



HISTORY CYCLE B

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>FLORENCE NIGHTINGALE The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>BIG QUESTION: Why is Florence Nightingale remembered?</p>	<p>EXPLORERS: CHRISTOPHER COLUMBUS AND NEIL ARMSTRONG The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>BIG QUESTION: What have explorers discovered in the past?</p>	<p>TECHNOLOGY AND APPLIANCES IN THE HOME Changes within living memory to reveal aspects of change in national life.</p> <p>BIG QUESTION: How have appliances in the home changed over the years?</p>
	<p>PRIOR LEARNING: EYFS – Who was Neil Armstrong and what was his job? Can you find out about Sir Ranulph Fiennes arctic adventures? Yr1/2 - Children may have previously studied the Great Fire of London, Transport and Castles.</p> <p>NEXT STEPS: Children will move to learn about significant explorers.</p>	<p>PRIOR LEARNING: EYFS – Who was Christopher Columbus? Who was Neil Armstrong and what was his job? Can you find out about Sir Ranulph Fiennes arctic adventures? Yr1/2 - Children will have learned about significant individuals in the past such as Florence Nightingale.</p> <p>NEXT STEPS: Children will discover how appliances and technology have changed over history.</p>	<p>PRIOR LEARNING: EYFS - Can you list the changes you have made yourself and your developmental changes (height, motor skills etc)? Y1/2 -Children may have learned about the development of transport previously.</p> <p>NEXT STEPS: Children will learn about the invention of the airship and the progression of flight within the RAF in years 3 and 4 during the topic of local history.</p>
	<p>VOCABULARY: Florence Nightingale, cared, nursed, supplies, hospital, Crimean War, Scutari, soldiers, injured, government, problem, solution, significance, important, famous, person, people, reason, Mary Seacole, healer, challenges, overcome, racial prejudice, British Hotel, herbal remedies, Edith Cavell, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution, compare, comparison, similar similarities, different, differences, remember</p>	<p>VOCABULARY: explorer, journey, century, discover, significant, Europe, America, achievements, events, astronauts, Apollo 11, space exploration, comparison, similarities, differences</p>	<p>VOCABULARY: familiar, unfamiliar, old, new, past, now, before, after, yesterday, tomorrow, future, different, sources, changes, technology, different, differences, compare, comparison, Alexander Graham Bell, John Logie Baird</p>

	remembered, memorial, inspired, changed, attitudes		
	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Who was Florence Nightingale? 2. When was Florence Nightingale born and what were the key events in her life? 3. How has Florence and the work that she did impacted our lives today? 4. What are the similarities and differences between nursing now and then? 5. Can you describe the changes Florence Nightingale made? 6. Can you use everything you have learnt in this topic to answer the Big Question: Why is Florence Nightingale remembered? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Who was Christopher Columbus? (chronology) 2. What did Christopher Columbus discover when he was exploring? 3. Who was Neil Armstrong? (chronology) 4. What did Neil Armstrong explore? 5. Can we compare the explorations of Christopher Columbus and Neil Armstrong? 6. Can you use everything you have learnt in this topic to answer the Big Question: Why do we remember Christopher Columbus and Neil Armstrong? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How have appliances changed in the home in the past 100 years? 2. Who was Alexander Bell and what did he invent? 3. How have telephones changed? 4. Who was John Logie Baird and what did he invent? 5. How have televisions changed over time? 6. Can you use everything you have learnt in this topic to answer the Big Question: How have appliances in the home changed?
YEAR 3/4	<p>ANGLO SAXONS AND SCOTS British settlement by Anglo-Saxons and Scots.</p> <p>BIG QUESTION: Who were the Anglo-Saxons and the Scots and how did they live?</p>	<p>BRITISH MONARCHY – KING JOHN, QUEEN ANNE AND QUEEN VICTORIA A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>BIG QUESTION: What impact have the changing powers of monarchy had on Britain?</p>	<p>LOCAL HISTORY STUDY A local history study.</p> <p>BIG QUESTION: How has RAF flight changed over time?</p>
	<p>PRIOR LEARNING: The children may have studied the Romans previously.</p> <p>NEXT STEPS: Children will learn about the Vikings and Crime and Punishment in years 5 and 6.</p>	<p>PRIOR LEARNING: Children will have previously studied the Anglo Saxons and Scots.</p> <p>NEXT STEPS: Children will move to learn what life was like for children in Victorian times; Crime and Punishment in Y5/6</p>	<p>PRIOR LEARNING: Children will have previously studied the inventions of transport and changes of technology in the home.</p> <p>NEXT STEPS: Children will move to learn about World War II and its impact locally in years 5/6</p>

	VOCABULARY: invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town, country, kingdom, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, artefact, excavation, archaeology, historian sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Austine, Aidanm Columba, Oswald, Pope Gregory the Great	VOCABULARY: reigned, Medieval, throne, taxes, revolt, rebellion, Magna Carta, Runnymede, religious, faith, pregnant, parliament, desire, prosperity, Great Britain, Acts of Union, monarch, flag, currency, governing, empire, assassination, Industrial Revolution, mutiny, Benjamin Disraeli, Australia, New Zealand, Canada, South Africa, India, Jamaica, Barbados, Empress of India	VOCABULARY: RAF, Navy, Air force, Royal Air Force, base, RAF Cranwell, airships, hanger, accommodation, engineer, military
ENQUIRY QUESTIONS: 1. Why, where and when did the Scots and Anglo-Saxons invade Britain? 2. What is a typical Anglo-Saxon village and what was everyday life was like for the people who lived there? 3. What were the religious beliefs and practices of the early Anglo Saxon people and what gods did they worship? 4. How can Anglo-Saxon artefacts explain what we know about Anglo-Saxon culture? 5. What was the mystery of Sutton Hoo? What was found there? 6. Using all of the information we have learnt in this topic; can you answer the Big Question: Who were the Anglo-Saxons and the Scots and how did they live?	ENQUIRY QUESTIONS: 1. Who was King John and why was he an important King in English history? 2. Who was King Henry VIII and was he an important monarch? What changes did he make? 3. Who was Queen Anne and when was she Queen of England and why was she important in creating the country of Great Britain? 4. Who was Queen Victoria and why was she an important Queen in History and what did the British Empire mean in Victorian Britain? 5. Who makes us our modern monarchy in Britain today? 6. Using everything you have learnt in this topic; can you answer the Big Question:	ENQUIRY QUESTIONS: 1. What are Airships and how do they link to our local area? (1902) 2. What can we find out about Cranwell's Flight School? (1912) 3. Who is Frank Whittle and why is he important? (1930) 4. Why did the RAF introduce jets? (1944) 5. How and why were the red arrows formed? (1964) 6. Can you create a timeline of the history of RAF flight and answer the Big Question: How has RAF flight changed over time?	

		What impact have the changing powers of monarchy had on Britain?	
YEAR 5/6	ANCIENT EGYPTIANS The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. BIG QUESTION: What were the achievements of the Ancient Egyptians?	VIKINGS AND ANGLO SAXONS The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. BIG QUESTION: What were the key events which led to the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor?	CRIME AND PUNISHMENT Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. BIG QUESTION: How has crime and punishment changed through time?
	PRIOR LEARNING: Children will have studied another ancient civilisation, Ancient Greeks in years 3 and 4. NEXT STEPS: Children will be able to contrast the Ancient Egyptians to the Vikings in the Summer Term	PRIOR LEARNING: Children will have studied the Romans in years 3 and 4. NEXT STEPS: Crime and Punishment	PRIOR LEARNING: Children would have studied the Anglo Saxons and the Romans in Years 3 and 4 and the Victorians in years 5 and 6; in addition they have studied Vikings and Anglo Saxons in the previous term NEXT STEPS: KS3 History
	VOCABULARY: BC, AD, BCE/CE, century, modern, ancient decade, ancient, Egypt, Egyptians, civilisation, Nile, terrain, geographical features, landscape, natural, resources, transportation, pyramids, Zoser, Djoser, Pharoah, mastabas, afterlife, Tutankhamun, gods, polytheistic, immortal, mummification, lotus, hieroglyphics	VOCABULARY: Anglo Saxons, Britain, the Dark Ages, century, Viking, invasion, settled, raids, control, King Alfred, similarities, differences, Battle of Hastings, Norman Conquest	VOCABULARY: crime, punishment, judge, jury, lawyer, pillory, criminals, Roman times, punishments, common, gods, medieval, Tudor, theft, treason, murder, heresy, prevention, detection

	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. Agriculture was important to the Ancient Egyptian's survival. What did they invent and how did it help them farm? 2. The growing calendar was an important development in the success of the Ancient Egyptians. How did it work and how did it improve their farming? 3. The Ancient Egyptians created a writing system called hieroglyphics. How did the writing system work? 4. The ancient Egyptians were excellent mathematicians and used their knowledge of geometry to build their homes and pyramids. How were pyramids built? 5. The Ancient Egyptians perfected the process of mummification to preserve their dead. How did they mummify their dead? 6. Using all the information we have learnt in this topic; can you answer the Big Question: What were the achievements of the Ancient Egyptians? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What were the Viking raids and invasions? 2. What was the resistance by Alfred the Great and Athelstan, first King of England? 3. How did Danegeld affect further Viking raids and invasions? 4. What were Anglo Saxon laws and justice like? 5. Who was Edward the Confessor and what led to his death in 1066? 6. Use the information you have learned to answer the Big Question: What were the key events which led to the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. How were criminals punished 800 years ago and how do we know? 2. What does the legend of Robin Hood tell us about medieval justice? 3. How did crimes and punishment change between 1500 and 1750? 4. Why did punishments become so bloody in the 18th Century? 5. Why did so much change happen in crime and punishment in the 19th Century? 6. Using all the information we have learnt in this topic; can you answer the Big Question: How has crime and punishment changed through time?
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