



History Curriculum



Year Group & Topics linked to History	Aspect of History Curriculum	Area of History Covered
Year 1 Ourselves Our Local Area Clothes Exploration	<p>Changes within living memory</p> <p>Chronological understanding – Yr 1 Sequence events in their life, sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Range and depth of Historical knowledge – Yr 1 Recognise the difference between past and present in their own and others' lives</p> <p>Significant historical places in their own locality</p> <p>Historical enquiry – Yr 1 find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Significant historical people in their own locality</p> <p>Interpretations of History – Yr 1 Compare adults talking about the past, how reliable are their memories?</p>	<p>Toys within living memory and how they have changed over time. Look at similarities and differences between how toys have changed.</p> <p>Clothes within living memory and how they have changed over time. Look at similarities and differences between how clothes have changed.</p> <p>Exploration – events beyond living memory that are significant nationally or globally (first aeroplane flight, first balloon flight). When these events happened, who was involved in them, the impact it had on life at the time, what can we use to find out about them.</p> <p>The lives of a significant individual who has contributed to National and International achievement – Captain Scott. Who was he, when was he around, what did he do, what impact did it have on life at the time, what can we use to find out about him. Talk about the explorations Captain Scott achieved. Talk about Matthew Henson and who he was and where he was from. Find out about the exploration trips he did. Know he was the first person to reach the North Pole in 1909.</p> <p>Historical places within the local area (school, church, war memorial) and understand when these places were built in the past and why and what we can use to find out about them.</p> <p>William Morris – significant historical person from locality. Understand who he was and what he did that made him famous. Understand he designed & printed fabrics in Merton Abbey Mills.</p>
Year 2 Homes Space	<p>Changes within living memory</p> <p>Chronological understanding - Yr 2 Describe memories of key events in their lives</p> <p>Historical enquiry – Yr 2 Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Different styles of homes and household appliances within living memory and how they have changed over time. Look at similarities and differences between how homes have changed.</p> <p>Seaside holidays within living memory and how they have changed over time. Look at similarities and differences between how seaside holidays have changed.</p>

<p>Africa</p> <p>The Seaside</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Range and depth of Historical knowledge -Yr 2 Identify differences between ways of life at different times.</p> <p>Compare aspects of life of people in different periods who have contributed to National and International achievement</p> <p>Interpretations of History – Yr 2 Compare two versions of a past event</p>	<p>Life of a significant individual who has contributed to National and International achievement – Neil Armstrong. Who was he, what did he achieve, why was he significant, what impact has he had on our life, when did he make history. Talk about why Valentina Tereshkova and Mae Jemison are significant names in space exploration.</p> <p>Study the life of an African individual from the past who contributed to National and International achievement – Nelson Mandela. Who was he, what did he achieve, why was he significant, what impact has he had on our life, when did he make history.</p> <p>Compare aspects of life of people in different periods who have contributed to National and International achievement – Christopher Columbus or Matthew Henson and Neil Armstrong or Mae Jemison. Identify similarities and differences between what the 2 people achieved.</p>
<p>Year 3</p> <p>Our Local Area</p> <p>Rocks and the Stone Age</p>	<p>A study of an aspect of history of a site dating from a period beyond 1066 that is significant to the locality</p> <p>Range and depth of Historical knowledge – Yr 3 Find out about every day lives of people in time studied.</p> <p>Interpretations of History – Yr 3 Identify and give reasons for different ways in which the past is represented.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Chronological understanding - Yr 3 Use dates and terms related to the study unit and passing of time.</p> <p>Historical enquiry – Yr 3 Use a range of sources to find out about a period</p>	<p>A study of an aspect of history of a site dating from a period beyond 1066 that is significant to the locality – The School and Roehampton in the Victorian period. Use a range of sources to identify how schools have changed since Roehampton Church School was built in 1828 & 1835 – different buildings (Victorian period 1837-1901). Suggest why changes occurred. Ask questions about life for a child living in Roehampton in the Victorian Period (1837-1901). Describe how life for a child has changed. Use a range of sources to identify how Roehampton has changed since the Victorian period and suggest reasons why.</p> <p>Changes in Britain from the Stone Age to the Iron Age. Understand British history is divided up into periods with different characteristics and place the Stone Age and Iron Age on a time line. Understand that Stone Age people led a hunter-gatherer lifestyle and that Iron Age people began to settle and farm. Describe the changes in life style from Stone Age to Iron Age. Understand that Stone Age people have left artefacts behind (stone circles and stone tools). Understand that Iron Age people used metal technology to make tools. Compare tools in the Stone Age and Iron Age and say what they are used for and how they are different.</p>
<p>Year 4</p> <p>Romans</p>	<p>The Roman Empire and its impact on Britain</p> <p>Range and depth of Historical knowledge - Yr 4 Use evidence to reconstruct life in time studied</p>	<p>The Roman Empire and its impact on Britain. Know who the Romans are and what they did for us. Describe key people in Roman times e.g. Boudica, Julius Caesar, Emperor Claudius and explain who they were and what they did.</p>

<p>Ancient Civilisation</p>	<p>Interpretations of History – Yr 4 Begin to evaluate the usefulness of different sources</p> <p>Historical enquiry – Yr 4 Use evidence to build up a picture of a past event</p> <p>The achievements of the earliest civilisations – Ancient Sumer</p> <p>Chronological understanding - Yr 4 place events from period studied on a time line</p>	<p>Know what the Roman Empire was and understand the structure of the army. Know why Hadrian's Wall was built. Explain why the Romans invaded and settled in Britain, and describe some of the changes they made e.g. Hadrian's wall, Roman baths and roads etc.</p> <p>The achievements of earliest civilisation – Ancient Sumer. Know when and where the Ancient Sumerian civilization first appeared. Learn about the Ancient Sumer city states and what it was like to live in one. Know that the first types of writing called Cuneiform began in Ancient Sumer. Learn about the religious beliefs of the people of Ancient Sumer. Say what the Ancient Sumerian lives were like from looking at artefacts they left behind. Investigate Ancient Sumerian farming techniques and methods.</p>
<p>Year 5</p> <p>Anglo Saxons, Scots and Vikings</p> <p>Ancient Greece</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Chronological understanding - Yr 5 Make comparisons between different times in the past.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Historical enquiry –Yr 5 Select relevant sections of information</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Range and depth of Historical knowledge –Yr 5 Study different aspects of different people- differences between men and women.</p> <p>Interpretations of History – Yr 5 Compare accounts of events from different sources</p>	<p>Anglo Saxons, Scots and Vikings (from after Romans to Edward the Confessor).</p> <p>Know the Roman Empire declined and the Romans left Britain c. AD 410. Know that Britain was invaded by different groups of people and where they came from. Know about Anglo-Saxon settlements, place names and village life. Know about Anglo-Saxon art and culture (runes, riddles and artistic designs). Know that Christianity came to Britain during this time. (Christian conversion – Canterbury, Iona and Lindisfarne).</p> <p>Know about the Anglo -Saxon King, Alfred the Great and about his death in 1066. Know and explore some of the Anglo-Saxon laws devised by Alfred the Great. Ancient Greeks – a study of Greek life and achievements and their influence on the western world. Know when and where the Ancient Greeks lived and put them on a timeline with other civilisations. Know about the Ancient Greek way of life and structure of society e.g. men, women, children and slaves. Know about Ancient Greek democracy. Know about Ancient Greek theatre. Know about the Ancient Greek Olympics. Describe the influence of the Ancient Greeks on the western world.</p>
<p>Year 6</p> <p>Turning points in British History – WW2</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>Range and depth of Historical knowledge – Yr 6 Find out about beliefs, behaviour and characteristics of people, recognising that not</p>	<p>A study of an aspect or theme in British History beyond 1066 e.g. turning points in WW2, announcement of war, Battle of Britain, D Day landings. Know what led to the announcement of war in 1939 and what affect this had on Britain. Know the main countries, leaders and events involved in WW2, using a range of sources e.g. video clips, photos, newspaper, maps. Describe and understand some of the turning points in the war that affected Britain e.g. Dunkirk, Battle of Britain, D-</p>

<p>Africa in the Past</p>	<p>everyone shares the same views and feelings.</p> <p>Interpretations of History – Yr 6 Consider ways of checking the accuracy of interpretations – fact or fiction opinion.</p> <p>A Non-European society that provides contrasts with British history – Benin, West Africa (cAD900-1300).</p> <p>Chronological understanding - Yr 6 Sequence up to 10 events on a time line</p> <p>Historical enquiry –Yr 6 Bring knowledge gathered from several sources together in a fluent account.</p>	<p>Day landings. Explore how the war affected life on the home front e.g. evacuation, blackouts.</p> <p>Non-European contrasting society that provides contrast with British history – Benin, West Africa (cAD900-1300). Know when and where the Benin kingdom existed. Know that the Edo people created an Empire that lasted over a period of time. Know how the Benin society was organised that led it to flourish during these years e.g. kings, chiefs, trade, slaves, crafts. Know that Benin society members were able to specialise in their work, which led to skilled bronze craftwork. Research artefacts from the Benin culture. Make deductions about the lifestyle of the people of Benin from their artefacts.</p>
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