

Cycle A & B	Toys and Transport	Learie Constantine	Significant people in Space	Great Fire of London	My Family and the Royal Family	Potato Famine
	Change and continuity	Sources and Evidence	Historical Significance	Historical Interpretations	Similarity and Difference	Causes and Consequence
Year 1/2	Transport	Migration	Invasion	Hygiene	Jobs and Lifestyle Monarchy	Migration
	How have toys and transport changed?	Why is Learie Constantine significant? How does his life compare to Marcus Rashford and Jofra Archer?	Who had the biggest impact of space exploration Neil Armstrong or Katherine Johnson?	How did the Great Fire of London spread so quickly?	How does my family compare to the Royal Family?	Why did people move into our area in 1845?
	<ul style="list-style-type: none"> know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. begin to make inferences about the lives of people from the past based on physical evidence. 	<ul style="list-style-type: none"> understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. describe how important event or an individual is remembered and why. 	<ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. discuss reliability of photos and accounts. 	<ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods. describe people's beliefs from the past and why they might be different to our own. 	<ul style="list-style-type: none"> understand that there are reasons why people in the past acted as they did; know and recount episodes from stories about the past, saying why it happened.
	<ol style="list-style-type: none"> <u>Toys Today</u> Bring in favourite toy and explore. <u>Toys from the Past</u> Use different sources to explore toys from the past <u>Family Favourites</u>. Find out what parents/grandparents/ carers favourite toys were <u>Comparison</u>. Compare and Contrast toys from the past and toys today. Explore why changes have been made 	<ol style="list-style-type: none"> <u>Significance</u>. Explore the meaning of the word significant and who is significant to them <u>Significant people today</u> Learn about significant people such as Andy Murray and Hollie Arnold <u>Significant or not?</u> Look at reasons and discuss whether it would make someone significant or not <u>Evidence - Trinity Cross</u> Make a prediction - why was it awarded? Who to? What would you like to know about them? 	<ol style="list-style-type: none"> <u>Chronology</u> - History of space travel. Exploration of space and important events <u>Neil Armstrong</u> - Explore him and his life, create a fact file <u>Significance</u> - Why is Neil significant? What impact did he have? <u>Chronology</u> - Order events from Neil's life onto a timeline <u>Katherine Johnson</u> - Who is she? Factfile <u>Impact</u> - Why is she significant? What impact did she have? 	<ol style="list-style-type: none"> <u>London past and Present</u> - Use sources to compare London now and then. Discuss reliability of sources <u>Life in the 17th Century</u> - Explore context of life in 1666 London <u>Prediction</u> - Look at images of London - why do you think the fire spread? <u>The Events of the Great Fire</u> - Learn about what happened <u>Chronology</u> - Order events from the fire onto a timeline 	<ol style="list-style-type: none"> <u>Family Trees</u> Create a family tree showing their family <u>Past and Present</u> - Collect home photographs, explore how they have changed <u>Chronology</u> - Sequence events from their own life <u>Chronology</u> - Sequence events in living memory - e.g. Royal wedding, Queen's jubilee, Harry Coppel - Olympics <u>Royal Family</u> - create family tree for Royal Family 	<ol style="list-style-type: none"> <u>Family History</u> Explore migration in local area and where their own families came from <u>The Great Famine - Why have people come from Ireland to Britain?</u> Look at sources of evidence and answer "what might this tell us about?" <u>Enquiry - Artefacts</u> Look at artefacts (famine memorial) and start to gather information just from observing <u>Enquiry</u> Explore famine memorial, find out more

<p>5. <u>Chronology</u> Timeline showing toys throughout time</p> <p>6. <u>Transport</u> Discuss what transport is like today</p> <p>7. <u>Transport from the Past</u> Use sources to find out about transport from the past</p> <p>8. <u>Sorting Transport.</u> Sorting and explaining new and old transport</p> <p>9. <u>History of Cars</u> How have cars changed since being invented?</p> <p>10. <u>Chronology</u> Explore the history of the bike and add it to a timeline</p> <p>11. <u>George Stephenson - Trains</u> Find out about his significant inventions</p> <p>12. <u>Past, Present and Future</u> Discuss how transport has changed and how it will continue to change in the future</p>	<p>5. <u>Structured Account</u> Explore the Trinity Cross - colours and symbols</p> <p>6. <u>Making Connections</u> Compare Learie's life in Lancashire to his life in Trinidad and Tobago</p> <p>7. <u>Reasons and Results for Change</u> Explore why Learie was a good cricket player and what the result of this was for him and other people (England team)</p> <p>8. <u>Significant Historical Event</u> Why is Learie important for Nelson? What impact did this have on Nelson?</p> <p>9. <u>Chronology</u> Order events from Learie's life</p> <p>10. <u>Marcus Rashford</u> Compare Learie and Marcus' significance</p> <p>11. <u>Jofra Archer</u> Compare Learie and Jofra's significance</p> <p>12. <u>Commemoration</u> Explore how and why Learie and Marcus are both commemorated</p>	<p>7. <u>Comparison</u> - Explore similarities and differences between Neil and Katherine</p> <p>8. <u>Chronology</u> Order 3 main events from both individuals life onto a timeline to see cross over</p> <p>9. <u>Impact</u> - Decide who they believe had the bigger impact and why</p> <p>10. <u>Commemoration</u> - How are they both commemorated? Why?</p>	<p>6. <u>Why did the fire spread so quickly?</u> Use different sources to find out and explain why the fire spread</p> <p>7. <u>How do we know about the fire?</u> <u>Samuel Pepys</u> - Explore significant individual and why he was significant</p> <p>8. <u>Samuel Pepys Diary</u> - Explore reliability of this and other sources. Begin to understand types of sources</p> <p>9. <u>How did London change after the fire?</u> Look and explore how the fire changed the way London is</p> <p>10. <u>Summary</u> What have we learnt? Why did it spread so quickly?</p>	<p>6. <u>Royal Family</u> - Compare Royal family to their own family</p> <p>7. <u>Role of a Monarch</u> - What is a monarch? What are the main qualities of a monarch?</p> <p>8. <u>Significant Monarchs</u> - Develop awareness of the past - look at how the ways of life were different</p> <p>9. <u>Richard III</u> - Life and death and how historians know about it - similarities/differences to our lives</p> <p>10. <u>Medieval Banquets</u> - Compare these to present day habits</p> <p>11. <u>Comparison</u> - Compare Elizabeth I and Queen Victoria - lives and achievements</p>	<p>about it and write structured account</p> <p>5. <u>Enquiry - The Ejectment</u> Look at illustrations of The Ejectment - how did this explain why people came to Britain?</p> <p>6. <u>Hot-Seating</u> Look at different sources/points of view - bailiff, tenant</p> <p>7. <u>Push and Pull</u> Explore push and pull factors of Irish migration - what were the effects?</p> <p>8. <u>Chronology</u> - place onto a timeline with other events studied such as Great Fire of London/own birth</p> <p>9. <u>Comparison</u> Compare to other migrations such as Jewish people, African Caribbean, Romans, Vikings</p> <p>10. <u>Findings</u> Explore what they have learnt, link to current news events e.g. Ukraine, Syria</p>
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