



History

Class	Autumn Term 1	Spring Term 1	Summer Term 1
1	<p>Peek into the Past (KAPOW) Comment on images of familiar situations in the past (R DM). Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (PP ELG).</p> <p>Old and New Toys (Autumn 2) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (PP ELG).</p>	<p>Adventures through Time (KAPOW) Compare and contrast characters from stories, including figures from the past (R DM). Understand the past through settings, characters, and events encountered in books read in class and storytelling (PP ELG).</p>	<p>Old and New Bears Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (PP ELG).</p> <p>Old and New Transport (Summer 2) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (PP ELG).</p> <p>Famous Pirates: Blackbeard (Summer 2) Compare and contrast characters from stories, including figures from the past (R DM).</p>
2A	<p>How am I Making History? <i>Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>How have Toys Changed? <i>Events beyond living memory that are significant nationally or globally. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>How have Explorers Changed the World? <i>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. Events beyond living memory that are significant nationally or globally.</i></p>
B	<p>How was School Different in the Past? <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality</i></p>	<p>How did we Learn to Fly? <i>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. Events beyond living memory that are significant nationally or globally</i></p>	<p>What is a Monarch? <i>Changes within living memory, Events beyond living memory that are significant nationally or globally</i></p>
3A	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age or the Bronze Age? <i>Changes in Britain from the Stone Age to the Iron Age</i></p>	<p>British history 2: Why did the Romans settle in Britain? <i>The Roman Empire and its impact on Britain</i></p>	<p>British history 3: How hard was it to Invade and Settle in Britain? <i>Britain's settlement by Anglo-Saxons and Scots</i></p>
B	<p>What did the ancient Egyptians Believe? <i>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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p>	<p>How have Children's Lives Changed? <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>British history 4: Were the Vikings Raiders, Traders or Settlers? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>
4A	<p>Unheard Histories: Who should Feature on the £10.00 Banknote? <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>What does the Census tell us about our Local Area? <i>A local history study</i></p>	<p>How did the Maya Civilisation Compare to the Anglo-Saxons? <i>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>

B	British history 5: What was Life like in Tudor England? <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	British history 6: What was the Impact of World War II on the People of Britain? <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	What did the Greeks ever do for us? <i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i>
----------	--	---	---