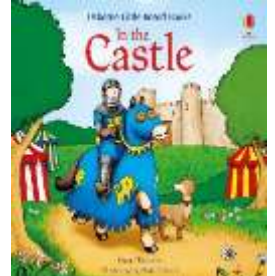




Reception

Castles



UW7 - To comment on images of familiar situations in the past

- I can listen to stories from the past.
- I can look at pictures from the past such as homes, school and transport.
- I can talk about similarities to the past.
- I can organise pictures into before I was born and now.

UW8 – To compare and contrast characters from stories, including figures from the past.

- I can listen to stories and say whether it is from now or in the past.
- I can talk about characters in a story.
- I can think about what the theme of the story is such as bravery, difficult choices etc.
- I can role-play characters from a stories.

Year One

Past and Present

Changes within living memory



Children will gain an overview of a time period and be able to communicate the answer to the question: **When would you prefer to live in the past or present?**

- Changes within living memory. Where appropriate, these should be used to reveal something aspects of change in national life.
- Children will compare things that are familiar to them, toys, homes, school, to the 1970s when Grendon was established.

Chocolate Chip: A parent share workshop on toys from childhood.

Explorers

A significant individual



Children will gain an overview of a time period and be able to communicate the answer to; **Who do you think is the most important explorer Columbus or Armstrong?**

- 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 for example, Christopher Columbus and Neil Armstrong.

Year Two

The Great Fire of London

A nationally significant event beyond living memory



Children will summarise what they know about the Great Fire of London using historical terms and vocabulary that shows the passing of time. They will be able to answer key questions, justifying their answers with evidence.

- Events beyond living memory that are significant nationally or globally.

Chocolate Chip: Children will build their own street using flammable materials and take part in the Great Fire of Grendon.

George Cadbury

A significant individual from our locality



Children will use their knowledge to communicate an answer to; **How did George Cadbury make a difference to Birmingham?**

- Significant historical events, people and places in their own locality

Chocolate Chip: Educational Visit to Selly Manor in Bournville.

Year Three

Long Long Ago

Changes in Britain from the Stone Age to the Iron Age



Children will gain an overview of the time periods and be able to communicate a coherent chronological narrative in order to answer the question; **How did people live during the Stone Age, Bronze Age and Iron Age?**

- Pupils should be taught about the Stone Age, Bronze Age and Iron age and how people lived in these periods.

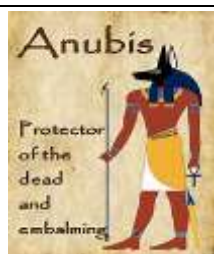
This should include:

- Stone Age: late Neolithic hunter-gathers and early farmers for example, Skara Brae.
- Bronze Age: religion, technology and travel. (For example Stonehenge.)
- Iron Age forts: tribal kingdoms, farming, art and culture.

Chocolate Chip: An Expert Led Workshop to deepen their understanding of the Stone, Bronze and Iron ages through drama and handling artefacts

Ancient Egypt

Achievements of the Earliest Civilisations



Pupils should continue to develop a chronologically secure knowledge and understanding of world history and respond to the question **What are the greatest achievement of the Ancient Egyptian civilization?**

- Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of a chosen civilization.
- The achievements of the earliest civilizations- Ancient Egypt.

Year Four

Birmingham from Past to Present

A local History Study – The Industrial Revolution and Birmingham



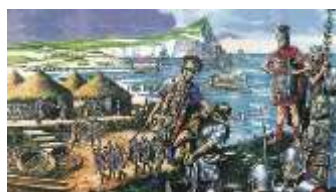
Children will gain an overview of a time period and be able to communicate a coherent chronological narrative to answer the question; **Did the Industrial Revolution change Birmingham for the better?**

- A local history study

Chocolate Chip: Educational Visit to the Black Country Living Museum.

Roman Britain

The Roman Empire and its impact on Britain



Children will gain an understanding of the period so they are able to answer this question: **Imagine that Boudica had been successful in completely defeating the Romans. What would the impact have been on Britain?**

- Julius Caesar's attempted invasion in 55-54BC
- 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 Boudicca
- 'Romanisation' of Britain: sites such as Caewent and the impact of technology, culture and beliefs, including early Christianity

Year Five

Invaders and Settlers

Britain's settlement by Anglo-Saxons and Scots – an overview study



Children will gain an overview of the time period and be able to communicate a coherent chronological narrative to answer; **Do you think it would it have been better to live in Roman Britain or during Anglo-Saxon Britain? OR Why is the period after the Roman Empire fell known as the Dark Ages?**

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. This could include:

- Roman withdrawal from Britain in c AD410 and the fall of the Western Roman Empire.
- Scots' invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne.

The Ancient Greeks

Ancient Greece



Children will gain an overview of the time period and be able to communicate a coherent chronological narrative to answer; **What were the most important contributions the Ancient Greeks have made to our lives?**

- A study of Greek life and achievements and their influence on the Western World

The Mayan Civilisation

A non-European Society



Children will gain an overview of the time period and be able to communicate a coherent chronological narrative to answer; **Who had the most advanced way of life the Maya or the Anglo-Saxons?**

Pupils should be taught about

A non-European society that provides contrasts with British history, Mayan civilization cAD900

Year Six

The Struggle for England

The Viking and Anglo-Saxon struggle for the kingdom of England



Children will gain an overview of the time period and be able to communicate a coherent chronological narrative to answer the question; **Who do you most admire and why?**

Pupils should be taught about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. This could include:

- Viking raids and invasion
- 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

The Battle of Britain

Chronological Knowledge beyond 1066



Children will gain an overview of the time period and be able to communicate a coherent chronological narrative to answer; **Winston Churchill famously said about the Battle of Britain, "Never in the field of human conflict was so much owed by so many to so few." Do you agree?**

Pupils should be taught about:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- *A significant turning point in British History (for example, the Battle of Britain.)*

Chocolate Chip: An Educational Visit to RAF Cosworth including a Battle of Britain Workshop.