

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class Reception FS2	Me and my family Who was born first? Stages and ages of growth and development.	Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.		Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.		
Badger Class Y1 & Y2 <i>Cycle 1</i>		How am I making 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.		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.		How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.
Badger Class Y1 & Y2 <i>Cycle 2</i>		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		How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to		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

		to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.		recognise continuity between children's lives past and present.		different types of castles and consider how these evolved over time.
Owl Class Y3 & Y4 <i>Cycle 1</i>		British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.		British history 2: Why did the Romans settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.		British history 3: How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.
Owl Class Y3 & Y4 <i>Cycle 2</i>		How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his		What did the ancient Egyptians believe? Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs		This unit will be available from April 2024.

		impact.		before creating a video clip to summarise their findings.		
<p>Falcon Class</p> <p>Y5 & Y6</p> <p><i>Cycle 1</i></p>		<p>What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>		<p>What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>		<p>The Sikh Empire Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.</p> <p>This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.</p>
<p>Falcon Class</p> <p>Y5 & Y6</p> <p><i>Cycle 2</i></p>		<p>Were the Vikings raiders, traders or something else? Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and</p>		<p>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 examine how</p>		<p>What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the</p>

		displaying the achievements of the Vikings in a 'Viking achievement gallery'.		monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.		impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.
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