History Curriculum Outline

Year 1	Autumn- Where am I?	Spring- What toys did my grandparents play with?
National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: • 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 • significant historical events, people and places in their own locality	
Knowledge Statements	How has our school changed? (Links to local area joint geography and history topic)	What toys did I used to play with? What toys did my grandparents play with? How were toys in the past different/ the same? Can I sort toys from the past and modern toys? What toys did the Victorians play with?
Vocabulary	Victorian, past, old, new, then, now	Toy, old, new, past, present, same, different, wooden, plastic, electronic, Victorian, spinning top, marbles, teddy bear, before, after, last year, a long time ago, before I was born, remember
Prior Learning	See FS planning	

History Curriculum Outline

Year 2	Autumn- How did the spark from a fire destroy London?	Spring- What makes someone great?
National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: • 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 • the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	
Knowledge Statements	When was the Great Fire of London? How was life in London in 1666 different to today? How did the Great Fire of London start? Why did the Great Fire burn down so many houses? How do we know what happened?	Who was Mary Seacole and what did she do? Who was Christopher Columbus and what did he do? Who was Neil Armstrong and what did he do? What was different between Elizabeth I and Elizabeth II? What was similar between Elizabeth I and Elizabeth II?
Vocabulary	Past, present, 17th Century, fire, London, capital city, Samuel Pepys, diary, King Charles II, bakery, River Thames, firemen, burning, Pudding Lane, monument	Past, present, same , different Monarch, coronation, palace, crown Nurse, famous, significant, Crimean war, first world war. Explorer, America
Prior Learning	Children have sequenced events in their own lives. Children should be about to sort then and now Have had experience of looking at artefacts/ photos.	

History Curriculum Outline

Year 3	Autumn 1 Who first lived in Britain?	Autumn 2 What did the Romans leave behind?
National Curriculum	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain
Knowledge Statements	Can you place key periods (Stone Age, Bronze Age and Iron Age) in order? How was daily life different in the Stone Age, Bronze Age and Iron Age? How did life change from the start of the Stone Age to the end of the Iron Age? Why was Stonehenge constructed? How do we know about life in Britain 1000s of years ago?	How did the Roman empire spread? Why did Romans invade Britain? Why were the Romans so powerful? Who was Queen Boudicca? What was life in Roman Britain like? What did the Romans leave behind?
Key Vocabulary	Stone Age, Bronze Age, Iron Age, Stonehenge, prehistory, ancient, civilisation, chronological, tribe, defeat, warrior, archaeologist, UK, settlements, farming, crops, creation, belief, conflict, hunter-gather, BC, AD, Skara Brae	Roman, conquer, empire, emperor, invade/ invasion, solider, army, conflict, BC, AD, king/ queen, Boudicca, gods and goddesses, invention, century, archaeologist, evidence, mosaic
Prior Learning	Children have had experience comparing photos, pictures, recounts, artefacts.	

History Curriculum Outline

Year 4	Autumn What do we owe to the Anglo-Saxons? Vikings - 'Vicious' or 'Victorious'?	Summer What makes Ancient Egypt memorable?
National Curriculum	Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt
Knowledge Statements	Who were the Anglo Saxons and where did they come from? When did the Anglo-Saxons invade Britain? Why did the Anglo Saxons invade Britain? Where did they live and are those places still here today? What was it like to be an Anglo Saxon? (everyday life) How has Anglo Saxon Britain impacted our lives today? Who were the Vikings and where did they come from? When did the Vikings invade Britain? Why did the Vikings invade Britain? Where did they live and are those places still here today? What was it like to be a Viking? (everyday life) How has Viking Britain impacted our lives today?	When did the Ancient Egyptians live? Why was the River Nile so important? What was daily life like for many Ancient Egyptian people? What was the importance of Gods and Goddesses in the daily lives of Ancient Egyptians? Why were pyramids built? Who discovered the tomb of Tutankhamen and why was this a significant discovery?
Vocabulary	Empire, invasion, ancient, civilisation, chronological, defeat, warrior, archaeologist, Europe, UK, settlements, farming, crops, creation, belief, conflict, wealthy, poor, evidence, kingdom, longhouse, longship	Pyramid, tomb, belief, gods, after-life, canopic jar, amulet, scarab, mummy, sarcophagus, pharaoh, hieroglyphs, Nile, river, settlement, farming, crops, artefact, archaeologist, ancient, achievements, chronological, ruler, sphinx
Prior Learning	Y3 Stone Age to Iron Age, Romans – early settlements/ invasion of ancient Britain Children have had experience observing and comparing sources of evidence Links to religions Stone Age, Romans	Same time period in Britain to compare- Stone age to Iron Age (Year 3 topic) Link to religion from Stone Age, Romans, Anglo Saxons and Vikings. Link to rivers geography topic (Year 4 spring term)

History Curriculum Outline

Year 5	Summer- Why should we remember the Ancient Mayans?
National Curriculum	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900
Knowledge Statements	When and where did the Mayans live? How do we know about the Mayans? What was life like for a Mayan child? What were the Mayan's beliefs? What did the Mayan's trade? Why did the Mayans disappear?
Key Vocabulary	Prehistory, ancient, civilisation, chronological, tribe, archaeologist, South America, settlements, farming, crops, creation, gods, belief, pyramid, comparison, cacao, pok-a-pok, Chichen Itza, hieroglyphics
Prior Learning	Same time period in Britain to compare- Bronze Age, Iron Age to Romans (Year 3) Pyramids / gods– link to Ancient Egyptian period (Year 4) and could compare to different beliefs from Viking, Roman, Stone Age times.

History Curriculum Outline

Year 6	**Autumn** How has Dronfield changed?	**Spring** What impact did World War Two have on people's lives in the UK?	**Summer** Can we thank the Ancient Greeks for anything in our lives today?
National Curriculum	**Local Area**	**National Curriculum** **Aspect of Britain since 1066- World War Two**	**National Curriculum** **Ancient Greece**
Knowledge Statements	What was Dronfield like in the past? How has Dronfield changed?	When was WWII and why did it start? Which countries were involved in WWII? What was the Blitz? How did daily life change during the war? What different roles did people have for the war effort at home? Who was evacuated and where did they go?	When did the Ancient Greeks live? What was life like in Ancient Greece? What were the Ancient Greek's beliefs? What did democracy look like in Ancient Greece? Who were the great thinkers of Ancient Greece? What were the achievements of Ancient Greeks?
Vocabulary	Settlement, achievements, industry, local, mill, cottage industy, Cromford	Parliament, ruler, tyranny, invade/ invasion, defeat, rationing, home guard, Germany, soldier, gas mask, evacuation, evacuee, siren, air raid, Europe, blackout, Blitz, Holocaust, refugees, Winston Churchill, Hitler, axis, allies, Nazi	Prehistory, empire, invasion, ancient, civilisation, chronological, archaeologist, Europe, settlements, farming, crops, creation, belief, conflict, achievements, philosophy, Athenians, Spartans, democracy, Olympics, Zeus, temple, marathon
Prior Learning	Year 1 'How has my School changed?'	Experience of ordering events on timelines. Experience of invasions in history- Romans, Vikings.	Other ancient civilisations- Mayan (Y5), Egyptians (Y4) Stone Age (Y3). Make comparisons between these times.