

History - Summer Term

Year 1 and Year 2

Summer	Session	Learning Objective	Success Criteria
Holidays How have holidays changed over time?	Where did my grandparents go on holiday as a child?	To know what seaside holidays were like when our grandparents were children.	<ul style="list-style-type: none"> ● I understand why people go on holiday to the seaside. ● I know some of the key features of a seaside holiday when our grandparents were children. ● I can reach conclusions about seaside holidays by interviewing a visitor.
	What can a photograph tell us about seaside holidays in the past?	To use photographs to provide information about seaside holidays in the recent past.	<ul style="list-style-type: none"> ● I can reach conclusions about seaside holidays from using a photograph. ● I understand the importance of using more than one source to reach a conclusion. ● I can compare seaside holidays in the past with one today.
	What can souvenirs tell us about seaside holidays in the recent past?	To use sources to provide information about seaside holidays in the recent past.	<ul style="list-style-type: none"> ● I can identify souvenirs and explain their significance. ● I can reach conclusions about seaside holidays using souvenirs and other sources. ● I can communicate the knowledge I have about seaside holidays in the past.
	What can stories tell us about seaside holidays in the recent past?	To use stories to provide information about seaside holidays in the recent past.	<ul style="list-style-type: none"> ● I can reach conclusions about seaside holidays from a story. ● I understand that fiction can be used as a source of evidence. ● I can write my own story based on factual information.
	Were all holidays the same when our grandparents were children?	To understand the diversity of holiday experiences from when our grandparents were children.	<ul style="list-style-type: none"> ● I know about a range of holiday experiences in the recent past. ● I can explain why holiday experiences were different. ● I can compile a questionnaire to research holidays in the past.
	What was it like on a 1950s seaside holiday?	To use our knowledge of the seaside in the past to create our own reconstruction.	<ul style="list-style-type: none"> ● I can apply knowledge learned to create a scene from the past. ● I understand what a reconstruction is. ● I understand the features of a seaside holiday from the past.

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<p>Significant national event</p> <p>VE Day</p> <p>Why is VE Day still commemorated each year?</p>	<p>What is VE Day?</p>	<p>To know the date and reason for VE (Victory in Europe) Day.</p>	<ul style="list-style-type: none"> ● I can put VE Day on a timeline. ● I can compare the events of VE Day with other events happening in Britain and the wider world at that time.
	<p>What events lead up to VE Day?</p>	<p>To know the events that happened before VE Day.</p>	<ul style="list-style-type: none"> ● I can acquire knowledge of the events leading up to VE Day. ● I can explain what VE Day means and the countries it involved.
	<p>Why do we commemorate VE Day?</p>	<p>To understand the reasons why VE Day is remembered and commemorated.</p>	<ul style="list-style-type: none"> ● I can use evidence to understand why people today believe it is important to commemorate VE Day. ● I understand what is meant by commemorate and make links to other commemorations.
	<p>Who was Winston Churchill?</p>	<p>To understand the role Winston Churchill had before, during and after VE Day.</p>	<ul style="list-style-type: none"> ● I can use primary and secondary sources to learn about Winston Churchill. ● I can identify and explain a range of significant events during Winston Churchills time as Prime Minister.
	<p>What was rationing?</p>	<p>To understand what rationing was and why it was necessary during and after the war years.</p>	<ul style="list-style-type: none"> ● I can understand what rationing was. ● I can understand why rationing was introduced. ● I know when rationing started and when it ended.
	<p>What changes happened to Britain after VE Day?</p>	<p>To understand the importance of the changes to Britain after VE Day and their impact on family life.</p>	<ul style="list-style-type: none"> ● I can use sources to extend my knowledge of Britain after VE Day. ● I can make comparisons to show change and continuity before and after VE Day.

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<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 c.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 evidence from sources to support conclusions reached. ● I can link together evidence from a range of sources to strengthen conclusions.