



History CYCLE A

AUTUMN

SPRING

SUMMER

EYFS

Using language associated with the past: use words associated with the past including yesterday, last week, last year; use the past tense when speaking about things that happened in the past.

Remembering and discussing their own lives: share their memories of significant events in their own lives; talk about things that have changed; begin to put these events in order.

Talking about things they have done with people that are special to them: share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers; begin to put events in order.

Recognising chronology within stories: talk about the order or events in a range of familiar stories; recognise language in stories that shows the story happened in the past.

- Can you talk about main points or key events in a simple text?
- Do you enjoy listening to stories and can remember what happens?
- Can you recall information regarding the festival of Diwali?
- Do you understand and use the past tense “yesterday” and “last week” in conversations?
- Can you talk about experiences you had at pre-school settings?
- Do you re-enact scenarios in the Home corner role play?
- Can you name the character’s in a story?
- Can you explain why we celebrate Remembrance Day/Poppy Day?
- Can you remember some facts about Krishna?
- Can you recall who came to celebrate the birth of Jesus?

- Can you talk about the shared reading sessions, showing understanding of the stories?
- Can you keep a diary of your week?
- Can you find out about Sir Ranulph Fiennes arctic adventures?
- Who was Neil Armstrong and what was his job?
- Can you remember one way the Hindu festival of colours is celebrated?
- Can you use talk to organise or describe events and experiences?
- Can you retell stories in the correct sequence?
- Can you recall why we celebrate Pancake Day?
- Can you recall how the Hindus celebrate the festival of colours?
- Can you recall who Neil Armstrong was?

- Can you recount an event in the correct order and in some detail?
- Can you create a timeline of how plants grow?
- Can you make predictions on what will happen next?
- Can you list the changes you have made yourself and your developmental changes (height, motor skills etc)?
- Can you say who you have connected to this year?
- Can you look back on your school year?

	<ul style="list-style-type: none"> Do you enjoy listening to stories and can remember what happens? 		
YEAR 1/2	<p>THE GREAT FIRE OF LONDON Events beyond living memory.</p> <p>BIG QUESTION: How did the great fire impact on London?</p>	<p>TRANSPORT Events beyond living memory.</p> <p>BIG QUESTION: Can I explain how cars have changed since they were invented, how trains have changed people's lives and can I explain who the Wright brothers were?</p> <p>Or Can I compare travel and transport of the past, present and future?</p>	<p>CASTLES Significant events, people and places in our locality.</p> <p>BIG QUESTION: Why is there a castle in Lincoln?</p>
	<p>PRIOR LEARNING: Children will have no formal learning but they may have visited London and have some understanding of fires.</p> <p>NEXT STEPS: Children will move to learn about Transport.</p>	<p>PRIOR LEARNING: Children may have studied Technology and Appliances in the Home from cycle B. Children can link the inventions of transport to inventions in the home.</p> <p>NEXT STEPS: In Year 3/4 the children will learn about the invention of an airship during the topic Local History Study.</p>	<p>PRIOR LEARNING: Children will have no formal learning but may have visited a castle.</p> <p>NEXT STEPS: When children study the Romans in Years 3 and 4, they will make links to Lincoln castle.</p>
	<p>VOCABULARY: year, century, Britain, London, capital city, past, present, old, modern, change River Thames, chimney sweep, blacksmith, apothecary, rat-catcher, gong farmer, spinster, chandler, scullery maid, carpenter, fire fighter, order, event, timeline, source, evidence, diary, eye witness, Samuel Pepys, King Charles II, architect, Lord Mayor, Sir Christopher Wren, St.</p>	<p>VOCABULARY: travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train, The Viking longboats, archaeology, Scandinavia, hull, sail, figure head, steam, electric, petrol, engine, 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s)</p>	<p>VOCABULARY: differences, sources, comparisons, features, significant, turret, castle, ramparts, portcullis, drawbridge, moat, window, flags, shield, tower</p>

	Paul's Cathedral, monument, newspaper report, The London Gazette	George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track railway, Industrial Revolution, flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle, magnetic levitation, (mag lev) trains, driverless cars, space tourism, supersonic	
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Where and when did the Great Fire of London start? 2. What were the events of the Great Fire of London? 3. Why did the fire spread so quickly and stay alight for so long? 4. Who was Samuel Pepys? Can I write my own diary entry just like Samuel Pepys? 5. What impact did the fire have and what have we learned about fire safety? 6. What have we found out about the Great Fire of London? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How has transport changed? 2. Can I investigate an early form of transport: the Viking longboat? 3. How have cars changed since they were invented? 4. How have trains changed people's lives? 5. How have humans tried to fly throughout history? Can I find out about the Wright brothers and the invention of the plane? 6. Can I compare travel and transport of the past, present and future? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What was life like inside a castle wall? 2. What jobs did people in a castle do? 3. What did the jobs people did involve? 4. Can you name the different parts of the castle? 5. How were castles defended and attacked? 6. Can I explain what I learnt about castles by writing a recount about our trip to Lincoln Castle?

YEAR 3/4	STONE AGE TO IRON AGE Changes in Britain from the stone age to the iron age. BIG QUESTION: How did Britain change during the stone and iron age?	ROVING ROMANS The Roman Empire and its impact on Britain. BIG QUESTION: What impact did the Roman empire have on Britain?	ANCIENT GREEKS Ancient Greece – a study of Greek life and achievements and their influence on the western world. BIG QUESTION: Who were the Ancient Greeks and what were their achievements and influences on the modern world?
	<p>PRIOR LEARNING: Children may have studied Anglo Saxons during Cycle B so will then study the time before then; they will also have studied life in castles and the Great Fire of London.</p> <p>NEXT STEPS: Children will then continue on the timeline by studying the Romans.</p>	<p>PRIOR LEARNING: Children will have studied the Stone Age to Iron Age last term and may have Anglo Saxons and Scots on cycle B.</p> <p>NEXT STEPS: They will learn how the Anglo Saxons settled in Britain following the Romans on Cycle B in years 5/6.</p>	<p>PRIOR LEARNING: The empire and other civilisations.</p> <p>NEXT STEPS: Children will learn about another ancient civilisation - Ancient Egyptians in years 5 and 6.</p>
	<p>VOCABULARY: natural colours, mineral pigments, Lascaux cave, Magura cave, Neolithic, speleology, hand stencils, shelter, Palaeolithic, Mesolithic, Neolithic, insulation, hunter, gatherers, weapons, bone, ivory, wood, antlers, stone, flint, axes, spears, fire, trough, pit, seeds, berries, insects, snails, caterpillars, crops, tools, forts, farming, coins, metal, copper, metal, tribal kingdoms, Celtic culture, iron pottery, Skara Brae, Orkney, underground, remains, excavation, archaeologists, mammoth, jewellery, house</p>	<p>VOCABULARY: invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, mile castle, fort, Picts, gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, prayer, roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct, hypocaust</p>	<p>VOCABULARY: chronology, empire, timeline, BC/AD, locate, location, country, city, state, democracy, democratic, ancient, modern, politics, ruling, ruler, dikasteria, boule, ekklesia, Polis, metic, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration, battle, marathon, eye witness, Sparta(n), Athens(ian), Persia(n), formation, hoplite, defensive, strategy, retreat, Hercules, Hermes, Zeus, Poseidon, Ares, Aphrodite, Theseus, Achilles, Odysseus, Perseus, Jason, Minotaur, Gorgon, Hydra, Cyclops, Cerberus, Chimera, artefact, archaeologist, Troy, Trojan, Iliad</p>

	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How did archaeologists find out about the past when there is no written history? 2. Who were cave men of the early Paleolithic period of the Stone Age? 3. What were the lives like of people in the Mesolithic period of the Stone Age? 4. Can I investigate technological advances in the Neolithic period of the Stone Age and investigating Stonehenge? 5. What was life in the Bronze Age, and how was bronze made and used? 6. What were the lives like of people in the Iron Age and how life has it developed from the Bronze Age? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What was the Roman Empire and what were the key facts of a Roman invasion? 2. Why did the Romans build new roads in Britain and how were they made? 3. How did the Roman empire affect different people and how did they they feel and react to the changes that were being made? 4. Who was Emperor Hadrian and why did he build a wall? 5. What religious beliefs did the Romans have which gods and goddesses did they worship? 6. What were Roman baths and what amenities did they contain? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What were the key events during the ancient Greek period? 2. What was daily life and society like in ancient Greece? 3. What are the connections and contrasts between life in ancient Athens and life in ancient Sparta? 4. What was the Olympics like in ancient Greek times and what are the similarities and differences between the Olympic Games then and now? 5. What were the beliefs of the ancient Greeks? 6. What did the ancient Greeks believe about the Trojan War and how do we know about their beliefs?
<p>YEAR 5/6</p>	<p>VICTORIAN PEOPLE A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>BIG QUESTION: What was life like for Victorian children in Britain?</p>	<p>WORLD WAR II LOCALLY A study aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>BIG QUESTION: What role did our locality have during WWII?</p>	<p>THE MAYANS A non-European society that provides contrasts with British History.</p> <p>BIG QUESTION: What were the characteristics of the Ancient Mayans?</p>
	<p>PRIOR LEARNING: Children will have learned about Florence Nightingale in years 1 and 2</p> <p>NEXT STEPS: Children will move on to learn about WWII</p>	<p>PRIOR LEARNING: Children will have studied the Victorian period</p> <p>NEXT STEPS: possibly crime and punishment in Cycle B; KS3 History</p>	<p>PRIOR LEARNING: Children will have studied other Ancient civilisations such as the Ancient Greeks and Egyptians</p> <p>NEXT STEPS: KS3 History</p>
	<p>VOCABULARY: period, era, Victorian, Queen Victoria, monarch, monarchy, coronation, century, describe, history, important, length,</p>	<p>VOCABULARY: World War 2, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender,</p>	<p>VOCABULARY: civilisation, Mesoamerica, sacrifice, worship, blood-letting, ritual, Xibalba, upperworld, base 10, base 20, vigesimal number</p>

	reign, significant, timeline, historical event, workhouse, factory worker, domestic servants, mill worker, coal mines, coal bearer, trappers, mining, chimney sweep, Mines Act, Agricultural Gangs Act, Education Act, Factory Act, Climbing Boys Act, industrial revolution	Munich agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book, rationing, Dig for Victory, Lord Woolton, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D- Day, VE Day, atomic bomb	system, evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, hieroglyphs, syllabogram, logogram, codex, codices
	ENQUIRY QUESTIONS: <ol style="list-style-type: none"> 1. When was the Victorian period and what was life like for children in this period? 2. What life was like for poor children in Victorian Britain? 3. What changes took place for poor children in the 19th century? 4. Can I compare modern and Victorian schooling? 5. How did Victorian children spend their leisure time? 6. What was daily life for children in Victorian Britain? 	ENQUIRY QUESTIONS: <ol style="list-style-type: none"> 1. What were the events leading up to WWII? 2. When, where and why were children evacuated during WWII? 3. Why was the Battle of Britain so pivotal to Britain's success in the war? 4. What was the role of Bomber Command so important? 5. Who was Guy Gibson and what was his role in the war? 6. What were the machines of war? 	ENQUIRY QUESTIONS: <ol style="list-style-type: none"> 1. Who were the Mayan people and when and where in the world did they live? 2. What were the religious beliefs of the Maya people and how did they worship, name some of the main gods and know what they represented to the people? 3. How did the Mayan number system work? 4. Am I able to use a range of evidence sources to help me understand more about the Maya civilisation? 5. What did the Mayan writing system consist of and how are words constructed and what are codices? 6. Which foods were eaten by the ancient Maya people and why were certain foods particularly significant?