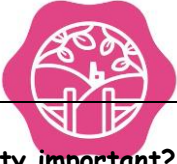




History			
Class 1	Autumn	Spring	Summer
Cycle A	<p>Why was Charles sent to prison?</p> <p><b>World War 1</b></p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><b>What does it take to become a great explorer?</b></p> <p>Matthew Henson, Ranulph Fiennes, Amy Johnston,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



<p><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</p> <p>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.</p> <p>Significant historical events, people and places in their own locality.</p>
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<b>History</b>			
<b>Class 2</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A</b>	<p><b>How did the arrival of the Romans change Britain?</b></p> <p>Pupils should be taught about the Roman Empire and its impact on Britain.</p>	<p><b>Who were the Anglo-Saxons and how do we know what was important to them?</b></p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p>	<p><b>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</b></p> <p>Pupils should be taught about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
<b>Cycle B</b>	<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><b>How do artefacts help us understand the lives of people in Iron Age Briton?</b></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p>



History			
Class 3	Autumn	Spring	Summer
Cycle A	<p><b>Why did the ancient Maya change their way of life?</b></p> <p>Ancient Civilisations -Pupils should be taught about a non-European society that provides contrasts with British history.</p>	<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>What did King George VI mean when he said "The history of York is the history of Britain?"</b></p> <p>Local Study</p>
Cycle B	<p><b>Why was winning the battle of Britain 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>The story of the Trojan Horse: historical fact, legend or classical myth?</b></p> <p>Ancient Greece</p>	<p><b>How did a pile of dragon bones help to solve and Ancient Chinese Mystery?</b></p> <p>Achievements of an early civilisation</p>



*Gulworthy Academy*

