

Year 1/2 Cycle A

Autumn

How am I making history?

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.

Spring

How have toys changed?

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.

Summer

How have explorers changed the world?

Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Discuss ways in which these significant people could be remembered.

Year 1/2 Cycle B

Autumn

What is history?

Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.

Spring

How was school different in the past?

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.

Summer

What is a monarch?

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.

Year 3/4 Cycle A

Autumn

British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, to learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.

Spring

British history 2: Why did the Romans settle in Britain?

Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, and how the Romans still influence our lives today.

Summer

British history 3: How hard was it to invade and settle in Britain?

Developing understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids, Anglo-Saxon beliefs and how christianity spread. Investigating Anglo-Saxon settlements and how the period of Anglo-Saxon rule came to end.

Year 3/4 Cycle B

Autumn

How have children's lives changed?

Exploring the continuities and changes to children's lives through time, children learn about past leisure activities, health problems and work. 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.

Spring

What did the ancient Egyptians believe?

Developing awareness of how historians find out about the past using mummies, the Book of the Dead and pyramids. Learning about the importance of religion in the ancient Egyptians' lives and considering how this is evident in pyramids, worship and mummification. Learning how the ancient Egyptians explained the existence of the world using their creation story.

Summer

How did the achievements of the Ancient Maya impact their society and beyond?

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.

Year 5/6 Cycle A

Autumn

British history 4: Were the Vikings raiders, traders or something else?

Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. 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.

Spring

British history 5: What was life like in Tudor England?

Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.

Summer

British history 6: What was the impact of World War II on the people of Britain?

Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They discover 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.

Year 5/6 Cycle B

Autumn

What does the census tell us about local areas?

Investigating the census records of different areas, children make inferences about the lives of people from the past. They 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.

Spring

What did the Greeks ever do for us?

Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different 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.

Summer*

Option 1: Unheard histories: Who should go on the £10 banknote?

Investigating why historical figures are on banknotes and learning about the criteria for historical significance. Children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure for the £10 note.

Option 2: The Sikh Empire

Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understand of historical significance through studying his life and learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.