

History – Summer Term – Cycle B

Year 1 and Year 2

Summer 2	Session	Learning Objective	Success Criteria
History focus Our Local Heroes Who are our local heroes?	What makes someone a hero?	To understand what makes a hero, and identify some local heroes from the past.	<ul style="list-style-type: none"> ● I understand what makes someone a hero. ● I can identify qualities of people who are considered heroes. ● I can locate these people's lives on a timeline.
	What can images tell us about our local heroes?	To use an image as a source to find out about a person in the past.	<ul style="list-style-type: none"> ● I can use an image to give me information about a person. ● I can reach conclusions from the information provided by the image. ● I understand the limitations of using one type of source.
	What can objects tell us about our local heroes?	To use an object as a source to find out about a person in the past.	<ul style="list-style-type: none"> ● I can use an object to give me information about a person. ● I can reach conclusions from the information provided by the object. ● I understand the limitations of using one type of source.
	What can documents tell us about our local heroes?	To use a document as a source to find out about a person from the past.	<ul style="list-style-type: none"> ● I can use a document to give me information about a person. ● I can reach conclusions from the information provided by the document. ● I understand the limitations of using one type of source.
	What can a visit or visitor tell us about our local heroes?	To be able to use a visit or visitor to find out about a local hero.	<ul style="list-style-type: none"> ● I can use a visit or visitor to provide information about a person. ● I can reach conclusions from the information provided by the visit or visitor. ● I understand the limitations of using one type of source.
	Who is our greatest local hero?	To decide who the greatest local hero is. To create a 'local hero' class museum to share findings.	<ul style="list-style-type: none"> ● I can provide valid reasons why someone could be considered the greatest hero. ● I can understand that there will be differing viewpoints about who the greatest hero is. ● I can understand the purpose of a museum and how it can be organised.

Summer 1	Session	Learning Objective	Success Criteria
History focus The Ancient Egyptians	Why were people able to prosper in the desert land of Ancient Egypt?	To identify reasons why the Ancient Egyptians are considered a successful civilisation.	<ul style="list-style-type: none"> ● I can use a timeline to locate Ancient Egypt and other ancient civilisations. ● I can explain why the Nile was so important to the Egyptians. ● I can provide some reasons why the Ancient Egyptians were successful.
How much did the Ancient Egyptians achieve?	Why do we know so much about the Ancient Egyptians and their achievements?	To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.	<ul style="list-style-type: none"> ● I can identify some of the main sources of evidence about Ancient Egyptian life. ● I can reach some conclusions about Ancient Egyptian life from looking at the evidence. ● I understand why some of this evidence can be found in Britain and other countries.
	How did different groups of people contribute to the achievements of Ancient Egyptian society?	To understand how different groups of people contributed to Ancient Egyptian achievements.	<ul style="list-style-type: none"> ● I can describe a range of different roles and jobs carried out by the Egyptians. ● I can place the different roles in a hierarchy of importance. ● I can explain how one of the different groups contributed to significant achievements.
	What can we learn about the Ancient Egyptians from the Great Pyramid?	To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.	<ul style="list-style-type: none"> ● I can identify and explain reasons why the Egyptians built the pyramids. ● I can make suggestions about how the pyramids were built. ● I can reach some conclusions about the Ancient Egyptian people through studying the pyramids.
	Are you surprised by Ancient Egyptian religion?	To understand Ancient Egyptians beliefs about creation and the afterlife.	<ul style="list-style-type: none"> ● I know important details about Egyptian religion. ● I can explain why the Egyptians did certain things as part of their religion. ● I can use artefacts and images to find out about Egyptian religion.
	How much did the Ancient Egyptians achieve?	To be able to identify the most important achievements of the Ancient Egyptians.	<ul style="list-style-type: none"> ● I can describe achievements made by the Ancient Egyptians. ● I can argue why one achievement may be greater than another. ● I can compare the achievements made by the Ancient Egyptians with those of other societies.

Summer 2	Session	Learning Objective	Success Criteria
History focus The Ancient Greeks	Why did the Ancient Greek Empire become so important?	To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day.	<ul style="list-style-type: none"> ● I can put Ancient Greece on a timeline, and compare that period with other civilisations studied. ● I can give some reasons why Ancient Greece became so powerful. ● I can identify what Greece is like now, and identify some links between the modern world and Ancient Greece.
What did the Greeks do for us?	How different were the Spartans and the Athenians?	To compare the lives led by the Spartans and the Athenians.	<ul style="list-style-type: none"> ● I can acquire knowledge of the Spartans and Athenians using a variety of sources of evidence. ● I can make valid comparisons between the lives of Spartans and Athenians. ● I understand what is meant by 'democracy', and can make links to government in the 21st century.
	How similar were the London 2012 Olympic Games to those held in Ancient Greece?	To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games.	<ul style="list-style-type: none"> ● I can provide valid reasons why the Ancient Olympic Games were important. ● I can use sources to extend my knowledge and make valid conclusions about the Ancient Olympic Games. ● I can make comparisons to show change and continuity between the Ancient and Modern Olympic Games.
	What can we learn about the Ancient Greeks from their myths?	To understand the importance of myths to the Ancient Greek people.	<ul style="list-style-type: none"> ● I can reach valid conclusions about people in Ancient Greece from studying their myths. ● I can understand why we have different interpretations of stories from the past.
	What can we learn about the Ancient Greeks from their religion?	To understand the importance of religion and the gods to the Ancient Greek people.	<ul style="list-style-type: none"> ● I can make links between the importance of religion in Greek society with that of other societies studied.
	What did the Ancient Greeks do for us?	To communicate my knowledge and understanding of the legacy of the Greeks.	<ul style="list-style-type: none"> ● I can identify and explain a range of Ancient Greek achievements. ● I can explain the impact of the legacy of the Ancient Greeks on the world today. ● I can make comparisons between the achievements of the Ancient Greeks and other societies.

Summer 2	Session	Learning Objective	Success Criteria
<p>History focus</p> <p>The Maya Civilisation</p> <p>Why should we remember the Maya?</p>	<p>What can we learn about the Ancient Maya from the lives of the Maya today?</p>	<p>To use evidence to reach conclusions about the lives of the Maya in the past and the present.</p>	<ul style="list-style-type: none"> ● I know where and how the Maya live today. ● I can use evidence about the Maya today to reach a conclusion about the Maya in the past. ● I can generate further questions to check my findings and deepen my understanding.
	<p>What can we learn about the Maya by investigating their ancient cities?</p>	<p>To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.</p>	<ul style="list-style-type: none"> ● I can ask and answer questions about the Maya using evidence. ● I can reach conclusions about the Maya using archaeological evidence. ● I understand the limitations of reaching conclusions using just archaeological evidence.
	<p>Why did the Maya have so many gods?</p>	<p>To know and understand why religion was important to the Maya.</p>	<ul style="list-style-type: none"> ● I understand why the Maya had many gods. ● I can explain the significance of the Maya creation myth. ● I can make links between the beliefs of the Maya and other societies studied.
	<p>Were the Maya as advanced as people in the 21st century?</p>	<p>To investigate Maya technology and culture and reach a conclusion on how advanced Maya society was.</p>	<ul style="list-style-type: none"> ● I can find out relevant information about Maya technology and culture. ● I can reach a valid conclusion about how advanced a society the Maya were. ● I can make a comparison between the achievements of the Maya and other societies.
	<p>What happened to the Maya?</p>	<p>To be able to provide valid reasons why the Maya disappeared around 900 AD.</p>	<ul style="list-style-type: none"> ● I understand that most of the Maya disappeared around 900 AD. ● I know that historians disagree about why this happened. ● I can present my own interpretation of events around 900 AD.
	<p>Why should we remember the Maya?</p>	<p>To reach a conclusion about whether the Maya are a significant society and should be remembered.</p>	<ul style="list-style-type: none"> ● I can present valid reasons why the Maya should or should not be remembered. ● I can use examples from a variety of themes to support conclusions reached. ● I can use evidence from sources to support conclusions reached. ● I can link together evidence from a range of sources to strengthen conclusions.