



Intent:

Through the teaching of History, children should be able to develop historical knowledge through a curriculum which inspires children's curiosity, encourages them to ask critical questions and supports them to have a better understanding of the society in which they live and that of the diverse wider world.

Implementation:

History is to be taught across a half term with close links to the Year groups Literacy text using the Pathways scheme of work. Where appropriate, links are to be made to relevant calendar and Historical events and school trips are to be planned to enhance and embed the learning of the topic covered. Topics may be revisited in order to embed knowledge and skills that have previously been taught.

Impact:

In EYFS evidence to be collected through observation in Learning Journeys and Writing journals in order to demonstrate progression in History.

A separate workbook to be used throughout Key stage 1 and 2 to show progression of historical skills and knowledge achieved.

	Reception	Year 1 Significant people in living	Year 2 Florence Nightingale	Year 3 Egyptians / Stone Age to Iron Age	Year 4 Romans / Ancient Greece	Year 5 Anglo Saxons / Mayans	Year 6 Wars and WW2
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Curriculum Objectives/Knowledge	<ul style="list-style-type: none">* Family traditions and customs.* Talk about past events in relation to their own lives and their families lives.* Know some things that make them unique.* Differences and similarities between themselves and their peers.* Begin to distinguish between past and present, through discussions.	<ul style="list-style-type: none">* Significant historical events, people and places in their own locality,* Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, Lives of significant others - compare aspects of lives such as Christopher Columbus, Earnest Shackleton and Neil Armstrong.	<ul style="list-style-type: none">* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, festivals or anniversaries.* the lives of significant individuals in the past who have contributed to national and international achievements. E.g Florence Nightingale	<p>Stone Age to Iron Age:</p> <ul style="list-style-type: none">* Understand the changes in Britain during the Stone Age.* Understand changes in Britain from the Stone Age to the Iron Age. <p>Egyptians</p> <ul style="list-style-type: none">* The achievements of the Ancient Egyptians - an overview of where and when they first appeared with a depth of study.* Events beyond living memory that are significant nationally or globally such as the building of the pyramids. <p>* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used</p>	<ul style="list-style-type: none">* Explain the impact of Roman life on Britain.* Demonstrate understanding of the Roman Empire and its impact on Britain with depth of study.* Recall key historical figures throughout the Roman time period.* Sequence events beyond living memory that are significant nationally or globally, the lives of significant individuals in the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day the past who have contributed to national and international achievements. <p>Ancient Greece:</p> <ul style="list-style-type: none">* A study of Greek life and achievements and	<ul style="list-style-type: none">* Impact of the Anglo Saxons on Britain.* The Anglo Saxons life within Britain with real depth of study.* To address and sometimes devise historically valid questions about change, cause, similarity and difference within Britain.* Key historical figures and events, and ways of living during Anglo Saxon time in Britain. <p>Mayans</p> <p>Mayan civilisation:</p> <ul style="list-style-type: none">* Compare and contrast a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization.* Note connections, contrasts and trends over time.	<ul style="list-style-type: none">* A significant turning point in British history, for example, the Battle of Britain.* World War 2, key events, figures and lasting legacy, with real depth of study.* Events beyond living memory that are significant nationally or globally : The Suffragette movement, key people and events and the lasting the past who have contributed to impact this has had.
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Kingsley Community Primary & Nursery School

Curriculum Overview Subject: History



				to compare aspects of life in Columbus and Neil Armstrong, Abraham Darby and Ellen McArthur.	their influence on the western world. *To explore the Greek Empire, how it was established and maintained and what impact the Empire had on the wider world.	* To look at the Maya number system. *To explore and look at the characteristics of Mayan Gods.	
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Subject Skills	<ul style="list-style-type: none">*Recognise similarities and differences between themselves, other, families, communities and traditions.*Talk about past and present events in their own lives and family members.* Identify their own family and their immediate surroundings.*Children recognise that other children do not always enjoy the same things and are sensitive to this.	<ul style="list-style-type: none">* Identify different ways the past is represented.*Categorise events or objects into groups (i.e then and now)*Identify and order events or objects (e.g using timelines)*Observe videos, artefacts, pictures and photographs to find out about the past.* Describe things that happened to themselves and other people in the past.* Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents/carers were young.	<ul style="list-style-type: none">* Begin to sequence events or objects using a timeline.*Classify events or objects into groups.* Categorise important events on a timeline.* Look at a significant person and recall facts about them and their achievements.	<ul style="list-style-type: none">*Recall and describe dates of and order significant events from the Egyptian time period.* Use a timeline to place historical events in chronological order.* Explore the past using different genres of writing, drawing, drama role-play and story telling.* Select and explore events, look at pictures and ask questions: 'What is Skara Brae?'	<ul style="list-style-type: none">* Compare and contrast documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historical buildings, visit to museums and visits to sites as evidence about the past.*Begin to demonstrate an understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)*Recall Key Historical figures and dates and order significant events from the time period studied.	<ul style="list-style-type: none">*Make reasoned judgements from choosing reliable sources of evidence to answer questions, realising that there is often not a single answer to a historical question.* Reach informed conclusions by investigating own lines of enquiry by posing questions to answers.*Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling and beginning to empathise through drama role-play and storying telling through a variety of medias.	<ul style="list-style-type: none">* Evaluate documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historical visits and visits to sites to collect evidence about the past.* Justify why some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.* Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domino).* Make reasoned judgments why there may be different accounts of history.*Evaluate and Critique evidence to choose the most reliable forms.
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Vocabulary	Similarities Differences Communities Traditions Past Present	Decades Old New A long time ago Past Present Then Now Older	Great Fire Pudding Lane Bakery Smoke Fireman London Cart River Thames Florence Nightingale Hospital Care Injured Solider Lamp Turkey	Egyptian Pyramids coffin Egypt Hieroglyphs Sphinx pharaoh, Tutankhamun mummification afterlife scroll vizier reed Nile Goddess. Stone age, Palaeolithic, Mesolithic, Neolithic, Prehistory timeline, artefacts, stone, spears, cave paintings, Skara Brae, hammer stone, Stonehenge, flint	*Roman Rome Italy mosaic history timeline numerals Colosseum Amphitheatre chariot gladiator soldiers Julius Caesar Ancient Greece Alexander the Great Julius Caesar Helmet Coins Greek empire Pantheon	Anglo Saxons Jutes Angels Saxons Meads Runes Wattle-and-daub Thatch Sutton-Hoo Manuscript Illumination Lindisfarne Mayan Priest Gods Stelae Hieroglyph	Allied Powers Germany France arson Spitfire, Messerschmitt Winston Churchill, Equal Franchise Act, rationing, evacuee hunger strike, manifesto, militant, Blitzkrieg, Concentration camp, D-Day, discrimination, Final Solution, propaganda, suffrage, Holocaust, Pankhurst.
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Enhancements/activities	<p>Family tea afternoon. Sharing Family books and memory boxes from home. Invite different family members in to class to share a story.</p>	<p>Hold an afternoon grandparents' tea party. Find out about life in a different decade: what was home like? What were the toys like? What was the food like? Invite Grandparents in to talk about life when they were little.</p>	<p>Create own lamp to represent the Lady of the lamp.</p> <p>Build own house from pudding lane, What materials could you build your house out of?</p> <p>Make and design own biscuit that could have been sold in the bakery at Pudding Lane.</p>	<p>Create name in Hieroglyphics. Create a parent afternoon to describe different Ancient Egyptian processes like mummification. Visit National History Museum.</p> <p>Cave paintings, create a stone age den in the wild area, create a stone age bow and arrow. Have a Stone Age presentation afternoon to showcase to parents what they have learnt about the Stone Age.</p>	<p>Create a Roman Shield and learn about the Roman Armies formations in battle. Visit Chester and the Roman Museum.</p> <p>Design own Greek coliseum.</p>	<p>Cross-curricular with D and T and create an Anglo Saxon settlement. Create a class question: What is the Mystery of Sutton Hoo? Create an archaeological dig to find artefact like in Sutton Hoo.</p> <p>Fact file about favourite Mayan God(s).</p>	<p>Spy training Working outside to look at Morse code, Knot tying. Ration cake baking - without using eggs and using alternative cooking Quilt making Map work, using 6 figure grid references. Gas mask filter exploration using a variety of materials to stop a smell. Making a protest banner for the suffragettes. Investigation into the Women's Land Army</p>
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