

<p>Year One Anna Hibiscus</p>	<p>Year Two Zeraffa Giraffe</p>	<p>Year Three Ug Boy Genius</p>	<p>Year Four The Tinder Box and The Lion and the Unicorn</p>	<p>Year Five The London Eye Mystery</p>	<p>Year Six Roof Toppers</p>
	<p>Egypt to France</p> <p>WALT: devise historical questions using simple sources</p> <p>WALT: retell stories about the past</p> <p>WALT: identify important changes which happened at the time studied</p> <p>WALT: use more complex phrases to describe time.</p>	<p>Stone Age to Iron Age</p> <p>WALT use a timeline to place events from the stone, bronze and iron age</p> <p>WALT: describe and make links between the changes from the stone to bronze age</p> <p>WALT: describe and make links between changes from the bronze to iron age</p> <p>WALT: give reasons for change from the stone through to iron age, through analysing evidence</p>	<p>Romans</p> <p>WALT use historical terms and vocabulary related to the Romans</p> <p>WALT use a time line to place key dates from the Roman era</p> <p>WALT show changes during From the Roman era on a timeline</p> <p>WALT describe and make links between events and changes from the Roman era</p> <p>WALT know some similarities and differences from the Roman era</p>		<p>Paris</p> <p>WALT: speculate and hypothesise about the past</p> <p>WALT: formulate our own theories about reasons for change</p> <p>WALT: understand the role of propaganda and opinion</p> <p>WALT: interpret the past using a range of concepts and ideas</p>