



Key Stage 1		
Term	Year A	Year B
Autumn	<p><u>How am I making history?</u></p> <p>Looking at personal chronology and finding out about the past within living memory. Investigating chronology by examining photographs and asking questions. Beginning to look at a simple timeline extending back to before they were born.</p>	<p><u>How was school different in the past?</u></p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Looking for similarities and differences and using a range of sources recognising some continuity between their lives and the past.</p>
Spring	<p><u>How have toys changed?</u></p> <p>Using objects to discuss and sort toys and sequence into a physical timeline. Investigating artefacts from the past and beginning to pose questions. Finding out how teddy bears have changed and 'interviewing' an old teddy bear. Investigating what toys may be like in the future using what they have learnt.</p>	<p><u>How did mankind learn to fly?</u></p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Identifying similarities and differences between individuals who contributed to the history of flight.</p>
Summer	<p><u>Why was Fleetwood an important place to visit?</u></p> <p>(significant event, people or place)</p>	<p><u>How have explorers changed the world?</u></p> <p>Finding out about events and people beyond living memory, particularly thinking about explorers and what makes them significant. Creating a timeline and investigating where they explored then comparing explorers. Discussing ways in which these significant people could be remembered.</p>



Lower Key Stage 2		
Term	Year A	Year B
Autumn	<p><u>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p><u>How different were the beliefs in Ancient Egypt?</u></p> <p>Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs</p>
Spring	<p><u>Why did the Romans settle in Britain?</u></p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p><u>How hard was it to invade and settle in Britain?</u></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. By comparing the Anglo-Saxons to the Romans, they make links and connections, identifying similarities and differences between these civilisations before assessing the contribution of the Anglo-Saxons to life in modern Britain.</p>
Summer	<p><u>How have children's lives changed?</u></p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>	<p><u>Were the Vikings raiders or peace-loving settlers?</u></p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.</p> <p>UKS2?? MAYANS?</p>



Upper Key Stage 2		
Term	Year A	Year B
Autumn	<p><u>Bronze Age to Iron Age - inc Stonehenge (22-23)</u> (changes in Britain from Stone Age to Iron Age)</p> <p>September 2024</p> <p><u>Why did the Mayan civilization decline so quickly?</u></p> <p>Extending their knowledge of civilisations, children will compare and contrast the Mayans to Britons. They develop their chronological awareness of how the Mayans fit into the timeline of mankind. Learning about the achievements of the Mayans, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Mayan Empire declined.</p>	<p><u>What was the impact of World War II on the people of Britain?</u></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II.</p>
Spring	<p><u>What was life like in Tudor England?</u></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p><u>What did the Greeks ever do for us?</u></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>
Summer	<p><u>Migration</u></p> <p>Learning about the different reasons for migrating to Britain, children investigate the different groups of people moving to Britain including the Irish migrants, religious migrants and migrations after WWII. Looking at evidence, they investigate the different experiences of migrants .</p>	<p><u>What does the census tell us about our local area?</u></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, factory and school records. They learn about the changes to the family over a period of time and suggest reasons for these</p>



		changes, linking them to national events. Planning their own historical enquiry, they research a local family.
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