



Curriculum Plan - History

<b>EYFS</b>	The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history		
	<p><b><u>Three and four year olds</u></b>  <b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> </ul>	<p><b><u>Reception</u></b>  <b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b><u>ELG</u></b>  <b>Understanding the world</b>  <b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
1 and 2 Cycle A	<p>Topic: Childhood then and now</p> <p>Question – What was it like to be a child in the past?</p> <p>Can you sequence events onto a personal timeline?</p> <p>How has popular music changed over the last 60 years?</p> <p>How have toys changed?</p> <p>How has food changed in the last 60 years?</p> <p>How has improved transport made the world more connected?</p> <p>How have the ways in which we communicate changed over time?</p> <p>Progression of skills</p>	<p>Topic: Grace Darling</p> <p>Question – Why should we remember Grace Darling?</p> <p>What is a hero?</p> <p>Who was Grace Darling?</p> <p>Can you place the period of time Grace Darling lived onto a timeline?</p> <p>Can you sequence the events of 7 September 1838?</p> <p>How was Grace Darling celebrated after her brave rescue?</p> <p>What can we learn from images of the past?</p> <p>Progression of skills</p>	<p>Topic: The Great Fire of London</p> <p>Question – What was the impact of the Great Fire on London?</p> <p>What was life like in the 17th century?</p> <p>How did London begin?</p> <p>What was London like at the time of the fire?</p> <p>How did the Great Fire of London start?</p> <p>How was the Great Fire of London put Out?</p> <p>What was the impact of the Great Fire on London?</p> <p>What changes were made as a result of</p>



	<ul style="list-style-type: none"> <li>-changes within living memory</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p><b>Skills from NC</b></p> <ul style="list-style-type: none"> <li>- Children will explore changes within living memory.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person’s life in chronological order.</li> <li>-Talk about events or a person’s life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>-Events beyond living memory that are significant national or globally</li> <li>-The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p><b>Skills from NC</b></p> <ul style="list-style-type: none"> <li>- Children will explore significant historical event in our locality.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person’s life in chronological order.</li> <li>-Talk about events or a person’s life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<p><b>the Great Fire of London?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-Events beyond living memory that are significant national or globally</li> <li>-The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p><b>Skills from NC</b></p> <ul style="list-style-type: none"> <li>- Children will explore the lives of significant individuals in the past who have contributed to international achievements.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person’s life in chronological order.</li> <li>-Talk about events or a person’s life and what this tells us about the time.</li> <li>-Talk about similarities and differences</li> </ul>
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			between artefacts and objects they are looking at.
Year group	Autumn	Spring	Summer
<p>1 and 2 Cycle B</p>	<p>Topic: The Gunpowder Plot</p> <p>Question – Why did Guido Fawkes think he was doing the right thing?</p> <p>Can you order periods of history onto a timeline?</p> <p>Who was King James 1 of England?</p> <p>Who was Guido Fawkes?</p> <p>What did the Gunpowder plotters want to do and why?</p> <p>What happened in the days leading up to the 5<sup>th</sup> November?</p> <p>How do we remember the Gunpowder Plot every year?</p> <p>Can you explain what bonfire night is?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-Events beyond living memory that are significant national or globally</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul>	<p>Topic: Intrepid Explorers</p> <p>Question – What did Christopher Columbus and Neil Armstrong discover?</p> <p>What is an explorer?</p> <p>Who was Amelia Earhart?</p> <p>Who was Sir Ernest Shackleton?</p> <p>Who was Christopher Columbus?</p> <p>Who was Valentina Tereshkova?</p> <p>Who is Sir Ranulph Fiennes?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-Events beyond living memory that are significant national or globally</li> <li>-The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul>	<p>Topic: Travel and Transport</p> <p>Question – How has travel and transport changed through history?</p> <p>How has transport changed?</p> <p>What form of transport did the Vikings use?</p> <p>How have cars changed throughout history?</p> <p>Who was George Stephenson?</p> <p>Who were the Wright brothers?</p> <p>Can I compare travel and transport of the past, present and future?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-changes within living memory</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore changes within living memory.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it</li> </ul>



	<p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore a significant historical event in our country.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore the lives of significant individuals in the past who have contributed to international achievements.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<p>might tell us.</p> <ul style="list-style-type: none"> <li>-Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>
<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
3 and 4 Cycle A	<p>Topic: Prehistory</p> <p>Question – How did life in Britain change from the stone age to the iron age?</p> <p><b>How do we know about Prehistoric Britain?</b></p> <p><b>Which animals lived in Prehistoric Britain?</b></p> <p><b>What were the different periods in the Stone Age?</b></p> <p><b>How can artefacts from the Stone Age tell us about how people lived during different periods?</b></p> <p><b>What was life like in a Neolithic settlement?</b></p> <p><b>How did the Bronze Age change how humans lived?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-Events beyond living memory</li> </ul>	<p>Topic: Romans</p> <p>Question – How did the Romans impact our life in Britain today?</p> <p><b>How did the Roman Empire become so powerful?</b></p> <p><b>Who was Julius Caesar?</b></p> <p><b>What was Britain like before the Romans?</b></p> <p><b>How did the Romans conquer Britain?</b></p> <p><b>How did the Romans change Britain?</b></p> <p><b>Why did the Romans leave Britain?</b></p> <p><b>In what ways did life in Britain remain the same after the Roman invasion?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-Events beyond living memory</li> <li>-The Roman empire and its impact on Britain</li> </ul>	<p>Topic: Anglo-Saxons and Vikings</p> <p>Question – How did the Vikings and Anglo-Saxons impact our life in Britain today?</p> <p><b>Who were the Vikings?</b></p> <p><b>What were the Viking raids?</b></p> <p><b>What was the Danelaw?</b></p> <p><b>What was life like in Viking Britain?</b></p> <p><b>How did England become a unified country?</b></p> <p><b>How was Britain conquered in between 950AD-1066?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-The Viking and Anglo-Saxon struggle for the kingdom of England from the time of Edward the Confessor</li> </ul>



	<ul style="list-style-type: none"> <li>-Changes in Britain from the Stone Age to the Iron Age</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore a significant historical event in our country.</li> <li>-Children will explore changes in Britain from the Stone Age to the Iron Age</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person’s life in chronological order.</li> <li>-Talk about events or a person’s life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore a significant historical event in our country.</li> <li>-Children will study the Roman Empire and its impact on Britain.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person’s life in chronological order.</li> <li>-Talk about events or a person’s life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>-put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will study the struggle for the Kingdom of England from Viking invasion to the time of Edward the Confessor’s death (1066).</li> <li>-They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>-They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
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			-They should understand how our knowledge of the past is constructed from a range of sources.
Year group	Autumn	Spring	Summer
3 and 4 Cycle B	<p>Topic: Medieval Monarchs</p> <p>Question – What made the Medieval Monarchs different?</p> <p><b>In 1066, who was the rightful heir to the throne?</b></p> <p><b>Who was responsible for the death of Thomas Becket?</b></p> <p><b>Who was the worse king: Richard I or John?</b></p> <p><b>In what ways was Edward I a 'great and terrible king'?</b></p> <p><b>How did Henry VIII initiate the Reformation?</b></p> <p><b>Was Elizabeth I 'weak and feeble'?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-A study of an aspect of British history that extends children’s chronological knowledge beyond 1066.</li> <li>-put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> </ul>	<p>Topic: The Shang Dynasty</p> <p>Question – What impact did The Shang Dynasty have?</p> <p><b>How do we know about the Shang Dynasty?</b></p> <p><b>How did the Shang Dynasty begin?</b></p> <p><b>What was life like for people in the Shang Dynasty?</b></p> <p><b>What did the Shang people believe?</b></p> <p><b>How were Shang people's beliefs similar and different to other people at the time?</b></p> <p><b>Who was Fu Hao?</b></p> <p><b>How did the Shang Dynasty end?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-a study of the achievements of the earliest civilisations</li> <li>put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> </ul>	<p>Topic: Local History Study</p> <p>Question – What was it like to work in the mine?</p> <p><b>What is the history of British mining?</b></p> <p><b>What was mining like in my local area?</b></p> <p><b>What were the jobs of people within the mines?</b></p> <p><b>What was life like as a miner?</b></p> <p><b>What happened in Pelton in 1866?</b></p> <p><b>What happened to James Harris?</b></p> <p><b>Who is to blame for the death of James Harris?</b></p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-A local history study</li> <li>-put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul>



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<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>



<p>5 and 6 Cycle A</p>	<p>Topic: Georgian Britain</p> <p>Question – What is the Georgian period known for?</p> <p>Can I order important events from the Georgian period onto a timeline?</p> <p>Who ruled in Britain during the Georgian period?</p> <p>What was the industrial revolution?</p> <p>How did the Bridgewater Canal improve links for industry?</p> <p>What were the greatest inventions of the industrial revolution</p> <p>How did education change during the era?</p> <p>Who set up the first Metropolitan Police Force?</p> <p>What impact did the factory act have on women and children?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> </ul>	<p>Topic: Ancient Egypt</p> <p>Question – Why are there pyramids in Ancient Egypt?</p> <p>Who ruled Ancient Egypt?</p> <p>What was Ancient Egyptian society like?</p> <p>Why was the River Nile important to the Ancient Egyptians?</p> <p>How did the Ancient Egyptians travel and trade?</p> <p>Why did they build pyramids?</p> <p>Who were the pyramid builders?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-a study of the achievements of the earliest civilisations</li> <li>put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> </ul>	<p>Topic: World War 1</p> <p>Question – What was the Armistice and how we remember this today?</p> <p>What caused the First World War to break out?</p> <p>Why were so many lives lost on the Western Front?</p> <p>What were advancements of warfare that occurred during WWI?</p> <p>How were animals involved in World War I?</p> <p>What was life like for people in Britain during World War I?</p> <p>What is propaganda and how was it used to aid the war efforts?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> </ul>
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<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
5 and 6 <b>Cycle B</b>	<p>Topic: World War 2</p> <p>Question – What caused World War 2? How did Hitler rise to power?</p>	<p>Topic: Ancient Greece</p> <p>Question – How did Ancient Greece influence the Western world?</p>	<p>Topic: Contrasting Civilisations</p> <p>Question – How do the Maya and Anglo-Saxon civilisations compare?</p>



	<p><b>What was life like in Nazi Germany?</b>  <b>Was World War 2 inevitable?</b>  <b>How did antisemitism rise in Germany in the 1930s?</b>  <b>How did the Second World War end?</b>  <b>How was Britain impacted by the war?</b></p> <p>Progression of skills          -put events, people, places and artefacts on a timeline          -develop use of appropriate subject terminology          -ask and answer questions about the past          -be aware that different versions of the past may exist and begin to suggest reasons for this          -describe and make links between main events          -identify and give reasons for historical events          -describe some of the similarities and differences between different periods</p> <p>Skills from NC          -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066          Place events in chronological order within a theme and across time.          Speculate and pose their own historical questions to explore.          Talk about cause and effect within history themes they have explored.          Make links with their previous historical</p>	<p><b>How was Ancient Greece organised?</b>  <b>Why do we know so much about Ancient Greece?</b>  <b>What was the Golden Age of Greece?</b>  <b>What was Athenian democracy?</b>  <b>What did the Ancient Greeks believe in?</b>  <b>Who were the Ancient Greek philosophers?</b></p> <p>Progression of skills          -Children will study Ancient Greek life and achievements          -put events, people, places and artefacts on a timeline          -develop use of appropriate subject terminology          -ask and answer questions about the past          -be aware that different versions of the past may exist and begin to suggest reasons for this          -describe and make links between main events          -identify and give reasons for historical events          -describe some of the similarities and differences between different periods</p> <p>Skills from NC          Children will study Ancient Greek life and achievements          Place events in chronological order within a theme and across time.          Speculate and pose their own historical questions to explore.          Talk about cause and effect within history themes they have explored.          Make links with their previous historical knowledge – gaining a more robust perspective.</p>	<p><b>Who were the Maya?</b>  <b>What did the Maya believe?</b>  <b>What numerical system did the Maya use?</b>  <b>How do primary and secondary sources support our understanding of the Maya civilisation?</b>  <b>How does the Anglo-Saxon and Maya civilisation compare?</b>  <b>What causes are believed to have ended this era?</b></p> <p>Progression of skills          -learn about a non-European society that contrasts with British history          -put events, people, places and artefacts on a timeline          -develop use of appropriate subject terminology          -ask and answer questions about the past          -be aware that different versions of the past may exist and begin to suggest reasons for this          -describe and make links between main events          -identify and give reasons for historical events          -describe some of the similarities and differences between different periods</p> <p>Skills from NC          Children will contrast British history with the Mayan civilisation          Place events in chronological order within a theme and across time.</p>
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	<p>knowledge – gaining a more robust perspective.</p> <p>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.</p> <p>Use historical data efficiently in helping them to explore a theme or answer an historical question.</p> <p>Describe – compare – contrast different events within a theme or across themes and their impact then and now.</p>	<p>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.</p> <p>Use historical data efficiently in helping them to explore a theme or answer an historical question.</p> <p>Describe – compare – contrast different events within a theme or across themes and their impact then and now.</p>	<p>Speculate and pose their own historical questions to explore.</p> <p>Talk about cause and effect within history themes they have explored.</p> <p>Make links with their previous historical knowledge – gaining a more robust perspective.</p> <p>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.</p> <p>Use historical data efficiently in helping them to explore a theme or answer an historical question.</p> <p>Describe – compare – contrast different events within a theme or across themes and their impact then and now.</p>
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