plot

Recognise what happened as a result of people's actions or events - Gunpowder plot

**Similarities and Differences**

Identify similarities and differences between ways of life in different periods, including their own lives – eg toys they have and toys in the past – life in a castle

**Significance**

Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why – Guy Fawkes – Grace Darling

<p>Downlands Years 2/3</p>	<p>Changes in Britain - Stone Age, Iron Age and Romans Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>				<p>Egyptians – an in-depth study of ancient civilisations. Significant historical individuals.</p> <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 Egypt</p>	
	<p><b>Chronology</b> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time-line</p> <p><b>Historical Terms</b> Develop use of appropriate subject terminology, such as: empire, civilisation, monarch s – Romans, Egyptians</p>					

**Historical Enquiry**

Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance  
– Why did the Romans invade Britain? How did Britain change as a result of their rule? Has Britain been invaded before?  
Suggest where we might find answers to questions considering a range of sources – What does this drawing show us about how people dressed? What does this story tell us about what life was like for a Pharaoh?  
Start to understand that knowledge about the past is constructed from a variety of sources – eg: Artefacts – Roman and Egyptian

**Interpreting History**

Start to be aware that different versions of the past may exist and begin to suggest reasons for this – A Roman soldier's view of the invasion opposed to a Saxon's view

**Continuity and Change**

Describe and begin to make links between main events, situations and changes within and across different periods and societies – Roman civilisation far ahead of its time compared to Britain

**Causes and consequences**

Identify and give reasons for historical events, situations and changes – Why were the Roman's empire building? Why did the Egyptian build pyramids?  
Identify some of the results of historical events, situations and changes – What do we owe to the Roman's today?

**Similarities and Differences**

For instance: Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual  
– Saxon and Roman life

**Significance**

Identify and begin to describe historically significant people and events in situations – Howard Carter's dig to find the tomb  
Investigate powerful rulers – Tutankamun

Torberry		<p data-bbox="667 204 875 284">Anglo Saxons Vikings</p> <ol data-bbox="712 339 936 1106" style="list-style-type: none"><li data-bbox="712 339 936 555">1) Britain's settlement by Anglo-Saxons and Scots</li><li data-bbox="712 611 936 1106">2) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ol>		<p data-bbox="1229 204 1469 603">Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		
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Beacon	A non-European society that provides contrast with British history - one study chosen from: AD 900; Mayan civilization and Islamic civilisations			World War One  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A local history study
<p><b>Chronology</b> Use greater depth and range of knowledge – putting key events on a timeline and relate to what has happened in the past, cross –referencing across countries and continents – Events in Europe before world one leading up to the start of the war – why was timing of these events so important? Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p><b>Historical Terms</b> Record knowledge and understanding in a variety of ways, using dates and key terms appropriately .eg: Present findings using technical language in a chronological report.</p> <p><b>Historical Enquiry</b> Devise, ask and answer more complex questions about the past, considering key concepts in history – causes of conflicts? Why were the Mayans so different to us? Can I summarise how Britain has had an effect on world history? Select sources independently and give reasons for choices – understand the WW1 has many primary sources of information but with the Mayan's many sources are secondary sources. Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>						

Analyse a range of source material to promote evidence about the past – what do letters from the front line tell us? Is it a better source of information than a news report?

Construct and organise response by selecting and organising relevant historical data – why are the numbers of soldiers who lost their lives significant? Would this happen today?

### **Interpreting History**

Understand that the past is represented and interpreted in different ways and give reasons for this – why would German's have a different view of the war to Britain's?

### **Continuity and Change**

Identify how did life change in villages in Saxon and Viking times? Identify how it stayed the same. Why is this?

### **Causes and consequences**

Begin to offer explanations about why people in the past acted as they did. Why did the Vikings invade? What evidence is there. How can we prove it?

### **Similarities and Differences**

Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual – Was life in the time of the Mayans the same as life for Britons in their settlements? How did they belief system vary?

### **Significance**

Give reasons why some events, people or developments are seen as more significant than others. There were many battles in world war 1 – why were some more significant than others?