

Cycle A

<p>Kagan Goals: Know and demonstrate how PIES principles make a more effective learner.</p> <p>Know and develop multiple intelligences of verbal/linguistic, Logical/mathematical interpersonal/social intrapersonal/introspective</p>	<p>Curricular Overview History</p>						
	<p>Curricular Goals:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • know and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses • know and understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 						
	<p>Component: Exploration and Invasion</p>						
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Christopher Columbus					
<p>Component: Social</p>							
<p>Festivals and Celebrations</p> <p>Know about similarities & differences between themselves & others, & among families, communities & traditions.</p>	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Rosa Parks		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt		Ancient Greece – a study of Greek life and achievements and their influence on the western world		
	Changes within living memory: Toys		a non-European society that provides contrasts with British history – one study chosen from: including a study of Mayan				

	<p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Enjoys joining in with family customs & routines.</p>		civilization c. AD 900	
Component: Historical Enquiry				
	<p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Events beyond living memory that are significant nationally or globally: The Great Fire of London</p>	<p>a local history study- Harrogate: The Spa Town</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

Cycle B

Kagan Goals:
 Know and demonstrate how PIES principles make a more effective learner.

 Know and develop multiple intelligences of verbal/linguistic, Logical/mathematical interpersonal/social intrapersonal/introspective

**Curricular Overview
 History**

- Curricular Goals:
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
 - know and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
 - know and understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
 - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Component: Exploration and Invasion

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Neil Armstrong		The Roman Empire and Its Impact on Britain		the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	

Component: Social

Personal celebrations Know about similarities & differences between themselves & others, & among families, communities & traditions.	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Mary Seacole		Changes in Britain from the Stone Age to the Iron Age		Britain’s settlement by Anglo-Saxons and Scots	
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Component: Historical Enquiry

Personal celebrations Talk about past & present events in their own lives & in the lives of family members.	significant historical events, people and places in their own locality. Mother Shipton and her cave				A local history study of an aspect of history or site dating from a period beyond 1066: WW2	
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	<p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Enjoys joining in with family customs & routines.</p>			
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