

History Topic Cycles

- **Non-negotiable on Chronology:** It is essential for the children to understand *when* periods of history happened. This should be referred to explicitly throughout units whilst referring to previous cycles studied.
- **The units overall are progressive across the school** i.e. KS1 local history progressing to the UK. Lower KS2, Britain and expanding onto Europe, with upper KS2 progressing from Europe to other cultures and ancient civilisations across the world.
- **However, there could be exceptions so check your cycle carefully!** For example, Years 3 and 4 will do Ancient Greece *after* the Vikings so when it comes to the Spring unit, children need chronological understanding that the Ancient Greece period happened *before* the Vikings.
- **Timelines of world history should be on display** on classroom walls to support teaching and be a reference point for all children.
- **Non-Negotiable on Planning:** As well as the Curriculum Objectives for History, are also the **National Curriculum objectives**. Please also refer to these when planning alongside the Curriculum objectives to ensure accuracy.

| Year Groups | Cycle 2: 2021-22 | Autumn | Spring | Summer |
|-------------|------------------------|--|--|---|
| Years 1 & 2 | Cycle 1 2020 - 2021 | <p style="text-align: center;">Victorians <u>National Curriculum</u></p> <p>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 periods -Queen Victoria</p> | <p style="text-align: center;">Toys <u>National Curriculum</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> | <p style="text-align: center;">Seaside <u>National Curriculum</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements - Grace Darling</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> |
| Years 1 & 2 | Cycle 2 2021 -2022 | <p style="text-align: center;">Australia <u>National Curriculum</u></p> <p>Significant historical events, people and places in their own locality -Amy Johnson.</p> | <p style="text-align: center;">Great Fire of London <u>National Curriculum</u></p> <p>Events beyond living memory that are significant nationally or globally: for example, the Great Fire of London</p> | <p style="text-align: center;">Explorers <u>National Curriculum</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus</p> |
| Years 3 & 4 | Cycle 1 2020 - 2021 | <p style="text-align: center;">Stone Age - the Iron Age <u>National Curriculum</u></p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p>Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture</p> | <p style="text-align: center;">Sierra Leone <u>National Curriculum</u></p> <p><i>A local history study - William Wilberforce and the slave trade</i></p> <p>Examples (non-statutory) - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | <p style="text-align: center;">Ancient Rome <u>National Curriculum</u></p> <p><i>The Roman Empire and its impact on Britain</i></p> <p>Examples (non-statutory) This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture</p> |

| | | | | |
|-------------|------------------------|--|---|---|
| | | | | and beliefs, including early Christianity |
| Years 3 & 4 | Cycle 2 2021 -2022 | <p style="text-align: center;">Invaders <u>National Curriculum</u> <i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p>Examples (non-statutory) This could include: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture -Christian conversion - Canterbury, Iona and Lindisfarne <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>Examples (non-statutory) This could include: -Viking raids and invasion</p> <ul style="list-style-type: none"> -resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 | <p style="text-align: center;">Ancient Greece <u>National Curriculum</u> <i>A study of Greek life and achievements and their influence on the western world</i></p> | <p style="text-align: center;">Going for Gold (Sporting Event) <u>National Curriculum</u> Changes in an aspect of social history - Leisure and Entertainment in the 20th century</p> |
| Years 5 & 6 | Cycle 1 2020 - 2021 | <p style="text-align: center;">Rainforests <u>National Curriculum</u> A non-European society that provides contrasts with British history - one study chosen: Benin (West Africa) c AD 900-1300</p> | <p style="text-align: center;">Mexico <u>National Curriculum</u> A non-European society that provides contrasts with British history - one study chosen: Mayan civilization c. AD 900</p> | <p style="text-align: center;">Ancient Egypt <u>National Curriculum</u> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> |
| Years 5 & 6 | Cycle 2 2021 -2022 | <p style="text-align: center;">Hull and Proud <u>National Curriculum</u> <i>A local history study</i></p> <ul style="list-style-type: none"> -A depth study linked to one of the British areas of study listed above -A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) -A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | <p style="text-align: center;">The Power of Nature (Biomes) <u>National Curriculum</u> A non-European society that provides contrasts with British history - one study chosen. Early Islamic Civilisation including a study of Baghdad</p> | <p style="text-align: center;">Never Forget _ WW2 <u>National Curriculum</u></p> <ul style="list-style-type: none"> -A significant turning point in British history: the Battle of Britain -A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - Battle of Britain. -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. |