

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Manufacturing in Birmingham	Moon Zoom	Traditional Tales	Enchanted Woodland	Under the Sea
<p>I can use word and phrases like old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past (toys).</p> <p>I can explain how I have changed since I was born.</p>	<p>I can spot old and new things in a picture (cars).</p> <p>I can explain what an object from the past might have been used for (cars).</p> <p>I can find out about the lives of significant individuals (Karl Benz – the man who invented the car).</p>	<p>I can find out about the lives of significant individuals (Neil Armstrong – first man on the moon).</p> <p>I can find out how people used to predict the weather.</p> <p>I can explain what an object from the past might have been used for (different ways of predicting weather).</p>	<p>I can explain how houses might have changed over the years.</p> <p>I can ask and answer questions about old and new objects (items from houses long ago).</p> <p>I can spot old and new things in a picture.</p>	<p>I can explain how an area may have changed over time.</p> <p>I can ask and answer questions about old and new objects.</p>	<p>I can recognise that some objects belonged to the past. (comparing old and new boats)</p> <p>I can spot old and new things in a picture (things we may use at the seaside).</p> <p>I can explain how an area may have changed over time (the seaside).</p>
Experience – Family day (talking about how the children have changed)	<p>Experience – Think tank (to look at old cars).</p> <p>Text - Meet the cars</p>	<p>Experience – space invasion in the classroom / weather presenting using the green screen.</p> <p>Text - Hello world – Moon landing.</p>	Experience – Selly manor	Experience – Kingsbury water park.	Experience – Seaside day.

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transport	Cadbury	Kings and Queens	Nurses	London	Great Explorers
<p>I can use words and phrases like before, after, past, present, then and now.</p> <p>I know where people and events fit within a timeline. (invention of the different modes of transport)</p> <p>I know about events beyond living memory. (e.g. first aeroplane flight)</p> <p>I know about changes within living memory. (Talking to an older person about transport they used compare to now)</p>	<p>I can find out about the lives of significant individuals. (John Cadbury)</p> <p>I can find out about significant historical events, people and places in my locality. (Bournville and the Cadbury factory)</p> <p>I can identify similarities and differences between ways of life in different periods. (From the Victorians until now)</p> <p><u>Experience</u></p> <p>(Visit to Cadbury factory)</p> <p>Text- From bean to bar</p>	<p>I can find out about the lives of significant individuals. (e.g Queen Elizabeth, Queen Victoria)</p> <p>I know where people and events fit within a timeline. (When did they rule?)</p> <p>Understand some of the ways we can find out about the past. (Richard III)</p> <p>I can find out about events beyond living memory. (What happened during their rule?)</p> <p>I can ask and answer questions.</p> <p><u>Experience</u></p> <p>(Visit to Tamworth Castle)</p> <p>Hold a trial for Richard III using evidence from the past, considering how reliable they think it is.</p> <p>Text – Don't read this book</p>	<p>I can find out about the lives of significant individuals. (e.g Florence Nightingale, Edith Cavell, Mary Seacole)</p> <p>I can ask and answer questions. (Thinking about what life would have been like in the hospitals)</p> <p>I can identify similarities and differences between ways of life in different periods. (How do hospitals from the past compare to modern day hospitals?)</p> <p><u>Experience</u></p> <p>(First aid training)</p> <p>Children role-play being a nurse of the past, what choices would they make? Can they save the patient by learning from the past?</p>	<p>I know about changes within living memory. (How has London changed within the last 7 years?)</p> <p>Changes beyond living memory. (The Great fire of London)</p> <p>I can use words and phrases like before, after, past, present, then and now. (To compare present day London with London of 1666)</p> <p><u>Experience</u></p> <p>Children to design how London should be rebuilt after the fire. What do they need to consider to make sure it doesn't happen again.</p>	<p>I can find out about the lives of significant individuals. (Christopher Columbus, Ibn Battuta, Neil Armstrong)</p> <p>I know where people and events fit within a timeline. (When were they alive? What did they do and when?)</p> <p>I can ask and answer questions.</p> <p>I can use words and phrases like before, after, past, present, then and now.</p>

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mighty Metals / Egyptians	Flow - Cannels	Tremors	Scrumdidllyumptious	Heroes and Villains	Tribal Tales
<p>I can use a timeline within a specific period of history to set out the order that things may have happened. LITERACY LINK (TUTANKHAMUN)</p> <p>I can describe events from the past using dates when things happened and link that to the life of Tutankhamen LITERACY LINK (TUTANKHAMUN)</p> <p>I can use research skills to find answers to specific historical questions. LITERACY LINK (TUTANKHAMUN)</p> <p>I can investigate Egyptians artefacts and say what they were used for in the past.</p> <p>I know why Sir Issac Newton is important. Experiences</p> <p>Museum in a box- Egyptian artefacts</p> <p>Text - Was Tutankhamen killed?</p>	<p>I can use a timeline within a specific period of history to set out the order that things may have happened (history of the canal)</p> <p>I can explain how our locality (canals) has changed over time and why canals are important.</p> <p>I know the impact James Brindley had on the development of canals in Birmingham. Experiences</p> <p>Visit from canal and river network – how have canals changed?</p> <p>Text - Storm</p>	<p>I can use my mathematical knowledge to work out how long ago events happened</p> <p>I can name some of the world’s most famous volcanoes and recognise how patterns in volcano eruptions have changed over time.</p> <p>I can describe a historical event (Pompeii) Experiences</p> <p>Lapworth museum</p>	<p>I can use research skills to in order to find similarities and differences between two or more periods of history (history of the pantomime)</p> <p>Literacy myths and legends (Dragon Slayer Text)</p> <p>I can explain the importance of Mary Anning and describe how fossils are formed</p>	<p>I can describe how crime and punishment has changed over a period of time.</p> <p>I can explain why Helen Sharman was a hero (astronaut)</p> <p>I can research heroes from the past Experiences</p> <p>Visit to the firestation - History of the fire station</p>	<p>I can use research skills to in order to find similarities and differences between two or more periods of history.</p> <p>I can describe changes in Britain from the Stone Age to the Iron Age.</p> <p>I can visit places of historical significance Experiences</p> <p>Sarehole Mill – Stone Age/Iron Age site</p>

Year 4

Misty Mountain Sierra	Yardley History	Burps Bile and Bottoms	I am Warrior (Romans)	Anglo Saxons	Blue Abyss
<p>I can explain how an event from the past has shaped our life today. (link to biography of a famous explorer in the past Tenzing Norgay)</p> <p>I can plot events on a timeline (Literacy Link – Space Explorer)</p> <p><u>Experiences</u></p> <p>Kingsbury Water Park - Orienteering</p>	<p>I can plot events on a timeline</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can research what it was like for children in a given period of history (and present my findings to an audience).</p> <p>I can use my mathematical skills to round up time differences into centuries and decades</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p><u>Experiences</u></p> <p>St Edburghas Trust School Old Yardley Village</p>	<p>I can explain how the lives of wealthy people were different from the lives of poorer people. (Pre NHS access to medical care)</p> <p><u>Experiences</u></p> <p>BMAG Outreach Under Your Skin</p>	<p>I know about the Roman Empire and its impact on Britain</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can explain how an event from the past has shaped our life today. (Roman Roads)</p> <p>I can plot events on a timeline</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p><u>Experiences</u></p> <p>Museum in a box</p>	<p>I can explain some of the times when Britain has been invaded.</p> <p>I can explain Britain’s settlement by Anglo-Saxons and Scots</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p>I can explain some of the main achievements of some early civilisations</p> <p>(Literacy Link – The Shang Dynasty)</p>

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Princes Peasants and Pestilence	Lunar Society	Beast Creator	Time Traveller / Star Gazers	Star Gazers	Alchemy Island
<p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can compare two or more historical periods: explaining things which changed and things which have stayed the same. (Medicine through time)</p> <p>I can explain how our locality has changed over time.</p> <p>Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p>Conduct a local history study.</p> <p>Black History month – a study into the lives, achievements and impact of significant individuals.</p> <p>Educational visit to Blakesley Hall – the lives of rich and poor Tudors.</p> <p>Literacy Link – Friend or Foe: The story of two evacuees set during WW2.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can explain how parliament affects decision making in England.</p> <p>Conduct a local history study.</p> <p>Local History– a study into the lives, achievements and impact of significant individuals from the local area.</p> <p>To understand how significant historical discoveries impact our lives today.</p> <p>To understand the role that Birmingham played in the Industrial Revolution – The Workshop of the World.</p>	<p>I can explain some of the key events in an early Islamic civilisation, including a study of Bagdad.</p> <p>I can consider the ideas put forward by Charles Darwin and understand his impact upon scientific thinking.</p> <p>Literacy Link – Oranges in No Mans Land</p> <p>(SWIMMING)</p>	<p>I can explain how our locality has changed over time.</p> <p>To study Greek life and achievements and their influence over both the ancient and modern world.</p> <p>I can compare two or more historical periods: explaining things which changed and things which have stayed the same.</p> <p>Literacy Texts: The Greek Myths</p>	<p>I can research two versions of an event and explain how they differ (the space race/ moon landings from USA and Russian perspective)</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework. (Space Race)</p> <p>To understand how significant historical discoveries impact our lives today. (Newton, Galileo, Copernicus)</p>	<p>I can place key events in history on a timeline explaining how things have developed –</p> <p>I can describe how crime and punishment have changed over time.</p> <p>To draw inferences regarding how Georgian society was organised.</p> <p>To use sources of evidence to deduce information about the past.</p> <p>To discuss transport through the ages.</p> <p>To understand the concept of continuity and change over time.</p> <p>Literacy Link: The Highway man</p>

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extreme Weather	Tolkien	Blood Heart		WW2	
<p>I can summaries how Britain has had a major influence on the world. (link to the industrial revolution and long term impact on climate change)</p>	<p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>I can describe the features of historical events and way of life from periods I have studied, presenting to an audience.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>Tolkien Trail Visit</p> <p>Text – The hobbit</p>			<p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can identify and explain propaganda.</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>I can describe the features of historical events and way of life from periods I have studied, presenting to an audience.</p> <p>Experience TBC</p>	

