

History Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Marvellous Me</p> <p>Highlight the similarities and differences between their family and other families. How have they changed since they were a baby? (Substantive knowledge)</p> <p>Sequencing and ordering their day, days of the week, month and season. Demonstrate an understanding of yesterday, today, tomorrow.</p>	<p>Fireworks, Festivals & Autumn National Nursery Rhyme Week</p> <p>Comment on images of familiar situations in the past. Nursery Rhymes: Wee Willie Winkie; Miss Polly put the Kettle on; Jack and Jill. Historical reference/settings e.g costume, language and context.</p> <p>Questioning: Why didn't Jack and Jill just turn the tap? (Disciplinary knowledge)</p>	<p>Once Upon a Story (Traditional Stories & Fairytales)</p> <p>Compare and contrast characters from stories, including figures from the past (kings, Queens, princesses and Princes)</p> <p>Understanding the concept of what happened next.</p> <p>Types of questioning: Why are the three little pigs using a pot as a stove? (Disciplinary knowledge)</p>	<p>What's your Superpower? (Real-life Superheroes)</p> <p>Name and describe people who are familiar to them. Talk about members of their community e.g. police, firefighters, dentists, librarians, vets and their experiences both in the past and present. (Substantive knowledge)</p>	<p>Let's Grow</p> <p>Growing up – sequencing a generation (baby, toddler, child, adult) Children to know that there was a past before they were born</p> <p>Story: Once There Were Giants.</p> <p>Toys played with within their own lifetime.</p> <p>Sequencing the order of lifecycles.</p>	<p>Changes over Time</p> <p>Significant events in their life. What can they do now that they could not do at the beginning of the year? (substantive knowledge)</p>
Prior Learning/future learning (see disciplinary progression documents also)	Year 1/Year 2: Changes over time. Changes within living memory.	Year 1: The Gunpowder Plot	Power and Monarchy Year 1: Gunpowder Plot Year 2: Queens Year 3: Stone age to Iron Age Year 4: Anglo Saxons to Vikings	Year 1: Grace Darling Year 2: significant lives of others Florence Nightingale, Mary Seacole	Year 1: Street Through Time Year 2: Queens	KS1 and KS2: internal timeline and understanding of chronology.
Year 1		<p>The Gunpowder Plot</p> <p>Enquiry questions: What do we know about Bonfire Night? What did Guy Fawkes do that makes us burn a guy on Bonfire night? What went wrong with the plot and how do we know? How well did the TV programme explain the Gunpowder Plot? Is it right to burn guys on Bonfire Night?</p>		<p>A Street Through Time</p> <p>How has my High Street changed since the 1950s? What was the High Street like before? How has the High Street changed? What was in these shops before? What was it like to shop for food? How were my goods packaged or stored? How did I pay for my purchases?</p>	<p>Grace Darling</p> <p>Enquiry questions: What did Grace do that made her famous and why is she remembered today so long afterwards? Why did Grace do what she did? Are all versions of Grace's story the same? How do we know about Grace's actions which happened so long ago? How did sea rescue improve after her heroic act? How should we remember Grace Darling today 170 years after she died?</p>	<p>Louis Braille</p> <p>What made Louis so special? What changes to people's lives did Louis make? Why did Louis decide to invent a system of reading for the blind? What shall we put in our Louis Braille Museum? Why do you think we still remember Louis Braille?</p>
Prior Learning/future learning (see disciplinary progression documents also)		EYFS: An awareness of celebrations. How their own experiences have been different each year. Year 2: significant events – Great Fire of London		EYFS: Similarity and difference – change through time Year 2: changes within living memory – going to the seaside	EYFS: Experiences of the past and present with people in the community. Year 2: lives of significant individuals	EYFS: Experiences of the past and present with people in the community. Year 2: lives of significant individuals
Year 2		<p>The Great Fire of London</p> <p>Enquiry questions:</p>	<p>Significant Individuals</p> <p>Where have humans explored?</p>	<p>Florence Nightingale</p> <p>Enquiry questions:</p>	<p>Queens</p> <p>Enquiry questions:</p>	

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		<p>How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the fire? How did people manage to live through the Great Fire? How shall we rebuild London?</p> <p>Why do we celebrate Remembrance Day? Why do we wear poppies to remember? What happens on Remembrance Day?</p>	<p>A study of Ibn Battuta, Christopher Columbus, Matthew Henson Who was the explorer and when did they travel? What do we know about their life and their travels? How important was this explorer? Enquiry questions: Why do you think Captain Scott is so famous today? How did Scott manage to get to the South Pole and what happened when he got there? Why did Scott risk his life to get to the South Pole? How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know? Why did Scott fail to get there first? How should we remember Scott today?</p>	<p>Why is Florence Nightingale remembered today and what did she do in her life? Why do you think Florence took the brave steps to go to the Crimea and who influenced her? What did Florence do to help the soldiers and did everyone have the same opinion of her? What were the most important achievements of Florence's life? Why have we learnt so much about Florence and so little about Mary Seacole? How should we remember Florence Nightingale and Mary Seacole?</p>	<p>Which three queens of England are most remembered in history and why? How different was life in England when the 3 queens were ruling? How do we know about the queens who lived so long ago? What important changes happened when each of the queens ruled? How should we remember these famous queens?</p>	
<p>Prior Learning/future learning (see disciplinary progression documents also)</p>		<p>EYFS: An awareness of celebrations. How their own experiences have been different each year.</p> <p>Year 1: significant events – The Gunpowder Plot</p>	<p>EYFS: knowledge of climates and travel. Year 1: lives of significant others – Grace Darling</p>	<p>EYFS: Experiences of the past and present with people in the community.</p> <p>Year 1: lives of significant others – Grace Darling</p>	<p>EYFS: Once Upon a Story Year 4: King Richard III, Anglo-Saxons</p>	<p>Year 1: Changes within living memory.</p>
<p>Year 3</p>	<p>Ancient Civilizations: Egypt</p> <p>Enquiry questions: What do we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5000 years ago? What sources of evidence have survived and how were they discovered? What secrets of Ancient Egypt are revealed by the pyramids? What does the evidence tell us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know?</p>	<p>Enquiry questions: Why do we study Ancient Egypt – a time thousands of years ago? Where will we find the treasures of Ancient Egypt? What sources of evidence have survived and how were they discovered? What secrets of Ancient Egypt are revealed by the pyramids? What does the evidence tell us about life for men, women and children in Ancient Egypt? What can we learn about the beliefs of the Ancient Egyptians from evidence that has survived?</p>	<p>Timebox 1 Building chronological understanding</p>	<p>Short local study linked to Geography –</p> <p>Enquiry questions: How has land use changed in the local area in the last 100 years?</p>	<p>From Stone Age to Iron Age</p> <p>Enquiry questions: Was Stone Age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when men started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle?</p>	

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	<p>What did Ancient Egypt have in common with other civilizations from that time?</p> <p>Children to raise valid historical questions around the pyramids</p>					
<p>Prior Learning/ Future learning – golden threads (see also disciplinary progression document)</p>	<p>Year 4: Romans, Anglo-Saxons, Vikings Year 5: The Mayan civilization, Ancient Greece Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 				<p>Year 4: Romans, Anglo-Saxons, Vikings Year 5: The Mayan civilization, Ancient Greece Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 	
<p>Year 4</p>	<p>Richard III Local history – extending knowledge of British history beyond 1066</p> <p>Who was King Richard III and where in the line of British Monarchs did he sit? What led Richard to battle and how did it involve Leicester? Where in Leicester did the battle take place and how does it look different in today's world? What impact has the discovery had on the city? How did archaeologists excavate the site?</p>	<p>Timebox 2 Building chronological understanding</p>	<p>Romans in Britain</p> <p>Enquiry questions: Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar? Why did Boudica stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire?</p>	<p>Romans in Britain</p> <p>Enquiry questions: How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2000 years ago?</p>	<p>Anglo-Saxons</p> <p>Enquiry questions: Why did Anglo-Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? How were the Saxons able to see off the Viking threat? Just how great was King Alfred really? How effective was Saxon justice? How dark were the dark Ages really?</p>	<p>The Vikings</p> <p>Enquiry questions: What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? What can we learn about Viking settlement from a study of place-name endings? – local link to Wigston (Wigs – ton) How should we remember the Vikings? Raiders or settlers?</p>
<p>Prior learning/future learning Golden threads</p>	<p>Year 1:</p>		<p>Year 3: Ancient Egypt, From Stone Age to Iron Age</p>		<p>Year 3: Ancient Egypt, From Stone Age to Iron Age</p>	<p>Year 3: Ancient Egypt, From Stone Age to Iron Age</p>

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(see also disciplinary knowledge progression document)			<p>Year 5: The Mayan civilization, Ancient Greece Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 		<p>Year 5: The Mayan civilization, Ancient Greece Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 	<p>Year 5: The Mayan civilization, Ancient Greece Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs
Year 5	<p>The Mayan civilization</p> <p>Enquiry questions: Why do <u>you</u> think we study the Mayan empire in school? When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? What life was like at the height of the Mayan civilization? How can we possibly know what it was like there 1000 years ago?</p>	<p>Enquiry questions: If the Maya were so civilized, why then did they believe in human sacrifice? How can we solve the riddle of why the Mayan empire ended so quickly?</p>	<p>Timebox 3 Building chronological understanding</p>		<p>Ancient Greece</p> <p>Enquiry questions: How can we possibly know so much about the Ancient Greeks, who lived over 2500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time?</p>	<p>Enquiry questions: What was so special about life in 5th Century BC Athens that makes us study it? – democracy/ Parthenon. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today?</p>
<p>Prior learning/ future learning Golden threads (see also disciplinary knowledge progression document)</p>	<p>Year 3: Ancient Egypt, From Stone Age to Iron Age Year 4: Romans, Anglo-Saxons, Vikings Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 				<p>Year 3: Ancient Egypt, From Stone Age to Iron Age Year 4: Romans, Anglo-Saxons, Vikings Year 6: Life in Victorian Britain, Life in Britain since the 1930s, Post 1066 unit – 1000 years of crime and punishment</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 	

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<p>Year 6</p>	<p>Life in Britain since the 1930s – Britain at War</p> <p>Hawkins as well?</p>	<p>Enquiry questions: What were the main changes in transport and did everyone benefit? What can we learn about Victorian times from a study of schools, workhouses or climbing boys? Were the Victorian times Dark Age or a Golden Age?</p>	<p>Timebox 4 Building chronological understanding</p>		<p>Victorians</p> <p>Enquiry questions: What were the main changes that took place during this time? Why is it so difficult to find out what factory conditions were really like? How did town life compare to life in the countryside at this time? What were the main changes in transport and did everyone benefit? What can we learn about Victorian times from a study of schools, workhouses or climbing boys? Were the Victorian times Dark Age or a Golden Age?</p>	<p>Post 1066 unit – 1000 years of Crime and Punishment</p> <p>Enquiry questions: How were criminals punished 800 years ago, and how do we know? What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years?</p>
<p>Prior learning</p> <p>Golden threads (see also disciplinary knowledge progression document)</p>	<p>Year 3: Ancient Egypt, From Stone Age to Iron Age Year 4: Romans, Anglo-Saxons, Vikings Year 5: The Mayan civilization, Ancient Greece</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 				<p>Year 3: Ancient Egypt, From Stone Age to Iron Age Year 4: Romans, Anglo-Saxons, Vikings Year 5: The Mayan civilization, Ancient Greece</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs 	<p>Year 3: Ancient Egypt, From Stone Age to Iron Age Year 4: Romans, Anglo-Saxons, Vikings Year 5: The Mayan civilization, Ancient Greece</p> <ul style="list-style-type: none"> • Who holds power/empire/democracy/government • Invasion/settlement • Legacy/technology/invention • Society/childhood • Trade/economy • Religious beliefs