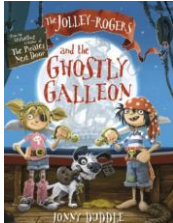


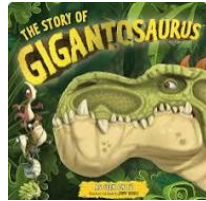
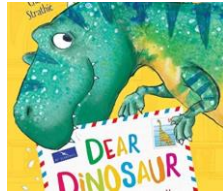


Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> Knowledge and understanding of the world.	Comment on images of familiar situations in the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences Understand the past through settings, characters and events encountered.					
<b>KS1</b> <b>Year 1 &amp; 2</b>	The greatest explorers  Christopher Columbus and Neil Armstrong  Can I understand and use vocabulary - in order, a long time ago, recently.  Use dates to talk about people or events from the past.   		significant historical events, people and places in their own locality  Amelia Earhart – Planes  Can I label timelines with pictures, words or phrases and give reasons for their order.  Can I understand and talk about how people find out about the past?  		Dinosaurs/cavemen  Before Civilisation  Can I show some understanding of how people find out about the past?  Can I ask questions such as – what was it like? What happened? How long ago    <a href="https://travellingnaturalhistory.co.uk/school-workshops/dinosaur/">https://travellingnaturalhistory.co.uk/school-workshops/dinosaur/</a> Consider for immersive learning experience	

<p><b>KS 2 Year 3 &amp; 4</b></p> <p>Ancient civilisations, empire. Parliament, peasantry, cultural economic, military, political, religious, timescales, timeline,</p>	<p>A significant turning point in British history,</p> <p>Battle of Britain a local history study</p> <p>Can I suggest why certain events happened in history?</p> <p>Can I explain how events from the past have helped shape our lives today?</p>  <p>Consider a trip to the Battle of Britain For an Immersive learning experience. <a href="https://www.ahleducation.org.uk/venues/battle-of-britain-memorial-flight-visitors-centre/">https://www.ahleducation.org.uk/venues/battle-of-britain-memorial-flight-visitors-centre/</a></p>		<p>A non-European society that provides contrast with British History. MAYAN Civilisation?</p> <p>Can I use evidence to ask questions and find answers to questions about the past?</p> <p>Can I use my research skills in finding out facts about the time period I am studying?</p>  		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Can I give a broad overview of what life was like in Ancient Greece?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened.</p>   <p>Consider a Greek banquet and activity day. Pot making, dress up,</p>	
<p><b>KS 2 Year 5 &amp; 6</b></p> <p>Ancient civilisations, empire. Parliament, peasantry, cultural</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>		<p>The Impact of war Did WWI or WWII have the biggest impact on our locality?</p> <p>Can I use dates and historical terms accurately in describing events?</p>		<p>Crime and punishment</p> <p>Can I understand and use appropriate historical vocabulary to communicate,</p> <p>Can I devise historical questions about the period I am studying?</p>	

<p>economic, military, political, religious, timescales, timeline,</p>	<p>Am I beginning to describe the social cultural or religious diversity of past societies?</p> <p>Am I beginning to describe the characteristic features of the past including beliefs, attitudes, and experiences of men, women and children.</p> <div data-bbox="315 539 685 727"> </div> <p>Google Earth to visit Egypt,</p> <p>Immersive learning day make Egyptian masks, wrap each other in bandages, write names in Egyptian, build Pyramids</p>		<p>Can I place features of historical events and people from the past on a time line?</p> <p>Can I begin to appreciate that how we make decisions as a country has been through a parliament for some time?</p> <div data-bbox="913 416 1086 699"> </div> <p>Captain Tom Moore, Consider a trip to the Battle of Britain For an Immersive learning experience. <a href="https://www.ahleducation.org.uk/venues/battle-of-britain-memorial-flight-visitors-centre/">https://www.ahleducation.org.uk/venues/battle-of-britain-memorial-flight-visitors-centre/</a></p>		<p>Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p> <div data-bbox="1541 384 1960 938"> </div> <p>Consider a visit to Lincoln Castle. <a href="https://www.lincolncastle.com/content/history">https://www.lincolncastle.com/content/history</a></p>	
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AD Stands for the Latin phrase Anno Domini which means 'in the year of our Lord'



# We are Historians...

## World History



## British History

First Encyclopedia  
Dinosaurs  
and Prehistoric Life

# IMAGINATION

## The Hairdressers



She said to my friend, 'I want to be a hairdresser'.



The children have shown high levels of engagement as they worked together to act out their experiences and bring their imagination to life, taking on different roles in their play.

Keep your hair, I don't cut you.

I have a hairdresser, she is called Maria.



Mike and Lily relax on the sand as they re-enact their experience of the beach.

Let me something to the beach.



Let me listen to your heart.

## A Shop



Oliver initiated the idea of building a shop. The children were eager to help. They showed fantastic teamwork as they shared their ideas.



Where will your imagination take you next?

We have transformed our home corner into a deconstructive role play area.

The children have been using a variety of open ended resources to support their imaginative play.

Morgan showed high levels of engagement as he set to work to build his police car.



This is my police car and helmet.

