



Key Stage One History Cycle

<u>Term</u>	<u>Year One</u>	<u>Year Two</u>
Autumn 1	Toys Past and Present What were toys like in the past? How can we find out about toys in the past? How can I decide if a toy is from the past or is modern? Begin to understand toys was different when their parents and grandparents were little.	Great Fire of London Why was the Great fire of London a significant event? Children can explain and order the key events of the Great Fire of London. Where did the fire start? Who famously wrote about the fire in his diaries? How long did the fire last? Children can explain how and why London was different in the 17th century.
Autumn 2	Travel and Transport How has transport changed over time? Name and describe different types of transport. Begin to understand transport was different when their parents and grandparents were little.	Tudors To be able to correctly place the Tudor period in a simple timeline of Britain. To know the timeline of some key events of the Tudor period. To know the key events, impact and legacy of Tudor monarchs.
Spring 1	Celebrating Classroom Countries and Cultures	Celebrating Classroom Countries and Cultures
Spring 2	Famous Explorers Compare the ways in which we can find out about the recent past and also about explorers from long ago. Make some simple comparisons between explorations in the recent and more distant past. Talk about some of the ways that we remember significant explorers.	Victorians What do we know about the Victorians and the way they lived? What would it have been like to go to school in Victorian times? Compare a Victorian school room with a modern classroom. Children will learn about jobs children had to do in Victorian times.
Summer 1	Dinosaur Planet Children will learn about the life of Mary Anning – the era that she grew up in and her discoveries. They will also learn about how scientists came to learn that dinosaurs existed and how Mary Anning’s discovery ended up having a huge impact on palaeontology.	Sea Faring Explorers Identify differences between life at sea in the past and present. Write a journal entry in role as a seafarer in the past. Identify and compare features of boats and ships of different ages.
Summer 2	Outdoor Learning Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Outdoor Learning Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



Key Stage Two History Cycle

Term	Year Three	Year Four	Year Five	Year Six
Autumn 1	<p>Vikings and Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Romans How Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Exploring the Roman legacy.</p>	<p>Ancient Greece Where and when did the Ancient Greek civilization exist? Explore significant events from this time. How was the Greek empire established and maintained?</p>	<p>WWI Who were three main groups during WW1? Where were the Key battle locations from WW1? What was Germany like Following the signing of the Treaty of Versailles?</p>
Autumn 2	<p>Stone Age to Iron Age Prehistoric times went through a series of ages, during which early Britons made huge technological advances for the time and left a lasting mark on the British landscape. Children will also explore key substantive concepts such as settlement, migration, tribe and technology.</p>	<p>Crime and Punishment Develop chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods.</p>	<p>Medieval Monarchs Who were the major monarchs through the medieval era? Children learn about the changing power of the monarch, linking this with the British values of rule of law and democracy. They will gain an understanding of what made a successful monarch.</p>	<p>Interwar Years Discuss debate and examine historical documents that outline the conditions imposed upon Germany after World War 1 and how this contributed to Germany starting World War 2. What caused WW2? Make connections to examples of modern-day politics.</p>
Spring 1	Celebrating Classroom Countries and Cultures	Celebrating Classroom Countries and Cultures	Celebrating Classroom Countries and Cultures	Celebrating Classroom Countries and Cultures
Spring 2	<p>Shang Dynasty One of the earliest civilizations of Ancient China. The children will gain an overview and undertake an in-depth study of how, where and</p>	<p>Ancient Egypt Ancient Egyptians were united under one ruler, Menes. The empire lasted until 30BC, when the Romans conquered Egypt. What did the</p>	<p>The Rise and Fall of the Persian Empire What was the Persian empire? When and where did it sprout? How large was it and how did it continue to expand and govern? Persian</p>	<p>WWII To identify the key events that led up to, and part of, WW2. Place these on a timeline. Understand the main human geographical areas of Britain targeted by German bombing and why they</p>



	when this first civilization appeared and its impact on the wider world.	Egyptians achieve and how does it impact the world today?	achievements: Art, Science, Architecture, Mathematics. When and how did the Persian Empire fall? The death of Darius, the introduction of Xerxes. Greek alliances: Famous battles include Salamis, Marathon and Thermopylae. Alexander the Great and the fall of the Persian Empire.	were targeted. What happened at Exeter's Blitz and the effect on local residents. Show an understanding of why WW2 started and the events leading to it. Understanding what makes historical evidence (maps, photos, news reports, radio interviews, books, diary's, drawings, poems) What life was like in the Home Front – rationing, evacuation, black-outs, Dig for Victory, Anderson shelters. The role women in WW2 and the role of the land army. The life of an evacuee child. Discuss what we can learn from the events of WW2 – how can it help us to shape our future?
Summer 1	<p>The Americas before Columbus</p> <p>The Mayans/Incas/Aztecs. Children will learn about the civilizations of the Americas before European settlement. Customs, laws, culture, beliefs, society and warfare. Children will focus on the architecture left behind by these civilizations and discuss their impact.</p>	<p>Education Throughout History</p> <p>Children will understand that education has evolved drastically over time. Humanity has passed information by word of mouth. Formal education is said to have begun in ancient Greece. Today digital technology is revolutionizing education.</p>	<p>Industrial Revolution</p> <p>Investigate and learn about the industrial revolution which began in 1760. Children will gain an understanding about inventions that changed society around this time including railway, mechanised mills and electricity</p>	<p>Cold War</p> <p>Consider how the Cold War differed from other wars. The aftermath of World War II changed the global balance of power, creating a polarised world led by two competing superpowers: The United States of American (USA) and the Union of Soviet Socialist Republics (USSR). This global competition is referred to as the Cold War as the two superpowers never directly engaged in combat (hot war)</p>
Summer 2	<p>Outdoor Learning</p> <p>Self-confidence and self-esteem developed through progressive challenges and skills development. Resilience developed through dealing with adversity. Developing and</p>	<p>Outdoor Learning</p> <p>Self-confidence and self-esteem developed through progressive challenges and skills development. Resilience developed through dealing with adversity. Developing and</p>	<p>Outdoor Learning</p> <p>Self-confidence and self-esteem developed through progressive challenges and skills development. Resilience developed through dealing with adversity. Developing and</p>	<p>Outdoor Learning</p> <p>Self-confidence and self-esteem developed through progressive challenges and skills development. Resilience developed through dealing with adversity. Developing and</p>



	<p>and managing positive relationships between participants, and between participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved community cohesion and tolerance.</p>	<p>managing positive relationships between participants, and between participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved community cohesion and tolerance.</p>	<p>managing positive relationships between participants, and between participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved community cohesion and tolerance.</p>	<p>managing positive relationships between participants, and between participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved community cohesion and tolerance.</p>
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