

Ingoldmells Academy Long-Term Map: History – Cycle A and B

<b>EYFS: To gain an understanding of past and present.</b>			
EYFS	<p><u>Peek into the Past</u></p> <ul style="list-style-type: none"> <li>• Activity 1: Can you guess who?               <ul style="list-style-type: none"> <li>- L.O. – To describe changes over time</li> </ul> </li> <li>• Activity 2: Past and present               <ul style="list-style-type: none"> <li>- L.O – To sort photographs from the past and present</li> </ul> </li> <li>• Activity 3: My life timeline               <ul style="list-style-type: none"> <li>- L.O – To begin to recognise the order events happen</li> </ul> </li> <li>• Activity 4: Toy Box               <ul style="list-style-type: none"> <li>- L.O – To identify toys from the past</li> </ul> </li> <li>• Activity 5: Spot the difference               <ul style="list-style-type: none"> <li>- L.O – To compare pictures from the past and present</li> </ul> </li> </ul>	<p><u>Adventures through time</u></p> <ul style="list-style-type: none"> <li>• Activity 1: Family Tree               <ul style="list-style-type: none"> <li>- L.O – To begin to understand the concept of generations</li> </ul> </li> <li>• Activity 2: My achievements               <ul style="list-style-type: none"> <li>- L.O – To recognise special achievements</li> </ul> </li> <li>• Activity 3: Wearing the crown               <ul style="list-style-type: none"> <li>- L.O – To recognise that kings and queens are powerful people</li> </ul> </li> <li>• Activity 4: Picture detective               <ul style="list-style-type: none"> <li>- L.O – To understand that the environment around us changes as time passes</li> </ul> </li> <li>• Activity 5: Transport through time               <ul style="list-style-type: none"> <li>- L.O – To compare modes of transport of the past with the present</li> </ul> </li> </ul>	
	Adult Baby Child Grown A long time ago History Past/present Photograph Similar/different Teenager Toddler	Achievement Horse-drawn cart Medal Old/new Past/present King/queen Royalty Trophy Steam train Rule	
Year 1/2 Knowledge	<p><u>Kapow – Cycle B</u> <u>What is History?</u></p> <ul style="list-style-type: none"> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> </ul>	<p><u>Kapow – Cycle B</u> <u>How was school different in the past?</u></p> <ul style="list-style-type: none"> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> <li>• To find out how schools have changed over time.</li> </ul>	<p><u>Kapow – Cycle B</u> <u>What is a monarch?</u></p> <ul style="list-style-type: none"> <li>• To explore monarchy by finding out about King Charles III</li> <li>• To explore coronations by acting out the ceremony</li> <li>• To discover how William the Conqueror became king by exploring the Bayeux Tapestry</li> <li>• To identify that some things change and some things stay the same.</li> <li>• To analyse how effective castles were by exploring their features.</li> </ul>

Ingoldmells Academy Long-Term Map: History – Cycle A and B

			<ul style="list-style-type: none"> <li>To analyse how effective castles were by exploring their features.</li> </ul>
Vocabulary	Living memory Past/present/future Similar/different Timeline scrapbook	Beyond living memory <b>Living memory</b> Period <b>Past/present</b> <b>Timeline</b> <b>Similar/different</b>	King Monarch Queen Ruler Power
Year 3/4 Knowledge	<u>Kapow – Cycle B</u> <u>How have children’s lives changed?</u> <ul style="list-style-type: none"> <li>To identify the continuities and changes to children’s lives using a range of sources.</li> <li>To investigate why Tudor children worked and what working conditions were like.</li> <li>To research and record the working conditions of Victorian children using reports and images</li> <li>To evaluate Lord Shaftesbury’s significance to children’s lives.</li> <li>To explore the changes in children’s leisure time using a range of sources.</li> <li>To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</li> </ul>	<u>Kapow – Cycle B</u> <u>What was important to Ancient Egyptians</u> <ul style="list-style-type: none"> <li>To develop questioning skills using resources about ancient civilisations</li> <li>To explain the significance of the River Nile to ancient Egyptian civilisation</li> <li>To evaluate the importance of ancient Egyptian hieroglyphics</li> <li>To use a range of sources to explore the importance of gods and goddesses in ancient Egypt</li> <li>To investigate beliefs about the afterlife in Ancient Egypt</li> <li>To evaluate continuity and change by identifying what happened to the pharaohs when they died.</li> </ul>	<u>Kapow – Cycle B</u> <u>How did the achievements of the Ancient Maya impact their society and beyond?</u> <ul style="list-style-type: none"> <li>To explore the challenges faced by the ancient Maya when settling in the rainforest</li> <li>To infer how the ancient Maya valued and used cacao by exploring historical artefacts.</li> <li>To describe the role of Maya gods and goddesses by studying images and scenarios</li> <li>To develop recording skills through exploration of ancient Maya inventions</li> <li>To make deductions about an ancient Maya city by exploring remains</li> <li>To evaluate historians’ claims about the decline of the ancient Maya cities.</li> </ul>
Vocabulary	Apprentice Class Law Master Poverty servant Working conditions	Achievement Afterlife Beliefs Chronological Civilisation Continuity Creation Source Trade	<b>Afterlife</b> Ancient <b>Civilisation</b> Creation story Currency Gods/goddesses Ritual
Year 5 Knowledge	<u>British History 4</u>	<u>British History 5</u> <u>What was life like in Tudor England?</u>	<u>What is the legacy of the ancient Greek civilisation?</u>

Ingoldmells Academy Long-Term Map: History – Cycle A and B

	<p><u>Were the Vikings raiders, traders or something else?</u></p> <ul style="list-style-type: none"> <li>To explain when and why the Vikings came to Britain.</li> <li>To evaluate ideas about the Vikings using sources</li> <li>To investigate the importance of Viking trading routes</li> <li>To compare different versions of Viking sagas</li> <li>To evaluate the impact of the Viking invasions and settlements using primary sources and case studies</li> <li>To evaluate achievements of the Vikings</li> </ul>	<ul style="list-style-type: none"> <li>To interpret the character of Henry VIII using portraits and written sources</li> <li>To explore why Henry VIII had so many wives using secondary sources</li> <li>To make deductions about power and punishment using a range of sources</li> <li>To explore the use of propaganda by a Tudor monarch</li> <li>To make deductions about people in Tudor England using inventories</li> <li>To create an inventory for a person from the Tudor times.</li> </ul>	<ul style="list-style-type: none"> <li>To explain where and when the ancient Greeks lived</li> <li>To identify ancient Greek beliefs by exploring their gods and goddesses</li> <li>To use a range of secondary sources to identify similarities and differences between Athens and Sparta</li> <li>To recognise how Athenian democracy worked by participating in a debate</li> <li>To use research to explore the significance of the ancient Greek philosophers.</li> <li>To evaluate the legacy of the ancient Greek civilisation</li> </ul>
Vocabulary	<p>Exchange Trade route</p>	<p>Bias Democracy Enslaved Heir Merchant Parliament Perspective Propaganda Sovereign State Tyrant</p>	<p>Citizen <b>Democracy</b> Legacy</p>
Year 6 Knowledge	<p><u>What was the impact of World War II on the people of Britain?</u></p> <ul style="list-style-type: none"> <li>To identify the causes of World War 2 using a timeline</li> <li>To explore the impact of the Battle of Britain on the Royal Air Force using oral histories</li> </ul>	<p><u>What can the census tell us about local areas?</u></p> <ul style="list-style-type: none"> <li>To explore the purpose and creation of a census</li> <li>To create questions about Victorian children using a range of sources</li> </ul>	<p><u>Unheard Histories: Who should go on the £10.00 banknote?</u></p> <ul style="list-style-type: none"> <li>To explain the significance of people on banknotes</li> <li>To explore what makes a monarch historically significant</li> <li>To research historically significant sporting figures</li> </ul>

Ingoldmells Academy Long-Term Map: History – Cycle A and B

	<ul style="list-style-type: none"> <li>To make inferences about the Blitz using photographs</li> <li>To investigate evacuation experiences using oral and printed records</li> <li>To investigate the impact of WW2 on woman’s lives using visual and written sources. To explore the lives of migrants after WW2 through podcasts, posters and photographs</li> </ul>	<ul style="list-style-type: none"> <li>To explore the jobs available in the past using the census</li> <li>To make inferences about women’s lives in the 1900s</li> <li>To investigate how the census changed by following the life of Evelyn Dove</li> <li>To conduct an enquiry about my local area using the census</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To research historically significant people from WW2</li> </ul>
Vocabulary	<p>Advancement Alliance Cause Conflict Cultural exchange</p>	<p>Decade Historical enquiry Occupation Politics Reliable Suffrage</p>	<p>Legacy Politics Society</p>

<b>EYFS: To gain an understanding of past and present.</b>		
EYFS	<p><u>Peek into the Past</u></p> <ul style="list-style-type: none"> <li>Activity 1: Can you guess who? <ul style="list-style-type: none"> <li>L.O. – To describe changes over time</li> </ul> </li> <li>Activity 2: Past and present <ul style="list-style-type: none"> <li>L.O – To sort photographs from the past and present</li> </ul> </li> <li>Activity 3: My life timeline <ul style="list-style-type: none"> <li>L.O – To begin to recognise the order events happen</li> </ul> </li> <li>Activity 4: Toy Box <ul style="list-style-type: none"> <li>L.O – To identify toys from the past</li> </ul> </li> <li>Activity 5: Spot the difference L.O – To compare pictures from the past and present</li> </ul>	<p><u>Adventures through time</u></p> <ul style="list-style-type: none"> <li>Activity 1: Family Tree <ul style="list-style-type: none"> <li>L.O – To begin to understand the concept of generations</li> </ul> </li> <li>Activity 2: My achievements <ul style="list-style-type: none"> <li>L.O – To recognise special achievements</li> </ul> </li> <li>Activity 3: Wearing the crown <ul style="list-style-type: none"> <li>L.O – To recognise that kings and queens are powerful people</li> </ul> </li> <li>Activity 4: Picture detective <ul style="list-style-type: none"> <li>L.O – To understand that the environment around us changes as time passes</li> </ul> </li> <li>Activity 5: Transport through time L.O – To compare modes of transport of the past with the present</li> </ul>
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Ingoldmells Academy Long-Term Map: History – Cycle A and B

	History Past/present Photograph Similar/different Teenager Toddler	King/queen Royalty Trophy Steam train Rule	
Year 1/2 Knowledge	<p><u>Kapow – Cycle A</u> <u>How am I making history?</u></p> <ul style="list-style-type: none"> <li>To develop an understanding of personal chronology.</li> <li>To learn more about my history.</li> <li>To learn more about my history.</li> <li>To learn more about my history.</li> <li>To learn more about my history.</li> <li>To identify that some things change and some things stay the same.</li> </ul>	<p><u>Kapow – Cycle A</u> <u>How have toys changed?</u></p> <ul style="list-style-type: none"> <li>To discuss a favourite toy</li> <li>To find out what toys our parents and grandparents played with</li> <li>To investigate what toys were like up to 100 years ago</li> <li>To compare toys from the past with modern toys</li> <li>To investigate how teddy bears have changed over time</li> <li>To know how toys have changed over time</li> </ul>	<p><u>Kapow – Cycle A</u> <u>How did we learn to fly?</u></p> <ul style="list-style-type: none"> <li>To explore the story of the Wright brothers</li> <li>To develop an understanding of historical significance</li> <li>To investigate why Bessie Coleman is historically significant using photographs</li> <li>To develop an understanding of primary sources</li> <li>To investigate why the moon landing was a significant event in history</li> <li>To place significant flight events on a timeline</li> </ul>
Vocabulary	<p><b>Past/present/future</b> Living memory Lifetime Timeline Childhood</p>	<p>Artefact Century Decade Evidence <b>Living memory</b> <b>Past/present/future</b> Different/similar</p>	<p>Beyond living memory Inventor <b>Lifetime</b> <b>Living memory</b> <b>Past/present</b> <b>Timeline</b></p>
Year 3/4 Knowledge	<p><u>Kapow – Cycle A</u> <u>British History 1</u> <u>Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u></p> <ul style="list-style-type: none"> <li>To recognise the chronology and significance of prehistory</li> <li>To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae</li> </ul>	<p><u>Kapow – Cycle A</u> <u>British History 2</u> <u>Why did the Romans invade and settle in Britain?</u></p> <ul style="list-style-type: none"> <li>To investigate life in Ancient Rome by looking at its buildings</li> <li>To explore the causes of the Roman invasion of Britain.</li> </ul>	<p><u>Kapow – Cycle A</u> <u>British History 3</u> <u>How hard was it to invade and settle in Britain?</u></p> <ul style="list-style-type: none"> <li>To investigate the different responses to the Roman invasion using a range of sources.</li> <li>To recognise change and continuity in Iron Age and Anglo-Saxon houses and settlements</li> </ul>

Ingoldmells Academy Long-Term Map: History – Cycle A and B

	<ul style="list-style-type: none"> <li>To use archaeological evidence to investigate the Bronze Age</li> <li>To use deductions to explain how bronze transformed prehistoric life</li> <li>To understand the importance of trade during the Iron Age</li> <li>To compare settlements in the Neolithic period and Iron Age by exploring continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>To investigate the different responses to the Roman invasion using a range of sources.</li> <li>To investigate the different responses to the Roman invasion using a range of sources.</li> <li>To investigate the different responses to the Roman invasion using a range of sources.</li> <li>To investigate the different responses to the Roman invasion using a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences about who was buried at Sutton Hoo and Anglo-Saxon beliefs.</li> <li>To identify how Christianity spread in Britain in the Anglo-Saxon period</li> <li>To evaluate sources about Alfred the Great</li> <li>To understand how Anglo-Saxon rule ended</li> </ul>
Vocabulary	<p>Ad (Anno Domini)            BC (before Christ)            Barter            Export/import            Prehistory            Historian            Primary/secondary source            Reconstruction            Settlement            Trade</p>	<p>Archaeology            Chronology            Conquer            Emperor            Empire            Government            Invasion            Legacy  <b>Primary/secondary source</b>  <b>Settlement</b></p>	<p>Cause            Consequence            Continuity            Evidence  <b>Invasion</b>  <b>Primary/secondary source</b>  <b>Settlement</b></p>
Year 5 Knowledge	<p><u>British History 4</u>  <u>Were the Vikings raiders, traders or something else?</u></p> <ul style="list-style-type: none"> <li>To explain when and why the Vikings came to Britain.</li> <li>To evaluate ideas about the Vikings using sources</li> <li>To investigate the importance of Viking trading routes</li> <li>To compare different versions of Viking sagas</li> <li>To evaluate the impact of the Viking invasions and settlements</li> </ul>	<p><u>British History 5</u>  <u>What was life like in Tudor England?</u></p> <ul style="list-style-type: none"> <li>To interpret the character of Henry VIII using portraits and written sources</li> <li>To explore why Henry VIII had so many wives using secondary sources</li> <li>To make deductions about power and punishment using a range of sources</li> <li>To explore the use of propaganda by a Tudor monarch</li> </ul>	<p><u>What is the legacy of the ancient Greek civilisation?</u></p> <ul style="list-style-type: none"> <li>To explain where and when the ancient Greeks lived</li> <li>To identify ancient Greek beliefs by exploring their gods and goddesses</li> <li>To use a range of secondary sources to identify similarities and differences between Athens and Sparta</li> <li>To recognise how Athenian democracy worked by participating in a debate</li> <li>To use research to explore the significance of the ancient Greek philosophers.</li> <li>To evaluate the legacy of the ancient Greek civilisation</li> </ul>

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	<p>using primary sources and case studies</p> <ul style="list-style-type: none"> <li>To evaluate achievements of the Vikings</li> </ul>	<ul style="list-style-type: none"> <li>To make deductions about people in Tudor England using inventories</li> </ul> <p>To create an inventory for a person from the Tudor times.</p>	
Vocabulary	<p>Exchange Trade route</p>	<p>Bias Democracy Enslaved Heir Merchant Parliament Perspective Propaganda Sovereign State Tyrant</p>	<p>Citizen <b>Democracy</b> <b>Legacy</b></p>
Year 6 Knowledge	<p><u>What can the census tell us about local areas?</u></p> <ul style="list-style-type: none"> <li>To explore the purpose and creation of a census</li> <li>To create questions about Victorian children using a range of sources</li> <li>To explore the jobs available in the past using the census</li> <li>To make inferences about women's lives in the 1900's</li> <li>To investigate how the census changed by following the life of Evelyn Dove</li> <li>To conduct an enquiry about my local area using the census</li> </ul>	<p><u>What was the impact of World War II on the people of Britain?</u></p> <ul style="list-style-type: none"> <li>To identify the causes of World War 2 using a timeline</li> <li>To explore the impact of the Battle of Britain on the Royal Air Force using oral histories</li> <li>To make inferences about the Blitz using photographs</li> <li>To investigate evacuation experiences using oral and printed records</li> <li>To investigate the impact of WW2 on woman's lives using visual and written sources.</li> <li>To explore the lives of migrants after WW2 through podcasts, posters and photographs</li> </ul>	<p><u>Unheard Histories: Who should go on the £10.00 banknote?</u></p> <ul style="list-style-type: none"> <li>To explain the significance of people on banknotes</li> <li>To explore what makes a monarch historically significant</li> <li>To research historically significant sporting figures</li> </ul> <p>To research historically significant people from WW2</p>
Vocabulary	<p>Decade Historical enquiry</p>	<p>Advancement Alliance</p>	<p><b>Legacy</b> Politics</p>

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	Occupation Politics Reliable Suffrage	Cause Conflict Cultural exchange	Society
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