

Subject Pathway – History – Cycle B

Cycle A	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6				
Autumn 1	<p>Out and about Individual history Past history Local area</p> <p>Know some things that happened to me in the past. Talk about past and present events in their own lives and in lives of family members Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow</p> <p>Talk about what has happened to them within the local area – what happened when they went to the park?</p>	<p>Old New Yesterday Today Tomorrow Then Young Days</p>	<p>Man on the Moon NC: the lives of significant individuals in the past who have contributed to national and international achievements NC: Events beyond living memory.</p> <p>Significant individuals – Neil Armstrong Recount main points from a significant event in history. Write simple stories and recounts about the past.</p> <p>Research the moon landing and who is was involved Moon landing fact file Diary entry as Neil Armstrong</p>	<p>Astronaut Moon landing NASA Rocket Past Decade Achievement Significant</p>	<p>Our Wonderful World</p>	<p>Space Moon landing Hidden figures in Space Chronology: Timelines – cultural events, changes in technology and society. Historical enquiry and Organisation and Communication</p> <p>NC: To understand how our knowledge of the past is constructed from a range of sources. Recall significant dates in the Space Race Choose reliable sources about the moon landing to provide factual recounts of the event. Debate the validity of the moon landing</p>	<p>Astronaut Space Race Significant Important Vital Validity Debate Accurate Reliable Unreliable Primary Secondary Chronological Technology Progress</p>	
Autumn 2	<p>Toy Story Old toys</p> <p>Look at pictures and discuss, “Which things are old and which are new?” (F2)</p>	<p>Old Used New</p>	<p>The workshop</p>	<p>The Tudors Punishments, school life, monarchy A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Name and place dates of significant events from past on a timeline. Note connections, contrasts and trends over time. (Punishments, School) Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Create a timeline or family tree using the Tudor monarchs. Create a comic strip showing Tudor punishment and comparing life now. Write a diary entry as a Tudor School child.</p> <p>A local history study Importance of Nottingham Castle to the Tudors. Comparison with Warwick Castle.</p>	<p>Monarchy Reign Church of England King Queen Crime Punishment Unfair Family tree Recount Century Before During After</p>	<p>WW2 Famous figures Winston Churchill – Speech Study and Writing Rationing Evacuation Air Raids Spy Watch Nottingham in WW2 – Nottingham Blitz A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Timelines, Historical interpretation, Historical Enquiry, Organisation and Communication. A local history study Choose reliable sources of factual evidence to describe changes to: way of life and actions of people; buildings and their uses; things of importance to people and how and why did these changes occur, providing evidence. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Recall significant dates in WW2 and write on a timeline. Pick various aspects of life and write comparisons between now and then. WW2 propaganda – explain why it was used and create own. Write a diary entry as if you were a Nottingham child in the Blitz.</p>	<p>Winston Churchill World War 2 Army Germany Evacuation Rationing Blitz Air Raids Necessity Vital Important Drastic Propaganda Accurate Reliable Unreliable Primary Secondary Chronological</p>	
Spring 1	<p>Paws and claws</p>		<p>Dangerous Dinosaurs Significant individuals – Mary Anning Chronological understanding of Jurassic era Time period of Dinosaurs Events beyond living memory Use information to describe the past. Use information to describe differences between then and now. Recount main points from a significant event in history. Order 3 or more people, events or using a given scale. Identify similarities and differences between period. Different dinosaurs on a timeline. Give similarities and differences between the Jurassic period and now. Research Mary Anning and explain who she was.</p>	<p>Jurassic Carnivore Herbivore BC Omnivore Past Ancient Recount Timeline Similar Difference Mary Anning Before Recently After Now Then</p>	<p>Africa How has Africa changed? Key Areas: Schooling, Technology, Housing, Religion, Transport</p> <p>Use evidence to describe past e.g. Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People’s beliefs and attitudes, Things of importance to people Differences between lives of rich and poor Create a mobile depicting various aspects of African life from history, compared with now.</p>	<p>Contrast Change Develop Adapt Technology Improvements</p>	<p>Storms and Shipwrecks A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>The Titanic Disaster</p> <p>Social Class</p> <p>Titanic Construction</p> <p>Write a recount of the event as if you were a child who survived.</p> <p>Make a timeline of the events leading up to the disaster and identify what could have changed or impact the outcome.</p>	<p>Titanic Rescue</p>
Spring 2	<p>Spring watch Easter Story With my teacher, find out some facts about people long ago. (Before living memory.) With my teacher, find out some facts about events that happened long ago. (Before living memory) Look at the Easter story. Act it out. Discuss in groups. Draw pictures to show different parts.</p>	<p>Jesus Christianity Easter</p>	<p>Woodland Creatures</p>	<p>Virtual Reality History of computers Use timelines to place events in order. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Place videogames on a timeline. Design new videogame console using facts and ideas they have learnt about past designs.</p>	<p>Games Consoles Development Progress Changes Improvements 20th century 21st century Virtual reality Gaming Playstation Gameboy Nintendo</p>	<p>Ancient Greeks A study of Greek life and achievements and their influence on the western world Ancient Greece and Civilisations Greek life and achievements and impact on Western world Timeline or debates around the Invention of democracy. Recreate Olympics or argue their importance and how they have impacted the current world. To understand that history can be represented differently depending on viewpoint. Identify and use different sources of information and artefacts to show understanding of timelines from 3000BC to 500AD.</p>	<p>Ancient Civilisations Adaptations Democracy Reliability Unreliable Primary Secondary Greek Achievements Impact Western World Modern BC AD Chronological</p>	
Summer 1	<p>If you go down to the woods today Traditional tales With my teacher, look at books to help me find out about the past. Listen to stories about the past. Read fairy tales together and discuss what happened in the past. Discuss how the places/houses look different.</p>	<p>Tales Story Past</p>	<p>Roald Dahl</p> <p>Lives of Significant Individuals</p> <p>Significant historical events, people and places in their own locality</p> <p>Summer 1 – George’s Marvellous Medicine - Jesse Boot / Boots the chemist Alexander Fleming</p>	<p>Community Café Fair trading</p>	<p>Mystic East Non European ancient civilisation History of China and Japan – comparison NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’ Complete a historical study including timelines, debates, discussions and mapping, comparing China and Japan.</p>	<p>Ancient Comparison Dynasty Civilization Technology Religion</p>		
Summer 2	<p>Walk the Plank Shakespeare With my teacher, find out some facts about people long ago. (Before living memory.) With my teacher, find out some facts about events that happened long ago. (Before living memory) Look at Shakespeare and discover who he was as a person and look at some of the things he wrote. Act some parts out and look at different characters.</p>		<p>Summer 2 - National school sports week – Local Sports figures – Torvill and Dean, Brian Clough, Richard Whitehead.</p> <p>Matching activity – famous sportsman to their sport/ where they live/ what they have achieved/ other key facts. Videos and pictures. Discuss Golden postbox in Lowdham for Richard Whitehead.</p>	<p>The Romans Roman study Education, settlements, battles, famous figures NC: Roman Empire and its impact on Britain Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as ‘what was it like for a during?’ Suggest sources of evidence from a selection provided to use to help answer questions. Complete a study to give reasons why there may be different accounts of history. Discuss the Invasion of Romans to Britain. Timeline of Roman Invasion, including different tribes and settlements.</p>	<p>Battlements Invasion Impact Battles Similarities Differences Evidence Sources Comparison Reliability Unreliable Information Artefacts Significant</p>			

Subject Pathway – History – Cycle A

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Autumn 1	<p>Express Yourself Own personal history Know some things that happened to me in the past. Talk about past and present events in their own lives and in lives of family members Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow Order and sequence familiar events. Say when my birthday is. Create fact file about themselves including family, birthday, favourite thing they have done.</p>	<p>Old New Young Days Today Yesterday Tomorrow Past Birthday Mine Yours</p>	<p>Fire of London Event beyond living memory Great Fire of London Significant individuals Samuel Pepys Comparison Firefighting equipment then and now. Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' Draw and label diagram of fire engines to show comparisons. Look at pictures of the Great Fire of London and describe what happened. Write a diary recount using Samuel Pepys as a stimulus.</p>	<p>Samuel Pepys Fire Engine Change Improve Similar Different</p>	<p>Incredible Inventions History of different inventions Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today Timeline of inventions Look at industrial revolution in Britain and how it had impacted current inventions. Compare Areas of Nottingham before and after industrial revolution.</p>	<p>Inventions Industry Innovation Improvements Changes Development</p>	<p>Planet Earth</p>	
Autumn 2	<p>Whizz, Bang, Colour Celebrations – Diwali Christmas Story Tell stories about the past. (Sometimes using role-play.) Talk in sentences things I have found out about the past. Order and sequence familiar events. (Christmas) Act out the Christmas story. Draw pictures and say what it happening in them.</p>	<p>Diwali Celebration Past Now Christmas First</p>	<p>Let's Explore! •To understand about the lives of significant individuals in the past who have contributed to national and international achievements Ernest Shackleton Matthew Henson – black American explorer</p>	<p>Arctic Explorers Sources Evidence Fact file</p>	<p>Rock n' Roll Clothing tools Human evolution NC: changes in Britain from the Stone Age to the Iron Age Show knowledge and understanding by describing features of past societies and periods. Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today Timeline of inventions/ housing/ hunting/ clothing throughout the period. Study into significant figures and explanation of their impact. Comparison between now and then and how their inventions impact our world now.</p>	<p>Adapt Change Develop Improve Evolve Clothing</p>	<p>Victorians Local history study School life, work life Florence Nightingale Queen Victoria – biography NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 NC: A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Choose reliable sources of factual evidence: Write a biography of Florence Nightingale or Queen Victoria. Compare nursing in Victorian era with now. Give own reasons why changes may have occurred from then until now, backed up with evidence. Show identified changes on a timeline. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today. Make links between some features of past societies</p>	<p>Monarchy Reign Significant Biography Change Develop Impact Relevant Evidence Queen Victoria Florence Nightingale Nurse Essential</p>
Spring 1	<p>Passport to the world</p>		<p>Caribbean Significant individuals – Bob Marley Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) and describe what they can see using drawing and writing. Understand why some people in the past did things and explain this. NC: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Music Changes Impact Then Now</p>	<p>Extreme Earth Extreme weather events in history Pompeii Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'what was it like for a during?' Suggest sources of evidence from a selection provided to use to help answer questions. Use sources to explain what happened in Pompeii. Write newspaper reports or diary entries based on Pompeii.</p>	<p>Pompeii Impact Source Primary Secondary Recount Evidence Reliable Unreliable</p>	<p>Bodies Charles Darwin study – Significant Figures Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. Present information in an organised and clearly structured way. Make use of different ways of presenting information. Create powerpoint or other form of presentation to show facts about Charles Darwin.</p>	<p>Charles Darwin Evolution Impact Evolve Change</p>
Spring 2	<p>Favourite Stories Easter With my teacher, find out some facts about people long ago. (Before living memory.) With my teacher, find out some facts about events that happened long ago. (Before living memory) Look at the Easter story. Act it out. Discuss in groups. Draw pictures to show different parts.</p>	<p>Jesus Easter Celebration</p>	<p>Where we live NC: Significant historical events in local area Nottingham Castle Inventor of ibuprofen Robin Hood Jessie Boot, Torvill and Dean Use information to describe the past. Use information to describe differences between then and now. Recount main points from a significant event in history. Uses evidence to explain reasons why people in past acted as they did. Create fact file about significant figure. Draw diagram of Nottingham Castle to show how it has changed.</p>	<p>Nottingham Castle Inventor Important Historical Jessie Boot Local</p>	<p>Tomb Raiders Ancient Egyptians NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Name and place dates of significant events from past on a timeline Present findings about past using speaking, writing, computing and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes. Place Egyptians on to an overarching timeline Identify key events of Egyptian civilization. Create presentation showing different aspects of Ancient Egypt: technology, inventions, traditions, monarchy, schooling, homelife.</p>	<p>Ancient Egyptian Pharos Pyramids Achievement Development</p>	<p>South America Non-European ancient civilisation – Mayan to contrast British history Journeys Famous Figures in history a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 In depth study and comparison of Mayan civilization, including study of religion, traditions, clothing, housing, schooling, monarchy and technology. Present findings in various ways choosing accurate and reliable sources. Reflect on how such civilizations have impacted today's society.</p>	<p>Mayan Contrast Difference Source Reliable Comparison</p>
Summer 1	<p>Let's Play (Dinosaurs) Look at objects from the past – say what they are (fossils) Mark making using fossils and discussing what they are.</p>		<p>Inside Out</p>		<p>Nottingham Local history study NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period in the local area. Describe how some of the past events/people affect life today</p>	<p>Nottingham Past Present Impact Change Then Now Evolve Adapt</p>	<p>Vikings and Anglo Saxons NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor NC: Britain's settlement by Anglo-Saxons and Scots Research Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and Justice Edward the Confessor and his death in 1066</p>	<p>Invade Settlement Battlement Kingdoms Canterbury Lindisfarne Athelstan Viking Anglo-Saxon Law Justice Edward the Confessor</p>
Summer 2	<p>Down at the Bottom of the Garden Shakespeare With my teacher, find out some facts about people long ago. (Before living memory.) With my teacher, find out some facts about events that happened long ago. (Before living memory) Look at Shakespeare and be able to say what he did.</p>							