



Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Changes within Living Memory	Enrichment Famous British People and the changes they made - Tim Berners-Lee		<u>Local History Study</u> - Significant places and people in their locality - John Brabin		Changes within Living Memory Enrichment Old and New toys
Key Learning	<ul style="list-style-type: none"> * Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. *How are our lives today different to the lives of our parents and grandparents when they were children? *Explain the difference between past and present in their own lives and other people's lives using comparisons. *Ask and answer questions about the past. 	<ul style="list-style-type: none"> *Recognise the lives of significant individuals in the past who have contributed to national and international achievements • Describe events beyond living memory that are significant nationally or globally 		<ul style="list-style-type: none"> *How has our school changed? *Who is John Brabin and what impact has he had on Chipping? *Develop an understanding of significant historical people and places in their own locality * Describe ways our school has changed over the years and give reasons for this. *Ask questions to find out about the school in the past and John Brabin. * Use different sources to find out about the past. 		<ul style="list-style-type: none"> *What is the same/different between toys now and in the past? *Give reasons why they have changed. *Order toys on a timeline. * Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.

Year 3/4 Opening worlds	Ancient Greece	Alexander the Great	Roman Republic	The Roman Empire	Roman Britain	Christianity in Three Empires (300-600CE) Rome, Constantinople and Adulis
Key Learning	Disciplinary focus: Evidential thinking. What can historians learn from the sources from Ancient Greece?	Disciplinary focus: causation. How did Alexander the Great conquer so much land?	Disciplinary focus: similarity and difference. How much power did the senate have in the Roman Republic?	Disciplinary focus: evidential thinking. What can sources reveal about Roman ways of life?	Disciplinary focus: evidential thinking. What kinds of knowledge about Roman Britain have historians been able to build from the sources? Towns	Disciplinary focus: similarity/difference. What made each early Christian state special?
Year 5/6 Opening worlds	The Maya	Medieval African kingdoms	Cities in time Manchester	Britain in the era of the Second World War	Local History study	
Key Learning	Disciplinary focus Evidential thinking How do Historians know about he Maya?	Disciplinary focus Similarities and differences. How similar and different were medical Ethiopia and Benin?	Disciplinary focus Causation Why did Manchester change so rapidly in the 19 th Century?	Disciplinary focus Cause and effect		

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2		<p>Events beyond living memory</p> <p>Great Fire of London</p>	<p>Significant people -</p> <p>World Explorers Chris Columbus/Neil Armstrong</p>			<p>Events beyond living memory/places in their locality -History of the Seaside</p>
Key Learning		<p>*Explore a significant event in national history.</p> <p>*Ask questions to find out about the Great Fire of London.</p> <p>* Use different sources to find out about the past.</p> <p>*Use a timeline to place significant events in the Great Fire of London.</p> <p>* Explain the difference between past and present in their own lives and London in 1066.</p> <p>*Give reasons why the fire got so big.</p>	<p>*Recognise and name significant individuals in the past who have contributed to international achievements</p> <p>*Use a timeline to place important events</p> <p>*Why is Neil Armstrong remembered? Christopher Columbus? *</p> <p>What were the most events in his life?</p> <p>*What impact did he have?</p>			<p>*What is the same/different between holidays now and in the past?</p> <p>*Can you name the places that you could visit on holiday now and in the past?</p> <p>*Use a range of sources to find out about a period Victorian Seaside Holidays</p> <p>* Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</p>

Year 3/4 Opening worlds	Stone age	Ancient Egypt	Cradles of Civilisation	The Indus Valley	Persia and Greece	Local study
Key Learning	Disciplinary focus: evidential thinking	Disciplinary focus: change/continuity. In what ways did ancient Egypt change?	Disciplinary focus: similarity and difference. How similar and how different were Ancient Egypt and Ancient Sumer?	Disciplinary focus: evidential thinking. How do we know about the Indus Valley civilisation?	Disciplinary focus: similarity and difference. What did Greek city states have in common?	Enquiry question linked to local study
Year 5/6 Opening worlds	Islamic civilisations Muslim Cordoba	Islamic civilisations Baghdad	Anglo-Saxon Britian	Viking in Britain Lady of Mercians	Norse Culture	Vikings in Britain Changing Rulers, changing worlds
Key Learning	Disciplinary focus Similarity and difference How did the worlds come together in Muslim Cordoba?	Disciplinary focus Causation Why were there so many restless minds in Cordoba and in Baghdad?	Disciplinary focus Evidence How have the historians learned about Anglo-Saxon Britain?	Disciplinary focus Causation Why did the Vikings dominate large parts of Britain by 910?	Disciplinary focus Similarity and difference How were the Norse connected with other lands and people?	Disciplinary focus Change and continuity How did the Vikings shape Britain?

RE - Islamic civilisations Arabia and Early Islam

Disciplinary focus Change and continuity - What kind of change did Muhammad bring about in Arabia?