



History			
Class 1	Autumn	Spring	Summer
Cycle A	<p>Why was Charles sent to prison?</p> <p><b>World War 1</b></p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><b>What does it take to become a great explorer?</b></p> <p>Matthew Henson, Ranulph Fiennes, Amy Johnston, Christopher Columbus, Neil Armstrong.</p> <p>Changes within living memory. Events beyond living memory that are significant nationally or globally.</p> <p>Lives of individuals in the past who have contributed to national and international events.</p>	<p><b>How do our favourite toys and games compare with those of children in the 1960's?</b></p> <p>Changes within living memory.</p> <p>Lives of individuals in the past who have contributed to national and international events.</p> <p>Significant historical events, people and places in their own locality.</p>



<p style="text-align: center;"><b>Cycle B</b></p>	<p><b>Who is the greatest history maker?</b></p> <p>Including Rosa Parks, Nelson Mandela, Barack and Michelle Obama, Harriet Tubman, Guy Fawkes, Grace O'Malley, Malala, Marie Curie, Elizabeth I.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory.</p>	<p><b>Why do we know so much about where Sappho used to live?</b></p> <p><b>Pompeii and Roman Empire.</b></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p><b>Why is the history of our locality important?</b></p> <p><b>Arthur Ogilvy, Sir Frances Drake.</b></p> <p>Changes within living memory. Significant historical events, people and places in their own locality.</p>
---	---	---	--



History			
Class 2	Autumn	Spring	Summer
Cycle A	<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p> <p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>Why did the Ancient Maya change their way of life?</b></p> <p>A non-European society that provides contrasts with British history.</p>



<p style="text-align: center;">Cycle B</p>	<p><b>Local study -</b>  <b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <p>Telling Our Stories, Finding Our Roots: Devon's Multicultural History</p> <p>What was Drake's influence in the world?</p> <p>Victorian mining - Morwellham Quay</p>	<p><b>How did the lives of ancient Britons change during the Stone Age?</b></p> <p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p>	<p><b>What is the secret of the standing stones? (Bronze Age Britain)</b></p> <p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Late Neolithic hunter-gatherers and early farmers</p> <p>Bronze Age religion, technology and travel, Stonehenge and Merrivale</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>
<p style="text-align: center;">Cycle C</p>	<p><b>How do artefacts help us understand the lives of people in Iron Age Britain?</b></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>How did the arrival of the Romans change Britain?</b></p> <p>The Roman Empire and its impact in Britain.</p>	<p><b>Who were the Anglo Saxons and how do we know what was important to them?</b></p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>



<p>Cycle D</p>	<p><b>What did the Vikings want and how did Alfred help to stop them getting it?</b></p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>How did a pile of dragon bones help to solve an Ancient Chinese Mystery?</b></p> <p>Early civilisations The Shang Dynasty of Ancient China</p>	<p><b>The story of The Trojan Horse: historical fact, legend or classical myth?</b></p> <p>Pupils should be taught about: Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>
----------------	---	--	---