

# History two year rolling programme Year A

2020/2021 2022/2023 2024/2025	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b><u>Dig it</u></b> <small>By the end of this unit all children should be able to...</small>	<b><u>Bright Sparks</u></b> <small>By the end of this unit all children should be able to...</small>	<b><u>What a wonderful World</u></b> <small>By the end of this unit all children should be able to...</small>
<b>Diamond Class</b>	<p><b>Learn about events beyond our living memory that are significant:</b> Guy Fawkes and Bonfire Night. Changes within living memory within their own lives and in our local area; where appropriate how these have changed aspects of national life. E.g. How have I changed since I was a baby? How have things changed during living memory for babies growing up nationally.</p> <p>Our favourite celebrations in the year – – revisit each term with new ones.</p>	<p><b>The lives of significant individuals in the past</b> including Christopher Columbus the explorer – compare aspects of life from different periods. Our favourite celebrations in the year – revisit each term</p>	<p><b>Learn about the lives of significant people and historical events in or near their own locality.</b> Grace Horsley Darling &amp; Eric Morecambe Our favourite celebrations in the year – – revisit each term with new ones.</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
<b>Ruby Class</b>	<p><b>Events beyond living memory:</b> Dinosaurs</p> <p>Guy Fawkes and Bonfire night</p>	<p><b>Significant person:</b> Tim Berners Lee inventor of the Internet Learn about the life and work of Tim Berners-Lee. Discover how the Internet came to be invented and visit the very first webpage to have existed! Emily Davison – women’s rights activist</p>	<p>History of toys Explain what they know about toys today. • Explain how we can find out about the past. • Describe features of different toys. • Recognise old and new toys. • Use words relating to the passing of time.</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
<b>Topaz Class</b>	<p><b>Egyptians The achievements of the earliest civilisations – an overview of where they first they appeared.</b></p> <ul style="list-style-type: none"> <li>to locate ancient Egypt in time and place</li> <li>that information can be classified in different ways</li> </ul>	<p><b>Changing power of monarchs using case studies such as Victoria.</b> Kings and Queens Have an understanding of the chronology of various significant British kings and queens, and be able to</p>	<p><b>A LOCAL HISTORY STUDY</b> Brookhouse and Caton – significant historical events and places in their locality.  Olympics focus 2021</p>

	<ul style="list-style-type: none"> <li>• to observe an object in detail and to make inferences and deductions</li> <li>• to record information about an object accurately</li> <li>• to make deductions about life in the past from pictures of the landscape</li> <li>• how much of the life of Egypt depended on the Nile</li> <li>• to classify information in various ways</li> <li>• about the range of objects which have survived from ancient Egypt</li> <li>• to make inferences from objects about the way of life in ancient Egypt</li> <li>• about Egyptian tombs, pyramids and burial sites</li> <li>• to use sources of information in ways which go beyond simple observation</li> <li>• what we can find out about ancient Egypt from what has survived</li> <li>• to produce a structured account about life in ancient Egypt</li> </ul>	<p>place some in the correct order.</p> <ul style="list-style-type: none"> <li>• Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</li> <li>• Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.</li> </ul>	
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
<b>Emerald Class</b>	<p><b>Changes in Britain from the Stone Age to the Iron Age:</b> focus on: Iron hill forts ,tribal kingdoms, farming, art and culture.</p>	<p><b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</b> Royalty Changing power of the monarchy</p>	<p><b>A Local History Study</b> Local history Lancaster Short focus on Olympics as 2021</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities

Sapphire Class	<p><b>Changes in an aspect of social history:</b> Can u handle it? Crime and Punishment</p> <p>Talk about and compare the punishments that were used during the Roman, Anglo Saxon, Tudor and Victorian times and give some reasons for them. • Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. • Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin. • Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day</p>	<p><b>The achievements of the earliest civilisations: an overview of when they first appeared.</b> Indus valley</p> <p>Know the key people involved in leading the discovery of the civilisation and explain what archaeological evidence they discovered and what it teaches us. • Communicate their learning by composing historically valid accounts on different aspects of the civilisation. • Be able to ask and answer questions to demonstrate their understanding.</p>	<p><b>A Local History Study:</b> Morecambe Short focus on Olympics as 2021</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
Amethyst Class	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>• Know where the Stone Age gets its name. • Know which tools were crucial to the survival of early man. • Explain how Skara Brae was discovered. • Know the names of some items found at Skara Brae. • Explain why children worked in copper mines. • Name two reasons why Iron Age people wanted to protect their homes.</p>	<p><b>A non-European society that provides contrast with British history:</b> Mayans</p> <p>Understand when the Mayan civilisation started/came to an end. Say where the ancient Maya people lived, naming some major features and cities in them. • Know some of the main Maya gods and what they represented. • Read and write some basic Maya numbers, explaining what syllabograms and logograms are. • Know that corn and chocolate were important foods and be able to identify some reasons for this</p>	<p><b>Ancient Greeks – a study of Greek life and achievements and their influence on the western world.</b></p> <p><b>Legacy of greek culture (art, architecture or literature) on later periods of British history, including the present day</b></p> <p>THIS YEAR ONLY AS OLYMPICS 2021 LOCAL HISTORY KIRKBY LONSDALE</p>
	Cultural capital opportunities	Capital opportunities	Cultural capital opportunities

# History two year rolling programme Year B



2021/2022 2023/2024 2025/2026	Autumn	Spring	Summer
	<b><u>Travel Through Time</u></b> By the end of this unit all children should be able	<b><u>Infinity and Beyond</u></b> By the end of this unit all children should be able	<b><u>All the Worlds a Stage</u></b> By the end of this unit all children should be able
<b>Diamond Class</b>	<b>Changes within living memory that are significantly nationally or globally.</b> Why do we wear poppies? Remembrance Family trees Houses and homes		<b>Events beyond living memory that significant nationally and globally.</b> Castles and knights (King Arthur)
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
<b>Ruby Class</b>	<b>Events beyond living memory significantly nationally.</b> The Great Fire of London Talk about some of the key events of the Great Fire of London. • Say why the Great Fire of London spread and eventually stopped. • Explain that we know about the Great Fire because of Samuel Pepys' diary.	<b>Events beyond living memory that are significant nationally and globally.</b> <b>History of transport</b> Talk and write about the differences between old and new transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. • Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them <b>FOCUS ON EARLY FLIGHTS.</b>	<b>The lives of significant individuals in the past who have contributed to national and international achievements.</b> Nurturing nurses Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. • Have an understanding of the chronology of the historical periods in which they lived. • Recall some key facts about the experiences of these influential nurses.
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities

<b>Topaz Class</b>	<p><b>The Roman Empire and its impact on Britain.</b> describe when the Romans conquered Britain; • recall some facts about the Romanisation of Britain. Describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding; • use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed.</p>	<p><b>Neil Armstrong – life of a significant person who has contributed to national and international achievements.</b> Chronology of events His life and events leading up to his moon landing. Attach and read a variety of sources of evidence about the event/s.  William Caxton – Inventor of printing His life – chronology, major achievements and impact on the World.</p>	<p><b>The Viking and Anglo Saxon struggle for the Kingdom of England to the times of Edward the Confessor.</b> Explain where and why some Viking raids or attacks took place. • Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. • Compare and contrast aspects of Anglo Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments.</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
<b>Emerald Class</b>	<p><b>The Roman Empire and its impact on Britain</b> Focus on: Romanisation of Britain such as technology, culture and beliefs, including early Christianity.</p>	<p><b>A significant turning point in British history.</b> History of transport focus on railways: local link Describe the different locomotive technologies that have developed over time. • Describe some of the main train routes in Great Britain. • Explain both positive and negative effects of the railways. • Know some biographical details about some historically significant individuals and locomotives.  Study focus: Rosa Parks</p>	<p><b>Ancient Greeks – a study of Greek life and achievements and their influence on the western world.</b> Say when the Ancient Greek people lived and order some events from the time on a timeline. • Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding. • Talk about some Ancient Greek gods and know some features of Greek myths. Explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked. • Describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements. • Examine artefacts in order to draw conclusions about what life was like in Ancient Greece. Explain how the political system worked in Ancient Greece</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities

Sapphire Class	<p><b>Britain's settlement by Anglo-Saxons and Scots</b> Struggle for kingdom of England</p> <ul style="list-style-type: none"> <li>• Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.</li> <li>• Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture.</li> <li>• Describe the work of some key individuals at the time.</li> </ul>	<p><b>A significant turning point in British history:</b> History of transport focus on canals – local link</p> <p>Significant individual study: Martin Luther King</p>	<p><b>Ancient Greeks – a study of Greek life and achievements and their influence on the western world.</b></p> <p>Say when the Ancient Greek people lived and order some events from the time on a timeline.</p> <ul style="list-style-type: none"> <li>• Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding.</li> <li>• Talk about some Ancient Greek gods and know some features of Greek myths. Explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked.</li> <li>• Describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements.</li> <li>• Examine artefacts in order to draw conclusions about what life was like in Ancient Greece. Explain how the political system worked.</li> </ul>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities
Amethyst Class	<p><b>A significant turning point in British history.</b> WW2 Blitz Remembrance</p> <p>say when the war started; • tell you some of the countries and key individuals involved; • recall some details about key events; including the Blitz</p> <ul style="list-style-type: none"> <li>• describe what evacuation and rationing were, explain how they worked and how different people were affected;</li> <li>• describe some of the jobs women did during the war;</li> <li>• describe what the Holocaust was and who suffered as a result.</li> </ul> <p>Understand why we remember the war</p>	<p><b>A significant turning point in world history</b> History of Space, moon landings, chronology</p> <p>Significant individual study: Nelson Mandela</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b></p> <p>The changing power of monarchs Tudors – link to William Shakespeare. Kings and Queens of this period Particular emphasis on Henry VIII and Elizabeth I Main events Sea travel/exploration.</p>
	Cultural capital opportunities	Cultural capital opportunities	Cultural capital opportunities

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