



## History Long term plan Cycle A

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Puffins (Y1/2)	<p><b>How is your school life as a child different to your Grandparents?</b> During this topic the children are exposed to a timeline and place significant events from their life so far onto it. There are general discussions schools where the children begin to explore differences that have been made within living memory for both their parents and grandparents.</p>	<p><b>Toys</b> Were toys more exciting in the past? Learning throughout this topic centres on the opportunity to see and explore toys from the past. Discussion is focussed around what is the same and what is different between toys from now and toys in the past. The children find out more about playground games that were played in the past.</p>		<p><b>Local Study – Wherwell Village</b> During this topic the children will look in more detail at the history of Wherwell. They will go on a walk around the village and will look out for signs of the past. We will look at a range of photos and see if we can place them in present day. We will discuss what is the same and what is different.</p>		
Kingfishers (Y2/3)	<p><b>Stone Age to Iron Age Changes within Britain.</b> This study focusses on the Neolithic, Bronze Age and Iron Age, but not the earlier parts of the Stone Age, the Palaeolithic and Mesolithic. Children will gain an insight into</p>		<p><b>First Man on the Moon</b> The overall approach focuses principally on the use of pictorial sources, but also asks children to find out about the event from written accounts and to generate their own questions. This enquiry links to the National</p>	<p><b>Romans</b> The Roman Empire and the impact that it had on Britain.</p>		



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	<p>the characteristics of each period and the concept of interpretation.</p> <p>The children will show Knowledge of the types of resources peoples from the different ages could access.</p> <p>Knowledge of the skills people in the different ages developed to allow them to survive and thrive.</p> <p>What the main technological and agricultural developments were across the periods.</p> <p>Knowledge of changing religious practices or burial practices.</p>		<p>Curriculum Changes within Living Memory for Key Stage 1 and lives of a significant individual.</p>			
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**Sparrowhawks  
(Y4/5)**

### **Vikings**

#### **Raiders or Traders?**

The main focus in this unit is on historical interpretations. The enquiry question focuses on the Viking's motivation for leaving their homelands and exploring, plundering and/or settling in many parts of the northern hemisphere, including almost conquering Britain.

### **Ancient Egyptians**

#### **What was everyday life like in Ancient Egypt?**

This learning unit explores Ancient Civilisations. Children can explain in simple terms why the Egyptians mummified their dead. Children can sequence the steps in the mummification process and describe them using specific terminology. Children are assisted to *decode* images from a Book of the Dead and can explain what is happening in some of the more familiar scenes. Children will understand that burial practice was based, in part on symbolism. Egyptian burials contained a mixture of real and representative items as it was believed items in paintings, model figures or food etc. could be used as

### **Local History Study – Salisbury**

Exploring how Salisbury has changed over time and exploring the different settlement that have been there and the impact and influence they have had on the city today.



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			<p>real items in the Afterlife. Pupils can use drama techniques to illustrate Egyptians ideas about the journey through Duat to a happy afterlife. Children can explain in simple terms Ancient Egyptian ideas about the Afterlife.</p>			
<b>Housemartins (Y5/6)</b>	<p><b>WW2</b> <b>What was it like to live in WW2 Britain?</b> Children will learn how the home front contributed to the war effort. The children will have the opportunity to create propaganda posters and talk about why propaganda was used. Children will look at different accounts of people as an evacuee and will have an awareness of key events that happened during WW2 such as Dunkirk.</p>	<p><b>Leisure and Entertainment. What was the golden age of cinema?</b> How has media, technology and entertainment changed through the year and how this has influenced the current items we use now.</p>	<p><b>Ancient Greece</b> <b>The Greek Legacy.</b> Children will gain an overview of Greek history including the expansion of Greek territory and influence by Alexander the Great. They will learn how the early Islamic civilisation had an important role in preserving works on Greek philosophy, medicine and mathematics. They will understand how this knowledge later spread into Western Europe.</p>			



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