

Year A	KS1	LKS2	UKS2
Term 1	How am I making History?	<b>British History 1</b> Would you prefer to live in the <u>Stone Age</u> , Iron Age or Bronze age?	What did the <u>Greeks</u> ever do for us?
Why This? Why Now?	Investigation of chronology through the context of themselves. Finding out about the past within living memory extending back to before they were born.	Studying the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.
Term 2	How have toys changed?	<b>British History 2</b> Why did the <u>Romans</u> settle in Britain?	How did the <u>Maya</u> civilisation compare to the Anglo-Saxons?
Why This? Why Now?	Building on their understanding of chronology and the past within living memory (from term 1). Children investigate artefacts and begin to pose questions and consider what toys may be like in the future. The familiar context of 'toys' will help them to develop their concept of time.	This unit is placed chronologically so children can begin to understand how history is split into time periods. Developing their understanding of invasion and conquest from KS1, children will understand how the Romans changed life in Britain.	Building upon LKS2 knowledge of invasion and settlement, children compare the Maya and the Anglo-Saxons. Children learn about the Maya civilisation, investigate how the Maya settled in the rainforest and how remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.
Term 3	How did we learn to fly?	What did the ancient <u>Egyptians</u> believe?	The <u>Sikh</u> Empire <b>(Transition unit)</b>
Why This? Why Now?	With a more secure understanding and knowledge of events beyond living memory and chronology, children can now understand a significant event and individuals in history and how it has impacted on society.	Placed in term 3 as children need sufficient understanding of history in the UK before making connections with ancient civilisation. This unit builds on the children's understanding of time periods but in different parts of the world. An opportunity to retrieve/compare to the stone age.	This unit gives children the opportunity to study history in a way which will aid transition to KS3. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance.

<b>Year B</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Term 1	What is History?	<b>British History 3</b> How hard was it to invade and settle in Britain? <u>Anglo-Saxon</u>	<b>British History 5</b> What was life like in <u>Tudor England</u> ?
Why This? Why Now?	Investigation of chronology through the context of themselves. Finding out about the past within living memory extending back to before they were born.	Building understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	Taught in the first term to allow children the opportunity to re-visit and build on their understanding of the chronology of British history from LKS2. Children investigate a different form of leadership and social organisation (monarchy – KS1 retrieval) showing the evolutions.
Term 2	How was school different in the past?	<b>British History 4</b> Were the <u>Vikings</u> raiders, traders or settlers?	<b>Local History</b> How did the <u>Industrial Revolution</u> improve farming in our area?
Why This? Why Now?	Identifying historical similarities and differences by using a range of sources to recognise continuity between children's lives past and present through a familiar context.	Building children's understanding of chronology and the next sequential time in history. Children begin to compare time periods through questioning and sources of evidence. Embedding their understanding of invasion.	Moving onto another period in time in Britain, investigate the Industrial revolution through the lens of farming in depth. Further develop how discoveries change things - through the lens of Farming. Study the impact of steam power to farming.
Term 3	What is a monarch?	<b>Local History</b> <u>Captain John Smith</u> – through the lens of - how have children's lives changed?	<b>British History 6</b> What was the impact of <u>World War II</u> on the people of Britain?
Why This? Why Now?	With a more secure understanding and knowledge of events beyond living memory and chronology, children can understand the role of a monarch and develop an understanding of invasion and conquest needed for LKS2.	Local history study builds on the established understanding of a timeline. Touching on Tudors here will give some prior knowledge for UKS2 unit to build on. Discover historical time periods in North America as a comparison to the previous 2 terms of British history. Understand how different parts of the world lived differently at the same moment in time.	This unit follows the Local history unit so children can compare local and national issues. This unit builds on children's understanding of invasion and the concept of change impacting people's lives. Retrieve bronze/iron and the events of Tudor period. Evaluate the effectiveness of primary sources.

