

History



| Cycle A | | 1 Time Travel | 2 Planet Earth | 3 Heroes and Villains | 4 What's in the News? | 5 Food for Thought | 6 Incredible Humans |
|---------|-----|---|-------------------|--|--------------------------|--|------------------------|
| | EY | <p align="center"><u>All About Me</u></p> <p>The children will be learning about their lives. They will talk about the chronology of being a baby and growing into a child. They will look at family trees to understand the concept of 'older' and 'younger'.</p> <p>Cross-curricular links: Personal, Social and Emotional Development: understanding positive attachments with adults and peers.</p> | | <p align="center"><u>Fairy Tales</u></p> <p>The children will look at how houses have changed over time. They will compare similarities and differences between houses from the past and the house that they live in now.</p> <p>Cross-curricular links: Understanding the world: the children will be learning about their immediate environment. Expressive arts and designs: the children will have the opportunity to build their own houses from the past and present. Literacy: the children will study examples of different houses in stories.</p> | | <p align="center"><u>People Who Help Us</u></p> <p>The children will learn about the Great Fire of London and compare the equipment used by the emergency services in the past to the equipment used by the emergency services now.</p> <p>Cross-curricular links: Personal, social and emotional development: the children will learn about fire safety.</p> | |
| | 1/2 | <p align="center"><u>Back to Stone Age</u></p> <p>The children will be investigating how harvesting food in the Stone Age compares to harvesting food now. They will learn about the tools and methods that were used in the Stone Age and modern harvesting methods. They will also learn about what kinds of food were eaten then and now and the reasons for this.</p> <p>Cross-curricular links: English – writing a character description inspired by Julia Donaldson's book "Cave Baby" and writing a diary entry as the boy from the book "Stone Age Boy." Art – creating Stone Age paintings cave paintings.</p> | | <p align="center"><u>From Book to Film</u></p> <p>The children will learn about the life of the significant figure Walt Disney. They will focus on his early life and career. The children will order the key events from his life and career on a timeline, whilst discussing how he impacted future generations.</p> <p>Cross-curricular links: English – writing a version of a traditional tale such as Hansel and Gretel. Art – drawing characters in the style of Walt Disney and Uber Iwerks. Music – performing famous Disney songs.</p> | | <p align="center"><u>Amazing Amy</u></p> <p>The children will learn about changes in aviation from Amy Johnson's lifetime up until the modern day. They will order these changes on a timeline and consider the reasons why travel and transport have changed so much.</p> <p>Cross-curricular links: English – writing a factfile about Amy's life. Art - creating a flying machine sculpture by imitating the work of Daniel Agdag. Maths – nets of 3D shapes studied and used to create art work.</p> | |
| | 3/4 | <p align="center"><u>Vikings</u></p> <p>The children will learn about the origins of the Vikings, looking at why Vikings invaded countries, and the effect that it had.</p> <p>Cross-curricular links: English - children will read 'There's a Viking in my Bed' and write setting and character descriptions to use in a story. Art – the children will create Viking brooches. Maths – repeated patterns for the designs of the brooches</p> | | <p align="center"><u>The Second World War</u></p> <p>The children will be learning about key events from the Second World War and create a timeline of these. They will use artefacts and sources of evidence to investigate the past, and will discuss how the Second World War impacted the life of civilians.</p> <p>Cross-curricular links: English – the children will write a newspaper report about the outbreak of WW2. Art – creating cityscape silhouettes Cultural passport links: The children will visit Eden Camp, an original Prisoner Of War camp, to learn more about the Second World War.</p> | | <p align="center"><u>Invictus Games</u></p> <p>The children will learn about how the legacy of Greek culture has impacted on British history to the present day, including our participation in the Olympic, Paralympic and Invictus Games. They will suggest causes and consequences of change over time.</p> <p>Cross-curricular links: PE – taking part in athletic competitions English – writing factfiles about the Invictus athletes and performing poetry linked to the Invictus Games Parental involvement: Being invited in to watch Sports Day and the Opening Ceremony</p> | |
| | 5/6 | <p align="center"><u>Ancient Greece</u></p> <p>The children will learn about the Ancient Greek Empire and learn how events in ancient Greece influenced the world today. The children will discuss the main attitudes and beliefs of men, women and children during the Ancient Greek period, and they will think and act like historians to analyse social and political changes during this period of time.</p> <p>Cross-curricular links: British Values - learning about democracy PE – making links to some Olympic sports in PE lessons English – learning about myths and legends through reading and writing their own versions Art – designing and making a clay vase</p> | | <p align="center"><u>"Toil and Trouble"</u></p> <p>The children will learn about when the Anglo-Saxons invaded Britain, and will analyse how life in Britain changed as a result of the Anglo-Saxon invasions. The children will analyse historical evidence to make claims about Anglo-Saxon life and culture.</p> <p>Cross-curricular links: English – writing play scripts and studying Shakespearean texts, including Macbeth, and using drama techniques to explore play scripts Art – creating a portrait of a Macbeth character in the style of Rembrandt</p> | | <p align="center"><u>A Gentleman's Game?</u></p> <p>The children will act like historians to use sources of evidence when investigating the extent of change in relation to rugby, both locally and nationally. They will think like a historian to decide whether Clive Sullivan was a historically significant individual.</p> <p>Parental involvement: Being invited into school to watch the Sports Day and Opening Ceremony</p> | |

| | 1 Kings and Queens | 2 A Drop in the Ocean | 3 A Stitch in Time | 4 A Helping Hand | 5 Battle of the Authors | 6 Survival of the Fittest |
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| EY | <p style="text-align: center;"><u>Medieval Times</u></p> <p>The children will learn about life in medieval times, looking at where kings and queens from the past lived, and comparing this to where kings and queens live now. The children will learn about the types of places that communities lived in during the medieval times, and will compare this to where they live now.</p> <p>Cross-curricular links: Literacy: the children will read about kings, queens and characters from the past. Expressive arts and design: the children will design their own medieval equipment such as armour and catapults.</p> | | <p style="text-align: center;"><u>Materials that we Use</u></p> <p>The children will learn about how clothing styles have changed over time. They will compare clothes from the past to clothes that they wear now.</p> <p>Cross-curricular links: Expressive arts and design: the children will design their own outfits. Science: the children will learn about the properties of different fabrics.</p> | | <p style="text-align: center;"><u>Julia Donaldson vs. John Burningham</u></p> <p>The children will be learning about how transport has changed over time. They will place pictures of vehicles on a timeline and compare vehicles from the past to vehicles that they see now.</p> <p>Cross-curricular links: Literacy: the children will look at transport methods in stories such as The Highway Rat, The Snail and the Whale and the books of John Burnham. Science: the children will explore how different surface textures affect the speed at which a vehicle can move.</p> | |
| 1/2 | <p style="text-align: center;"><u>The Victorians</u></p> <p>The children will be learning about the Victorian era with a focus on school life. They will visit the Wilderspin Victorian School and write a report to compare a Victorian School to a modern day school.</p> <p>Cross-curricular links: English – writing a report to compare a Victorian school to a modern day school Art – printing a postage stamp to recognise the introduction of the Penny Black stamp in the Victorian era Cultural passport links: Visiting a museum or gallery – trip to Wilderpin Victorian School Museum in Barton-Upon-Humber.</p> | | <p style="text-align: center;"><u>Magical Memories</u></p> <p>The children will discuss how technology is always developing. They will link this to changes that have occurred in their own lifetime, and will compare their own lives to the lives of their parents or carers when they were children.</p> <p>Cross-curricular links: English – writing about memories, linked to the story Wilfred Gorden McDonald Partridge Design and technology – working as a class to create a patchwork quilt. This links to the book “The Patchwork Quilt” by Valerie Flournoy Parental involvement: Using homework to interview parents, carers and family members about the toys they used to play with.</p> | | <p style="text-align: center;"><u>Beatrix Potter vs. Oliver Jeffers</u></p> <p>The children will learn about the life of a significant working woman: Beatrix Potter. They will discuss some of the ways in which life was different for some women in the past, in comparison to now. The children will ask historical questions and will place events on a timeline.</p> <p>Cross-curricular links: English – writing a story in the style of Beatrix Potter Art – painting and drawing illustrations from a book based on the work of notable artists such as Beatrix Potter</p> | |
| 3/4 | <p style="text-align: center;"><u>Henry VIII</u></p> <p>The children will study how the daily lives of the rich and poor was different during the reign of Henry VIII. They will use key dates to plot events on a timeline.</p> <p>Cross-curricular links: English – writing a fact file about Henry VIII and creating a play script about Henry and his wives Maths – creating a timeline of the main events in Henry’s life and Tudor monarchs</p> | | <p style="text-align: center;"><u>Fashion in the 1960s</u></p> <p>The children will learn about how changes in income in the 1960s had risen since the Second World War, and they will discuss the impact that this may have had on fashion buying. They will discuss the pace of change in relation to the development of fashion across the 1960s.</p> <p>Cross-curricular links: English – writing a newspaper report about The Beatles and how music influenced fashion in the 60s Maths – creating a timeline of the main music/technology influences in the 60s P.E. – creating a dance to a Beatles song using dance moves which were popular in the 60s Design and technology – making a cushion inspired by 60s prints</p> | | <p style="text-align: center;"><u>Roald Dahl vs David Walliams</u></p> <p>The children will use the book The Ice Monster by David Walliams to investigate whether the woolly mammoth in the story could have been found at Skara Brae. This will give the children the chance to revisit previous learning from Key Stage One, as the main character Elsie is from the Victorian era and the woolly mammoth links back to the Stone Age theme. The children will use sources of evidence to act like a historian to find out about changes in Britain from the Stone Age to the Iron Age.</p> <p>Cross-curricular links: English – using the book The Ice Monster as a prompt for historical questioning</p> | |
| 5/6 | <p style="text-align: center;"><u>Boudicca</u></p> <p>The children will learn about the Roman Empire and its impact upon Britain. They will discuss the ‘Romanisation’ of Britain and discuss cause and effect in relation to how the Roman Empire influenced culture and beliefs in Britain.</p> <p>Cross-curricular links: Maths - measuring accurately to design and make a mosaics. Art – creating a Roman mosaic</p> | | <p style="text-align: center;"><u>The Elizabethans</u></p> <p>The children will discuss the Poor Laws that were introduced towards the end of the Elizabethan era. They will compare the role of the monarch in the Elizabethan era to the role of a monarch today. The children will act like a historian, by looking at artefacts and other sources of evidence, to find out about Queen Elizabeth I.</p> <p>Cross-curricular links: English – Studying Shakespearean plays and writing character descriptions and setting descriptions inspired by Romeo and Juliet</p> | | <p style="text-align: center;"><u>C.S.Lewis vs Phillip Pullman</u></p> <p>The children will study where the Edwardian era sits chronologically, in comparison to different periods of history that they had previously studied. They will discuss significant turning points in British history, such as the ‘Votes for Women’ campaign. The children will explain why the ‘Votes for Women’ campaign happened, and they will give opinions about this.</p> | |