

History – Autumn Term – Cycle A

Year 1 and Year 2

Autumn 1	Session	Learning Objective	Success Criteria
History focus My Family History What was life like when our grandparents were children?	Has childhood always been the same?	To be able to identify and describe similarities and differences between my own childhood and a grandparent’s childhood.	<ul style="list-style-type: none"> ● I can describe what life was like when a grandparent was my age. ● I understand that life was not the same for all children in the past. ● I can explain some of the similarities and differences between my childhood and the grandparents’ childhood.
	Was Grandad’s home like mine?	To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s.	<ul style="list-style-type: none"> ● I can describe features of a home in the 1950s/1960s. ● I understand that every home was not the same. ● I can explain some of the similarities and differences between my home and those in the past.
	Did Granny have an Xbox?	To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s.	<ul style="list-style-type: none"> ● I can classify old toys and new toys. ● I can identify toys I play with that are similar to toys my grandparents played with, and describe the changes. ● I understand that some toys I play with had not been invented when my grandparents were children.
	What was a trip to the shops like for Grandma?	To be able to identify and describe similarities and differences between shops today and those when our grandparents were children.	<ul style="list-style-type: none"> ● I can use a variety of sources to find out about shops and shopping when grandparents were children. ● I can identify similarities and differences between shops today and when grandparents were children. ● I can give some reasons why changes took place.
	What was school like for Grandad?	To be able to identify and describe similarities and differences between our own experience of school and our grandparents’ experience.	<ul style="list-style-type: none"> ● I can describe what Grandad’s school was like. ● I can explain some of the similarities and differences between my school and Grandad’s school. ● I can explain why Grandad’s school may or may not have been more enjoyable than school today.
	Spend a day at Grandad’s school	To be able to use my knowledge of Grandad’s school to take part in a role-play.	<ul style="list-style-type: none"> ● I can take part in a role-play about Grandad’s school. ● I can use my knowledge of Grandad’s school to act appropriately in a role-play. ● I understand that this is a role-play, and some things will be different from Grandad’s school.

Autumn 2	Session	Learning Objective	Success Criteria
<p>History focus</p> <p>Roman Britain</p> <p>What happened when the Romans came to Britain?</p>	Why did the Romans invade Britain?	To understand the reasons why the Romans wanted to invade and settle in Britain.	<ul style="list-style-type: none"> ● I can describe some of the details about the Roman invasion. ● I can provide some valid reasons why the Romans wanted to invade Britain. ● I understand that there were differing viewpoints about invading Britain.
	How easy was it for the Romans to take over Britain?	To understand why the Romans were able to defeat the Celts.	<ul style="list-style-type: none"> ● I can explain when and how the Romans conquered Britain. ● I am aware of the range of evidence available to find out about how the Celts were defeated. ● I understand why there are differing interpretations of the invasion and resistance.
	Was life hard for a Roman soldier on Hadrian's Wall?	To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall.	<ul style="list-style-type: none"> ● I can describe what life was like for a Roman soldier on Hadrian's Wall. ● I understand why the Vindolanda tablets are such an important piece of evidence. ● I can use evidence to present a valid argument on whether life was hard for a soldier on the wall.
	Were the Roman roads a positive development for everyone?	To be able to reach a valid conclusion on whether Roman roads were a positive development.	<ul style="list-style-type: none"> ● I know where and why the Romans built their roads ● I understand how Roman roads were built. ● I can explain the consequences of building the roads for different groups of people.
	What did the Romans leave behind that is still of significance today?	To use evidence to decide which of the Roman developments has the greatest significance today.	<ul style="list-style-type: none"> ● I can explain what the Romans did which is still of significance today. ● I understand that some Roman developments are of more importance now than others. ● I can use a variety of resources to obtain information about the achievements of the Romans.
	What happened when the Romans came to Britain?	To use evidence to re-enact experiences in the Roman army.	<ul style="list-style-type: none"> ● I know information about the Roman army. ● I can use evidence to inform my re-enactment of being a soldier. ● I understand the limitations of a re-enactment as a representation of the past.

Autumn 1	Session	Learning Objective	Success Criteria
<p>History focus</p> <p>The Impact of War</p> <p>Did WWI or WWII have the biggest impact on our locality?</p>	<p>How can we find out about the people in our locality who died in the First and Second World Wars?</p>	<p>To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality.</p>	<ul style="list-style-type: none"> ● I know about, and can compare, the numbers of deaths in our locality in both World Wars. ● I can find information from a war memorial or war grave, and understand how this can be utilised. ● I can evaluate the usefulness of these sources of evidence.
	<p>How did the wars impact on children's lives in our locality?</p>	<p>To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality.</p>	<ul style="list-style-type: none"> ● I understand that the experiences of children in the locality were varied. ● I can gather information from a range of sources. ● I can evaluate whether a source is useful.
	<p>How did the World Wars change daily life?</p>	<p>To know and understand how the World Wars impacted daily life.</p>	<ul style="list-style-type: none"> ● I can explain some of the ways in which daily life changed during the wars. ● I understand that the impact of the wars varied by region and between families. ● I can use a variety of sources to obtain evidence about daily life during the wars.
	<p>Was it more dangerous living in our locality in the First or Second World War?</p>	<p>To be able to explain if it was more dangerous to live in our locality in the First or Second World War.</p>	<ul style="list-style-type: none"> ● I know what steps were taken locally and nationally to lessen the impact of attack in both World Wars. ● I understand that the advances in warfare made the civilian population more vulnerable to attack in WWII ● I understand that the degree of danger in each of the wars varied by region and between families.
	<p>How should we remember the contribution made by our community during the World Wars?</p>	<p>To design a memorial that reflects the contribution made by people in the locality in both World Wars.</p>	<ul style="list-style-type: none"> ● I can design a memorial that represents the breadth of experience of people in the locality in both World Wars. ● I understand how symbolism may be used in a memorial. ● I can use sources to provide evidence to inform my memorial design.
	<p>Did the First or Second World War have the biggest impact on our locality?</p>	<p>To collect and present all our knowledge about the locality in wartime in an engaging and informative way.</p>	<ul style="list-style-type: none"> ● I can reach a conclusion of the overall impact of the wars on the local community. ● I can present the information I have collected about wartime in the locality. ● I can decide how to stage an exhibition, and its content.