

History – Summer Term – Cycle A

Year 1 and Year 2

Summer 2	Session	Learning Objective	Success Criteria
History focus Great Inventions: Transport How did the first flight change the world?	Who flew the first aeroplane?	To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story.	<ul style="list-style-type: none"> ● I can retell the story of the first flight. ● I can explain why the Wright brothers may have wanted to fly. ● I know about some of the sources of evidence we can use to find out about the first flight.
	What were early aeroplanes like and how did they fly?	To know what early aeroplanes were like and be able to compare them to modern aircrafts.	<ul style="list-style-type: none"> ● I can describe some key features of the Wright’s Flyer. ● I can identify similarities between a modern aeroplane and the Flyer. ● I can identify differences between a modern aeroplane and the Flyer.
	How have aeroplanes changed the world?	To understand the importance of the aeroplane.	<ul style="list-style-type: none"> ● I can identify the role that an aeroplane plays today. ● I can describe how these tasks were carried out before the aeroplane was invented. ● I understand how important aeroplanes are today.
	What happened at the Rainhill Trials?	To know what happened at the Rainhill Trials.	<ul style="list-style-type: none"> ● I know when and why the Rainhill Trials happened. ● I know about some of the key events of the Rainhill Trials. ● I can use sources to find out information about the Rainhill Trials.
	Why are the Rainhill Trials remembered?	To understand why the Rainhill Trials was an important event in railway history.	<ul style="list-style-type: none"> ● I can identify some of the roles that trains play today. ● I can describe how these roles were undertaken before the steam engine was invented. ● I understand the significance of the Rainhill Trials.
	Why were the Rainhill Trials important?	To understand how important events can be commemorated.	<ul style="list-style-type: none"> ● I can give valid reasons why the Rainhill Trials was a significant event. ● I understand how significant events can be remembered. ● I can produce my own design for a train commemorating the Rainhill Trials.

Year 3 and Year 4

Summer 1	Session	Learning Objective	Success Criteria
History focus Local History Why should we preserve our locality?	What makes a building or site special?	To understand what makes a building special.	<ul style="list-style-type: none"> ● I can explain why some of the buildings in my area are special. ● I can observe and describe architectural features. ● I can make links between a building and the history of the locality (or country).
	Should all listed buildings be preserved?	To understand that there are a diverse range of reasons why buildings are listed.	<ul style="list-style-type: none"> ● I understand why different sites may be preserved. ● I understand there are differing viewpoints as to whether a site should be preserved. ● I can explain why I believe a site should or should not be preserved.
	Can we find a listed building of the future?	To reach a decision on whether a building is worth saving.	<ul style="list-style-type: none"> ● I can recognise the features that make a building worth saving. ● I can understand that people may have differing viewpoints. ● I can present my viewpoint on whether a building should be saved.
	Can we plan a campaign to save our building?	To plan a campaign for an 'at risk' building.	<ul style="list-style-type: none"> ● I know about my 'at risk' building and why it should be saved. ● I can plan a campaign to save my 'at risk' building. ● I can make links between my building and the history of the locality.
	Why should we preserve our locality?	To produce a creative response to our campaign buildings to show at an exhibition.	<ul style="list-style-type: none"> ● I can use my knowledge of the building to produce a creative piece of work. ● I can choose an appropriate creative approach to communicate my ideas. ● I can explain why we should preserve our locality.

Summer 1	Session	Learning Objective	Success Criteria
<p>History focus</p> <p>Journeys</p> <p>What makes people go on a journey?</p>	<p>What makes people go on a journey?</p>	<p>To know and understand why people undertake journeys.</p>	<ul style="list-style-type: none"> ● I can explain a range of reasons why people undertake journeys now and why they did in the past. ● I understand that journeys can be both a positive and negative experience for the traveller. ● I understand that journeys can have an impact on a range of people.
	<p>Was Walter Raleigh just in it for the money?</p>	<p>To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times.</p>	<ul style="list-style-type: none"> ● I can explain a range of reasons why Walter Raleigh explored other lands. ● I understand that Raleigh’s voyages had both a positive and negative impact on people. ● I can find out information about Walter Raleigh and Tudor exploration from a range of sources.
	<p>Why did the passengers on the Titanic make the journey to America?</p>	<p>To know and understand why the passengers travelled on the Titanic.</p>	<ul style="list-style-type: none"> ● I can explain a range of reasons why the passengers travelled on the Titanic. ● I can find out information about the journey of the Titanic from a variety of sources. ● I understand the difference between a fact and an opinion.
	<p>How did Vera Schaufeld become a refugee?</p>	<p>To know and understand why the Kindertransport took place.</p>	<ul style="list-style-type: none"> ● I can explain why the Kindertransport took place. ● I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport. ● I understand both the positive and negative aspects of the Kindertransport.
	<p>Why did people sail on the Empire Windrush?</p>	<p>To know and understand why people travelled on the Empire Windrush.</p>	<ul style="list-style-type: none"> ● I can explain why people travelled on the Empire Windrush. ● I can use a range of sources to find out what life was like for the passengers on the Empire Windrush. ● I understand that there may be differing interpretations of the same event.
	<p>What makes refugees go on a difficult journey today?</p>	<p>To know and understand why refugees risk their lives making journeys today.</p>	<ul style="list-style-type: none"> ● I can explain a range of reasons why people are prepared to risk their lives making journeys. ● I understand why there are a range of viewpoints about refugees in the UK. ● I can list the positive contributions to Britain made by refugees.