

History – Spring Term – Cycle B

Year 1 and Year 2

Spring 2	Session	Learning Objective	Success Criteria
History focus Holidays How have holidays changed over time?	Where did Grandma 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.

Spring 1	Session	Learning Objective	Success Criteria
History focus The Stone Age What was new about the New Stone Age?	Why is it called the 'Stone Age'?	To define the 'Stone Age' and its different periods.	<ul style="list-style-type: none"> ● I can explain why the period is called the 'Stone Age'. ● I can recognise the long period of time of the Stone Age, and where it fits within the wider historical context. ● I can name and sequence the three periods of the Stone Age.
	What was life like in the Old and Middle Stone Ages?	To use sources to identify distinctive features of two time periods.	<ul style="list-style-type: none"> ● I can describe some differences and similarities in people's lives in the Old and Middle Stone Ages. ● I can use sources to reach conclusions about life in this period. ● I can reach a valid conclusion on the quality of life at this time.
	How much change happened in the New Stone Age?	To compare change between the Neolithic period and earlier periods.	<ul style="list-style-type: none"> ● I can distinguish between features of the different periods of the Stone Age. ● I can give possible reasons for the changes. ● I can produce valid conclusions about the significance of these changes.
	What can the village of Skara Brae tell us about life in Neolithic times?	To know about life in Neolithic times from investigating historical and archaeological sources.	<ul style="list-style-type: none"> ● I can use sources to reach conclusions about life in Neolithic times. ● I understand how archaeologists and historians use remaining evidence to interpret the past. ● I can make comparisons between family life in Neolithic times and today.
	Why did the Neolithic people build monuments?	To provide valid reasons for the existence of monuments.	<ul style="list-style-type: none"> ● I can describe some of the key features of significant monuments. ● I understand that there are different interpretations of the sites. ● I can make valid inferences about people's beliefs at the time.
	Was great progress made in the Stone Age?	To perform a role play showing the extent of change during the Stone Age.	<ul style="list-style-type: none"> ● I know about some key areas of progress made during the Stone Age. ● I can communicate to others my understanding of change during the Stone Age. ● I can reach an overall judgement about the level of progress achieved during the Stone Age.

Spring 2	Session	Learning Objective	Success Criteria
History focus The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age?	What difference did bronze make?	To understand the importance of the improvements made by using bronze.	<ul style="list-style-type: none"> ● I can locate the Bronze Age on a timeline. ● I can describe some key features of the Bronze Age. ● I can explain why changes in the Bronze Age impacted people's lives.
	How does the Amesbury Archer help us know more about the Bronze Age?	To use sources in order to find out more about Bronze Age life.	<ul style="list-style-type: none"> ● I can work out information about the Bronze Age from using sources. ● I know and understand about aspects of life in the Bronze Age. ● I can organise and present information from my research.
	Do we agree that not much happened in the Iron Age?	To reach a conclusion about the scale of the achievements made in the Iron Age.	<ul style="list-style-type: none"> ● I can identify important features about the Iron Age. ● I can explain why there are differing viewpoints about the Iron Age. ● I can support my opinions with accurate information.
	Was home life much better in the Iron Age than the Bronze Age?	To make a comparison between home life in the Bronze Age and the Iron Age.	<ul style="list-style-type: none"> ● I can find similarities and differences between Bronze Age and Iron Age houses and home life. ● I can make an informed decision about which period was better. ● I can explain which sources provide evidence about homes in these periods.
	Do you think this was a dangerous time for people to live?	To understand the dangers faced in Bronze and Iron Age Britain.	<ul style="list-style-type: none"> ● I can identify some of the dangers Bronze and Iron Age people faced. ● I can explain some of the ways people at this time protected themselves. ● I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages.
	Are you more impressed by the Bronze Age or the Iron Age?	To reach an overall judgement comparing the Bronze Age to the Iron Age.	<ul style="list-style-type: none"> ● I can describe key features of life in the Bronze and Iron Ages. ● I can explain several reasons why one time period was more impressive than the other. ● I can support my opinions with evidence.

Spring 1	Session	Learning Objective	Success Criteria
History focus The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	Who were the Anglo-Saxons and why did they choose to settle in England?	To know who the Anglo-Saxons were, and why and when they chose to settle in England.	<ul style="list-style-type: none"> ● I can explain who the Anglo-Saxons were. ● I can give valid reasons why they settled in England. ● I understand what archaeological evidence can tell us about the Anglo-Saxons.
	What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?	To discover how the Anglo-Saxons lived using archaeological evidence.	<ul style="list-style-type: none"> ● I understand what archaeological evidence can tell us about the Anglo-Saxons. ● I understand the limitations of using archaeological evidence. ● I understand why the discovery of the Sutton Hoo ship burial was so important.
	How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?	To be able to explain why the Staffordshire Hoard was so significant.	<ul style="list-style-type: none"> ● I can reach conclusions about the Anglo-Saxons from using archaeological evidence. ● I understand the limitations of using just archaeological evidence. ● I can explain why the discovery of the Staffordshire Hoard was so significant.
	How useful is written evidence in finding out about the Anglo-Saxons?	To know about some of the key documents related to Anglo-Saxon times and their limitations.	<ul style="list-style-type: none"> ● I understand the importance of the Lindisfarne Gospels, Beowulf and Bede's History. ● I can provide some information obtained from these sources related to the Anglo-Saxon people. ● I can explain some of the limitations of this evidence.
	Was the Anglo-Saxon period really a 'Dark Age'?	To produce a valid argument about whether this period deserves to be called a 'Dark Age'.	<ul style="list-style-type: none"> ● I can provide reasons why the period could be called the 'Dark Ages' and discuss the counter argument. ● I can use a variety of evidence to support my viewpoint. ● I can present my thinking clearly as a balanced argument.
	How can we find out about the past from a study of archaeology?	To understand what can be discovered about the past from archaeological remains.	<ul style="list-style-type: none"> ● I know how archaeologists work, and can utilise their approaches. ● I understand the importance of archaeological evidence in our study of history. ● I understand that differing interpretations of the past may be reached based on the evidence found.

Spring 2	Session	Learning Objective	Success Criteria
History focus The Vikings Would the Vikings do anything for money?	What happened when the Vikings raided Britain in 793 AD?	To understand why there are differing accounts of what happened during the raid on Lindisfarne.	<ul style="list-style-type: none"> ● I know about the events at Lindisfarne on 8th June 793 AD. ● I can use sources to find out what happened at Lindisfarne. ● I understand the limitations of the evidence available regarding the raid on Lindisfarne.
	Why did so many Vikings leave home?	To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave.	<ul style="list-style-type: none"> ● I know what the way of life was like for Vikings at home. ● I can use evidence to identify valid reasons why the Vikings would want to leave their home. ● I understand that the Vikings were traders as well as raiders.
	Why did so many Vikings settle in Britain?	To know when, where and why the Vikings settled in Britain.	<ul style="list-style-type: none"> ● I know where the Vikings settled in Britain. ● I can explain why the Vikings settled in Britain. ● I know what Viking settlements were like, and I understand that they were varied.
	Did King Alfred deserve the title of 'Great'?	To present a valid argument for whether King Alfred deserved the title 'Great.'	<ul style="list-style-type: none"> ● I know the key events in Alfred's life. ● I can reach a valid judgement on how successful Alfred was against the Vikings. ● I can offer a valid opinion about whether Alfred should be called 'Great'.
	How has our view of the Vikings been influenced, and would everyone at the time have had this view?	To know what evidence we have about the Vikings, and to evaluate the quality of the evidence.	<ul style="list-style-type: none"> ● I know that the Vikings themselves left very little written evidence. ● I understand that the majority of the written evidence about the Vikings is biased. ● I understand that it is very difficult to form a definitive picture of the Vikings.
	Creating a Viking saga	To create a Viking saga reflecting what you know about the Vikings.	<ul style="list-style-type: none"> ● I understand what a saga is and what it should include. ● I understand that sagas are not necessarily all true. ● I can write my own Viking saga using the information I have learned about the Vikings.