

History Year A/B

Common themes: Childhood, Housing, Inventions/Technology, Leisure and Entertainment, Culture and Beliefs

	Autumn	Spring	Summer
Class 1 Rec/Y1	<p>Personal and family history - How am I making history? Remembrance Day Castles</p> <p>Time, change, chronology Introducing sequenced timelines</p> <p>Teddy bears old/new Houses and Homes in the recent past Guy Fawkes Remembrance day</p> <p>Time, change, chronology Introducing sequenced timelines</p>	<p>History Makers - Neil Armstrong George Stephenson and his Rocket</p> <p>Historical Significance</p> <p>Toys in the past History Maker - Grace Darling</p> <p>Time, change, chronology Creating sequenced timelines Historical Significance</p>	<p>Dinosaurs</p> <p>Time, change, chronology Creating sequenced timelines</p> <p>Seaside Holidays</p> <p>Time, change, chronology Historical evidence Creating sequenced timelines</p>
Class 2 Y2/3	<p>My School Temple Chevallier</p> <p>Time, change, chronology Historical Significance</p>	<p>Fantastic Firsts</p> <p>Historical Significance Chronology over a longer timeline</p>	<p>Ancient Egyptians</p> <p>Time, change, chronology Historical evidence Creating scaled timelines Use of evidence</p>

	<p>Is it better to be a child now or in the past? Victorian England</p> <p>Time, change, chronology Cause and consequence</p>	<p>Great Fires London/Gateshead</p> <p>Cause and consequence</p>	<p>Changes in Britain from Stone Age to Iron Age</p> <p>Time, change, chronology Historical evidence Scaled timelines Use of evidence Pursuing a line of enquiry</p>
<p>Class 3 Y4/5</p>	<p>Romans What did the Romans ever do for us? (Roman invasion and legacy)</p> <p>Cause and consequence Historical Significance</p> <p>Local study - mining</p> <p>Historical evidence Historical enquiry Use of evidence</p>	<p>Anglo Saxons</p> <p>Cause and consequence Historical evidence</p> <p>Battle of Britain</p> <p>Historical Significance, evidence</p>	<p>Vikings</p> <p>Cause and consequence Historical evidence</p> <p>Ancient Greece</p> <p>Time, change, chronology Historical evidence, significance Use of evidence Creating and pursuing a line of chronology</p>

<p>Class 4 Y6</p>	<p>How has communication changed over time?</p> <p>Time, change, chronology Historical evidence Historical significance/interpretation Use of evidence Creating and pursuing a line of enquiry</p>	<p>Mayans</p> <p>Time, change, chronology Historical evidence Scaled timelines and concurrence Use of evidence Creating and pursuing a line of enquiry</p>	
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