

History	Cycle A		
	Autumn	Spring	Summer
Forest Class	How am I making history?	How have toys changed?	How did we learn to fly?
Meadow Class	What did Egyptians believe?	How have children's lives changed?	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?
Hillside Class	What was the impact of WW2 on the people of Britain?	What does the census tell us about our local area?	What did the Greeks ever do for us?
	Cycle B		
Forest Class	What is History?	How was school different in the past?	What is a monarch?
Meadow Class	Why did the Romans settle Britain?	How hard was it to invade and settle in Britain?	How did the achievements of the Ancient Maya impact their society and beyond?
Hillside Class	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	Who should feature on the £10 bank note?

History- Cycle A

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Forest Class	How am I making History? <ul style="list-style-type: none"> Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. 	How have Toys Changed? <ul style="list-style-type: none"> Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time. 	How did we learn to fly? <ul style="list-style-type: none"> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline..

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Meadow Class	What did the Ancient Egyptians Believe? <ul style="list-style-type: none"> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife. 	How have Children's Lives Changed? <ul style="list-style-type: none"> Make observations and deductions from sources. Suggest how children's lives have changed. Explain why children needed to work. Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases from the past and discuss how effective the treatments were. 	Would You prefer to live in the Stone, Bronze or Iron Age? <ul style="list-style-type: none"> Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.

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Hillside Class	<p>What was the Impact of World War 2 on British people?</p> <ul style="list-style-type: none"> • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women's lives. 	<p>What does the census tell us about our local area?</p> <ul style="list-style-type: none"> • Identify the type of information the census gives about people. • Use the census to make inferences about people from the past, providing supporting evidence for their statements. • Make observations from the census and identify changes between periods of time. • Identify the dangers of working in a textile mill. • Create questions to identify the thoughts and feelings of a Victorian working child. • Identify the key events of Mary's life and interpret her thoughts and feelings. • Extract information from the census to recreate the lives of people who lived in a household from the local area. • Extract information from the census and decide whether a family was rich or poor. • Describing change throughout time. 	<p>What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact.

History - Cycle B

	Autumn	Spring	Summer
Forest Class	<p>What is History?</p> <ul style="list-style-type: none"> Create a personal timeline by ordering three events correctly on a simple timeline. Use the vocabulary 'before' and 'after' when talking about their timeline. Recognise what is similar and different between the 'past' and 'now'. Talk about three holiday memories. Place one holiday memory on a timeline. Identify how people spend their holidays differently. Describe what photographs tell us about holidays in the past. Identify similarities and differences between holidays in the past and now. Order photographs on a timeline. Ask one question about holidays in the past. Find answers to simple questions about the past. Identify features of holidays in the past. Describe what holidays in the past were like and compare them to now. Find similarities and differences. Use time vocabulary to talk about their memories. Recognise similarities and differences between their lives now and in the past. 	<p>How was school different in the past?</p> <ul style="list-style-type: none"> Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why. 	<p>What is a Monarch?</p> <ul style="list-style-type: none"> Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.

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Meadow Class	Why did the Romans settle Britain? <ul style="list-style-type: none"> • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.. 	How hard was it to invade and settle in Britain? <ul style="list-style-type: none"> • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066. 	How did the achievements of the Maya impact their society and beyond? <ul style="list-style-type: none"> • Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.

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Hillside Class	<p>Were the Vikings raiders, traders or something else?</p> <ul style="list-style-type: none"> • Explain where the Vikings came from and why they invaded Britain. • Sequence events according to their significance for groups of people. • Find evidence and make inferences from sources. • Name Viking trade routes. • Explain why trade routes were important to the Vikings. • Identify the differences between Viking sagas. • Evaluate the impact of Viking achievements. 	<p>What was life like in Tudor England?</p> <ul style="list-style-type: none"> • Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory. 	<p>Who should be on the £10 bank note?</p> <ul style="list-style-type: none"> • Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant.