

Year 1/2 CYCLE A		
<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p>Learning focus: Children will explore a significant historical event in our country.</p> <p>Through for example: The Great Fire of London The Gunpowder Plot (this element should include a moral element – why did Guido Fawkes think he was doing the right thing?)</p>	<p>Learning focus: Children will explore a change within living memory or children will explore significant historical event in our locality.</p> <p>Through for example the life of Grace Darling</p>	<p>Learning focus: Children will explore the lives of a significant person from the past who has contributed to our national achievement.</p> <p>Through for example: Florence Nightingale and Mary Secole Emmeline Pankhurst (this element should include a social – democracy element – was it right that women got to vote?)</p>
Year 1/2 CYCLE B		
<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p>Learning focus - ANCIENT GREECE Children will make a study of Ancient Greek life and achievements and their influence on our lives.</p> <p>Through for example: Sports (Olympics) Architecture Maths/Philosophy Art Democracy (This element should be included and its impact on our modern democratic system)</p>	<p>Learning focus - PREHISTORY Children will explore Early Britons and settlers.</p> <p>Through for example: Stone Age Bronze Age to the Iron Age or Celtic Culture and settlements.</p>	<p>Learning focus - ROMANS Children will study the Roman Empire and its impact on Britain.</p> <p>Through for example: Hadrian and his wall and its impact on the landscape Boudicca's rebellion Roman language and its impact on Britain Roman culture and its impact on Britain</p>
<p>By the end of key stage 1 children will be able to: Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us. Sort and sequence objects, events or a person's life in chronological order. Talk about events or a person's life and what this tells us about the time. Talk about similarities and differences between artefacts and objects they are looking at.</p>		
Year 3/4 CYCLE A		
<p>Learning focus - SAXON BRITAIN Children will study Britain's settlement by the Anglo-Saxons.</p> <p>Through for example: Anglo-Saxon burhs Anglo-Saxon life Anglo-Saxon lordship and kingship</p>	<p>Learning focus - VIKING BRITAIN Children will study the struggle for the Kingdom of England from Viking invasion to the time of Edward the Confessor's death (1066).</p> <p>Through for example:</p>	<p>Learning focus – NORMAN BRITAIN Children will explore the Norman Conquest and Norman rule in Britain.</p> <p>Through for example: The Domesday Book Feudalism Norman culture</p>

HISTORY LEARNING PLAN

Children will make a study of Venerable Bede at Wearmouth and early Christian England within this study.	The lives of significant individuals e.g. Edward the Confessor or Alfred the Great Danelaw.	The Crusades – (this element should include moral questions – were the Crusades right?)
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<i>Year 3/4 CYCLE B</i>		
<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<p>Learning focus NORMAN BRITAIN Children will explore the Plantagenet dynasty and their impact on British history. Through for example: Key developments in the reign of Henry II Magna Carta or de Montfort's Parliament (this element should include social – democracy)</p>	<p>Learning focus – TUDOR BRITAIN Children will explore a significant turning point our history. Through for example: The Tudor dynasty and the dissolution of the churches (this element should include moral questions – was Henry right?). The Reformation in the reigns of Henry VIII, Edward VI, and Mary Elizabeth I's reign and English expansion - colonisation of the New World Plantation of Ireland Conflict with Spain.</p>	<p>Learning focus: STUART BRITAIN The children will explore Stuart Britain. Through for example: Through the lives and works of individuals such as Shakespeare and Marlowe The Union of the Crowns King versus Parliament (this element should include social – democracy) Cromwell's commonwealth The Levellers and the Diggers The restoration of the monarchy The Great Plague Samuel Pepys The establishment of the Royal Navy The Glorious Revolution Constitutional monarchy and the Union of the Parliaments.</p> <p>The children must cover a short unit – focused on modern UK democratic system.</p>
<p>By the end of lower key stage 2 children will be able to: Place events in chronological order within a theme and across time. Pose historical questions that can be explored. Give a satisfactory conclusion, from first hand evidence (pictures, artefacts, diaries, census information), to historical questions that have been posed. Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. Make links with their previous historical knowledge. Talk about some of the impacts of key historical events they have explored then and now.</p>		
<i>Year 5/6 CYCLE A</i>		
<p>Learning focus GEORGIAN BRITAIN Children will explore the Georgian period. Through for example: America's independence from Britain</p>	<p>Learning focus VICTORIAN BRITAIN The children will explore Victorian Britain through a local history focus. Through for example:</p>	<p>Learning focus WW1 The children will explore the build up to war and trench warfare.</p>

<p>The lives of famous Georgians – e.g. Edward Jenner The Battle of Cullodan and Waterloo The abolition of slavery (this element should include moral questions – was this right?).</p>	<p>The Mine’s Act that ended child labour in mines (this element should include moral questions – was this right?) The Great Exhibition Free education for every child (this element should include moral questions - was this right?) Emmeline Pankhurst and the struggle for women’s votes (this element should include democratic system and moral questions - was this right?)</p>	<p>Through for example: Through the life of a local soldier The Battle of the Somme The Armistice and how we remember today (this element should include moral questions – is commemoration a positive thing?)</p>
<p><i>Year 5/6 CYCLE B</i></p>		
<p>Learning focus WW2 For example through: Winston Churchill as leader Evacuation of children The changing role of women The Battle of Britain The D-Day landings</p>	<p>Learning focus EARLY CIVILISATIONS Children will gather an overview of the achievements of the earliest civilisations through a study of Ancient Egypt.</p>	<p>Learning focus CONTRASTING CIVILISATIONS Children will contrast British history with the Islamic civilisation (including Baghdad AD 900).</p> <p>Short Unit – the children must study the modern UK democratic system.</p>
<p><i>By the end of upper key stage 2 children will be able to:</i> <i>Place events in chronological order within a theme and across time.</i> <i>Speculate and pose their own historical questions to explore.</i> <i>Talk about cause and effect within history themes they have explored.</i> <i>Make links with their previous historical knowledge – gaining a more robust perspective.</i> <i>Locate and collect a range of evidence (first and second hand) and select appropriate evidence by evaluating its usefulness or making judgements about its accuracy/bias.</i> <i>Use historical data efficiently in helping them to explore a theme or answer an historical question.</i> <i>Describe – compare – contrast different events within a theme or across themes and their impact then and now.</i></p>		