

<b>Autumn 2: Kings, Queens and Leaders</b>	
<input type="checkbox"/> Lesson 1	<p>LO: To know that England has been ruled by Kings and Queens for many years. been ruled by Kings and Queens for many years.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can identify who Queen Elizabeth was</li> <li>• I can identify items used by a monarch</li> <li>• I can describe who Queen Elizabeth was</li> </ul>
<input type="checkbox"/> Lesson 2	<p>LO: To understand that King John made an important promise to the people of England.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I know that King John made a promise to the people of England.</li> <li>• I can write a sentence to promises as if I were a King</li> <li>• I can use the words: trial, tax</li> </ul>
<input type="checkbox"/> Lesson 3	<p>LO: To recognise that parliament was set up to make decisions for the country</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can re-enact what happened in parliament with Henry III</li> <li>• I can use speech and pretend to be someone else to act out a scene</li> <li>• I can use my knowledge of Henry III and parliament to explain what happened</li> </ul>
<input type="checkbox"/> Lesson 4	<p>LO: To understand that King Charles I did not want to listen to Parliament.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can draw and explain what happened to King Charles I</li> <li>• I know that King Charles I was executed</li> <li>• I know that after King Charles died, there was no king after him</li> </ul>
<input type="checkbox"/> Lesson 5	<p>LO: To know that there was a time when England did not have a king.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can explain the changes Cromwell made to England</li> <li>• I can explain how I feel about the changes and why</li> <li>• I know that Oliver Cromwell being Lord Protector</li> </ul>
<input type="checkbox"/> Lesson 6	<p>LO: To understand that there were kings in the past who were very powerful and there were people who stood up to them and didn't want them to have all the power.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I know that Simon de Montford captured Henry and this is how parliament was created.</li> <li>• I understand why King John was forced to sign the Magna Carta by the Barons.</li> <li>• I know that there was a time where there was no King because Charles I did not listen to people.</li> <li>• I know that Oliver Cromwell was Lord Protector when there was no King</li> </ul>

<b>Spring 2: Parliament and Prime Ministers</b>	
<input type="checkbox"/> Lesson 1	<p>LO: To know that William and Mary made an important promise.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can order the events from our history story.</li> <li>• I can draw a picture to show what happened</li> <li>• I can write some captions to explain what is happening in my pictures.</li> </ul>
<input type="checkbox"/> Lesson 2	<p>LO: To know that parliament discuss and make decisions about our country.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can talk with my partner and listen to their views</li> <li>• I know that parliament meets to talk about things in the Houses of Parliament.</li> <li>• I can put the pictures in order to show what I think we should spend the 'most' and 'least' amount of money on</li> </ul>
<input type="checkbox"/> Lesson 3	<p>LO: To know that the Prime Minister is in charge of our government.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I know that the Prime Minister is in charge of our government</li> <li>• I can write interesting facts about Robert Walpole</li> <li>• I can say why Robert Walpole was an important man</li> </ul>
<input type="checkbox"/> Lesson 4	<p>LO: To know that the Prime Minister leads the country.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can think of three things the Prime Minister does.</li> <li>• I can write some simple sentences describing the jobs the Prime Minister does.</li> <li>• I can use the key vocabulary in my explanations</li> </ul>
<input type="checkbox"/> Lesson 5	<p>LO: To understand that adults vote to choose the people who run our country.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I know that each party has a different idea.</li> <li>• I can vote in our election by putting a cross on a piece of paper.</li> <li>• I can say which idea I think is best and why.</li> </ul>
<input type="checkbox"/> Lesson 6	<p>LO: To be able to recognise and discuss how the role of the Prime Minister was created and the responsibilities.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• To know that the Prime Minister runs the government and that Theresa May is our current Prime Minister.</li> <li>• To recognise the traits of a Prime Minister.</li> <li>• To know that King James II did not listen to the people so they did not want him to be King.</li> <li>• To know that William and Mary signed the Declaration of Rights.</li> </ul>

<b>Summer 2: Pre-Historic Britain</b>	
<input type="checkbox"/> Lesson 1	<p>LO: To understand that we know about the past from things that were left behind.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I know what an artefact is</li> <li>• I can use clues to consider what an artefact may be used for</li> <li>• I know that Prehistory means a time before people wrote things down</li> </ul>
<input type="checkbox"/> Lesson 2	<p>LO: To recognise that during the Ice Age, almost all of Great Britain was covered by thick sheets of ice called glaciers.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can draw and label a diagram of a woolly mammoth</li> <li>• I can write facts about woolly mammoths.</li> <li>• I know that there were no people lived in Great Britain during the Ice Age.</li> </ul>
<input type="checkbox"/> Lesson 3	<p>LO: To explore life in Stone Age Britain.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can explain what people ate in the Stone Age</li> <li>• I can explain what homes were like</li> <li>• I can explain what tools were used</li> </ul>
<input type="checkbox"/> Lesson 4	<p>LO: To understand why the discovery of bronze was important</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can draw a picture of something made from bronze</li> <li>• I can explain what bronze is and why it is important</li> <li>• I can explain what is meant by the bronze age</li> </ul>
<input type="checkbox"/> Lesson 5	<p>LO: To understand how we know about the Iron Age.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can discuss what these objects tell us about the Celts</li> <li>• I can answer questions about the Celts.</li> <li>• I know that the Iron Age is a time when people began to make things from a metal called iron.</li> </ul>
<input type="checkbox"/> Lesson 6	<p>LO: To explain what I understand about Britain a long time ago.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can explain what I understand about Britain a long time ago.</li> <li>• I know that during the Ice Age, Britain was covered in Ice.</li> <li>• I know that during the Stone Age, people used stones for tools.</li> <li>• I know that a long time ago, people made tools from metal such as iron and bronze.</li> </ul>

