


History Scheme of Work - Cycle 2

	Autumn	Spring	Summer
YR	<p><u>I'm Super!</u></p> <ul style="list-style-type: none"> Name and describe people who are familiar to them Talk about members of their immediate family and community Remembers and talks about significant events in their own experience Comment on images of familiar situations in the past Begin to make sense of their own life-story and family's history. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><u>Activities:</u></p> <p>All about me box Talk about their parents/grandparents and the jobs they do in the community. (Historical Events)</p> <p>RTB: listened to</p>	<p><u>Traditional Tales: The Elves and the Shoemaker</u></p> <ul style="list-style-type: none"> Talk about past and present events Name and describe the roles of people in the community who are familiar to them e.g Doctors, teachers, fire service Compare and contrast characters from stories, including figures from the past. <p><u>Activities:</u></p> <p>Look at photographs of shoes from the past and discuss and compare Discuss characters in the books, their clothes, the language they use and different settings. Compare similarities and differences Discuss unusual jobs such as cobblers – do people still do these jobs? Chinese New Year – Old Stories and Traditional Tales- Compare to our own new year celebrations. (Historical Events and People)</p>	<p><u>Under the Sea</u></p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about past and present events <p><u>Activities:</u></p> <p>Pirates – Boats and Ships, Old and New Discuss new topic based key vocabulary such a 'doubloon' (Enquiry and Chronology)</p> <p>RTB: treated fairly RTB: safe</p> 

History Scheme of Work - Cycle 2

	<p><u>Up, Up and Away</u></p> <ul style="list-style-type: none"> • Talk about past and present events. • Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p><u>Activities:</u> Bring in photos of themselves as baby and toddler. Talk about how they have changed, what is different and what has stayed the same. Guess who the baby is. Order photos. How has air travel changed? (Chronology)</p> <p>RTB: listened to</p>	<p><u>Yum Yum - Traditional Tales: The Gingerbread Man</u></p> <ul style="list-style-type: none"> • Name and describe the roles of people in the community who are familiar to them e.g Doctors, teachers, fire service • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Compare and contrast characters from stories, including figures from the past. <p><u>Activities:</u> Compare bakeries now and in the past. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p>	<p><u>Creeping and Crawling</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Remembers and talks about significant events in their own experience • Talk about members of their immediate family and community. <p><u>Activities:</u> How have I changed? Show some pictures from the first of school and discuss Discuss key events throughout out the year and put pictures of these events into chronological order. E.g. Harvest, Christmas, releasing butterflies. (Enquiry and Chronology)</p>
--	---	---	---

History Scheme of Work - Cycle 2

Y1	<p><u>Superheroes</u></p> <ul style="list-style-type: none"> Learn about changes within living memory where appropriate these should be used to reveal aspects of change in National life. <p><u>Activities:</u></p> <p>How toys have changed over time (Chronology and Enquiry)</p> <p>Article 31</p>	<p><u>Traditional Tales: The Three Little Pigs</u></p> <ul style="list-style-type: none"> Find out about events beyond living memory that are significant nationally or globally. <p><u>Activities:</u></p> <p>Great Fire of London (Historical Event and Enquiry)</p> <p>Article 27</p>	N/A
	<p><u>Everything Changes</u></p> <ul style="list-style-type: none"> Learn about significant historical events, people and places in their own locality. <p><u>Activities:</u></p> <p>1987 Storm (Local Event)</p> <p>Article 29</p>	<p><u>Traditional Tales: The Tortoise and the Hare</u></p> <p>N/A</p>	<p><u>Underwater Adventure</u></p> <ul style="list-style-type: none"> Learn about the life of a significant individual in the past who has contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p><u>Activities:</u></p> <p>Jacque Cousteau - aqualung / diving (Historical People)</p> <p>Global impact</p>

History Scheme of Work - Cycle 2

Y2	<u>Earth and Beyond</u> <ul style="list-style-type: none"> Learn about 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. Neil Armstrong Buzz Aldrin Tim Peake (ISS)	<u>Traditional Tales: Hansel & Gretel</u> N/A	<u>Roald Dahl: George's Marvellous Medicine</u> N/A
	<ul style="list-style-type: none"> Find out about events beyond living memory that are significant nationally or globally. Moon Landing (Historical People, Event and Chronology) Global impact	<u>Traditional Tales: Ali Baba and the Forty Thieves</u> <ul style="list-style-type: none"> Learn about changes within living memory where appropriate these should be used to reveal aspects of change in National life. Time capsule - history of EPIS (Enquiry and Lifestyles of People in the Past) Article 28,29	<u>Roald Dahl: James and the Giant Peach</u> <ul style="list-style-type: none"> Learn about significant historical events, people and places in their own locality. Sinking and restoration of the Mary Rose (Local Event) Article 31