|            | How am I making history?   | How have toys changed?  | How have explorers changed the world?  |
|------------|--|---|--|
|            |  | We are learning   |  |
|            | Create a personal timeline, developing an understanding of personal chronology   | Discuss their favourite toys and recalling their past using language relating to time   | About explorers, what they do and where they appear on a timeline  |
|            | To investigate personal history using photographs, gaining a greater understanding of  |   | About the achievements and discoveries of explorers and identifying where they   |
|            | chronology and changes over time through discussion and expressing ideas   | Investigate toys of the past and create enquiry questions to ask a classroom visitor  | travelled  |
| Y1         | About their personal history and that of others, pupils develop an understanding about   |   |  |
|            | how events are celebrated  |   |  |
|            | Investigate childhood in the past and create enquiry questions to ask a classroom visitor  | To compare toys from the past with modern toys  | Record a sequence of historical stories on a timeline  |
|            | Use what they have learnt about childhood in the past, children look for similarities and  | To compare artefacts from two time periods, identifying similarities and differences  | Use photographs to ask and answer questions about the explorer Matthew Henson  |
|            | differences with their own lives<br>Reflect on what they have learnt in the unit, children consider their own history and  | That toys experience both continuity and change over time<br>To describe how toys have changed over time and identifying toys that children play with both  | Identifying changes and continuities between explorers from two time periods   |
|            | discuss whether the future is likely to change or to remain the same as it is now  | now and in the past   | Understand the significance of some explorers and events.  |
|            | How was school different in the past?  | How did we learn to fly?  | What is a monarch?   |
|            | ·  | We are learning   | I  |
|            | About schools in the past, children identify similarities and differences and sequence<br>these on a timeline.   | About the history of flight; using and evaluating historical sources to find out information  | Learning about the role of a monarch in the UK today   |
|            | To inestigate what schools were like in the past and creating enquiry questions to ask a<br>classroom visitor  | About the first flight and understanding why this was a significant event   | Understanding why monarchs are crowned in a special ceremony.  |
| (2         | What schools were like in the 1900s; using and evaluating historical sources to find out information   | About significant people in the past (Bessie Coleman)   | Learning about how William the Conqueror became the King of England  |
|            | To compare schools now with schools in the 1900s, recognising similarities and   | About primary sources and using them to learn about people and events in the past (Amelia   | Recognising similarities and differences between castles built by the Normans.   |
|            | differences.<br>To compare three periods of time and identifying similarities and differences  | Earhart)<br>To ask questions about events in the past and investigating why the Moon landing was  | Investigating how castles changed over time  |
|            | Use what we have learnt about schools in the past, children decide and explain whether   | significan<br>To ask questions about events in the past and investigating why the Moon landing was  | investigating now castles changed over time  |
|            | they prefer school in the present or past.   | significan  | Describing how the monarchy has changed  |
|            | British History 1: Would you prefer to live in the Stone   |   |  |
|            | Age, Bronze Age or Iron Age?   | British History 2: Why did the Romans settle in Britain?  | What did the Ancient Egyptians believe?  |
|            |  | We are learning   |  |
|            | To create timelines, children learn that prehistory was a very long time ago. They learn<br>how BC and AD help split history into chunks of time   | About the Roman invasions in Britain and identifying and explaining the reasons behind<br>them  | About the features of ancient Egypt and identifying the periods of the Egyptian<br>civilisation  |
|            | To look at the Stone Age settlement of Skara Brae, children learn about early<br>settlements. They investigate housing using archaeological evidence   | About the Roman invasions in Britain and identifying and explaining the reasons behind<br>them  | To develop an understanding of Egyptian beliefs, including gods or goddesses   |
| (2)        | To look at the Stone Age settlement of Skara Brae, children learn about early  | To identify the importance of Roman armour, learning about a soldier's equipment and  | To identify the challenges of building a pyramid and suggesting possible construction  |
| .,         | settlements. They investigate housing using archaeological evidence  | creating a replica Roman shield<br>How the Roman army was organised, participating in army drills and performing  | solutions<br>To develop an understanding of mummification  |
| .,         | To look at the Stone Age settlement of Skara Brae, children learn about early  |   | is actively an analysis and B of the internet of the   |
| .,         | To look at the Stone Age settlement of Skara Brae, children learn about early<br>settlements. They investigate housing using archaeological evidence<br>To explore the expansion of trade in the Iron Age, children learn how trade developed  | manoeuvres  | To use primary sources to make inferences about ancient Eduction beliefs   |
| .,         | settlements. Thev investigate housing using archaeological evidence<br>To explore the expansion of trade in the Iron Age, children learn how trade developed<br>from bartering to a system of colnage  | manoeuvres<br>To use artefacts and make deductions about life in Roman times  | To use primary sources to make inferences about ancient Egyptian beliefs   |
| Y3         | settlements. They investigate housing using archaeological evidence<br>To explore the expansion of trade in the Iron Age, children learn how trade developed   |   | To use primary sources to make inferences about ancient Egyptian beliefs<br>To create videos to explain Egyptian beliefs   |
| .,         | settlements. Thev investigate housing using archaeological evidence<br>To explore the expansion of trade in the Iron Age, children learn how trade developed<br>from bartering to a system of colnage<br>To compare life in Iron Age settlements to Neolithic settlements, children identify change  | To use artefacts and make deductions about life in Roman times  | To create videos to explain Egyptian beliefs   |
| .,         | settlements. They investigate housing using archaeological evidence. To explore the expansion of trade in the Iron Age, children learn how trade developed from bartering to a system of coinage To compare life in Iron Age settlements to Neolithic settlements, children identify change and continuity between the periods How have children's lives changed? To examine different sources; identifying changes in the lives of children over time;  | To use artefacts and make deductions about life in Roman times About legacies and explaining how the Romans changed modern Britain British History 3: How hard was it to invade and settle in Britain? We are learning Who the Anglo-Saxons and Scots were and where they came from; writing a letter home to   | To create videos to explain Egyptian beliefs British History 4: Were the Vikings raiders, traders of   |
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Creating a trading game to demonstrate Lahore as a trading hub. Evaluating the significance of Maharaja Ranjit Singh.  |

## Changes within living history Events beyond living memory that are significant nationally or globally 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 period

| Pre-Roman Britain            |
|------------------------------|
| Roman Britain                |
| Anglo-Saxons and Scots       |
| Anglo-Saxons and Vikings     |
| Local History                |
| Extended chronological study |
| Ancient civilisations        |
| Ancient Greece               |
| Non-European                 |

| Pr | e-Roman Britain            |
|----|----------------------------|
| Ro | oman Britain               |
| Ar | nglo-Saxons and Scots      |
| Ar | nglo-Saxons and Vikings    |
| Lc | cal History                |
| Ex | tended chronological study |
| Ar | ncient civilisations       |
| Ar | ncient Greece              |
| N  | on-European                |