



Yearly History Overview Cycle A (Kapow cycle B for year 5/6)

Cycle A Kapow Cycle B for 5/6	Autumn	Spring	Summer
Class 1 Reception	<p>Peek into the past Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Recognise some environments that are different from the one in which they live. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>		
Class 2 Y1/2	<p>How am I making History? NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p>How did we learn to fly? NC: 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</p>	<p>How have toys changed? NC: Events beyond living memory that are significant nationally or globally. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 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</p>
Class 3 Y3/4	<p>How have children's lives changed? (Cycle B) NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Why did the Romans settle in Britain? NC: The Roman Empire and its impact on Britain</p>	<p>How hard was it to invade and settle in Britain? NC: Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Class 4 Y5/6 Cycle B	<p>What does the Census tell us about our local area? NC: A local history study</p>	<p>What did the Greeks ever do for us? NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Unheard histories: Who should feature on the £10 bank note? NC: An of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

Cycle B Kapow Cycle A for 5/6	Autumn	Spring	Summer
Class 1 Reception	<p>Adventures through time. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
Class 2 Y1/2	<p>What is History? NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p>How was school different in the past? NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>	<p>What is a monarch? NC: Events beyond living memory that are significant nationally or globally. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.</p>
Class 3 Y3/4 Stone Age (Cycle A)	<p>Would you prefer to live in the Stone Age, Bronze age or Iron Age? (Cycle A) NC: Changes in Britain from the Stone Age to the Iron Age</p>	<p>What did the Ancient Egyptians believe? NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>How did the achievements of the Maya civilisation influence their society and beyond? NC: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
Class 4 Y5/6 Cycle A	<p>Were the Vikings raiders, traders or something else? NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>What was life like in Tudor England? NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>What was the impact of WW2 on the people of Britain? NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>