

# Curriculum for: History

## Year 1

Term	Key Historic Themes/ building blocks
Autumn 1 <b>Transport</b> <b>Enquiry: How does transport today compare with transport in the past?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I find things that are the same and that are different between today and in the past?</li> <li>✓ Can I ask and answer questions about the past?</li> <li>✓ Can I understand how we find out about the past?</li> </ul>	Chronology-start to build children's sense of a 'past' e.g. things that happened before they were born
Autumn 2 <b>Dinosaurs.</b> <b>Enquiry: How do we learn about the past?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I ask and answer questions about the past?</li> <li>✓ Can I understand how we find out about the past?</li> <li>✓ Can I use a range of vocabulary related to the past?</li> </ul>	Chronology-start to build children's sense of a 'past' -things that happened before people lived on the Earth.
Spring 1	
Spring 2	
Summer 1	
Summer 2 <b>Explorers.</b> <b>Enquiry: What does it take to be a great explorer?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I ask and answer questions about the past?</li> <li>✓ Can I understand how we find out about the past?</li> <li>✓ Can I place events and objects in chronological order?</li> </ul>	Chronology-start to build children's sense of a 'past', putting some events in time order.  Migration- why did these people leave their homes?  Legacy- what lasting effect did this person have on our world?

## Year 2

Term	Key Historic Themes/ building blocks
<p>Autumn 1    <b>The Great Fire of London.</b>  <b>Enquiry: How did the Great Fire change the city we live in?</b></p> <p><b>As Historians we will:</b></p> <ul style="list-style-type: none"> <li>✓ Can I find similarities and differences between different time periods?</li> <li>✓ Can I use primary sources to answer questions about the past?</li> <li>✓ Can I understand how we find out about the past?</li> </ul>	<p>Cause and effect:            Cause- what caused the Great fire to start and to take hold?            Effect/ Legacy- what lasting effect did this event have on London?</p>
<p>Autumn 2    <b>History Makers.</b>  <b>Enquiry: Who is the greatest history maker?</b></p> <p><b>As Historians we will:</b></p> <ul style="list-style-type: none"> <li>✓ Can I find similarities and differences between different time periods?</li> <li>✓ Can I use primary sources to answer questions about the past?</li> <li>✓ Can I use a wide vocabulary to describe the past?</li> </ul>	<p>Legacy- what lasting effect did this person have on our world?</p> <p>Diversity- ensuring that different cultures/ genders are represented in choices of history makers.</p>
Spring 1	
Spring 2	
<p>Summer 1    <b>Ancient Egypt</b>  <b>Enquiry: What was it like to live in Ancient Egypt? Or Why did the Egyptians build pyramids?</b></p> <p><b>As Historians we will:</b></p> <ul style="list-style-type: none"> <li>✓ Can I use primary sources to answer questions about the past?</li> <li>✓ Can I use time lines to show understanding of chronology?</li> <li>✓ Can I use a wide vocabulary to describe the past ? (e.g. BC/BCE, AD/CE)</li> </ul>	<p>Settlements- why were cities sited in certain places? (the importance of rivers/ river valleys).</p> <p>Burial rites- what do the pyramids show us about Egyptian beliefs about the dead?</p> <p>Chronology- begin to use key terminology in association with timelines.</p>
Summer 2	

**KEY STAGE 2- Early on in each historical topic the children should learn about where the featured period fits in to their chronological journey so far.**

**Year 3**

Term	Key Historic Themes/ Links to previous learning
<p>Autumn 1</p> <p><b>Roman Empire.</b></p> <p><b>Enquiry: How did the arrival of Romans change Britain?</b></p> <p><b>As Historians we will:</b></p> <ul style="list-style-type: none"> <li>✓ Can I identify broad changes to society between different time periods?</li> <li>✓ Can I use historical vocabulary to describe changes in history?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> </ul>	<p>Legacy- what lasting effect did this period have on London?</p> <p>Settlement- why did London become such an important city?</p> <p>Diversity- how 'Roman' was Roman Britain?</p>
<p>Autumn 2</p> <p><b>Stone Age to Iron Age.</b></p> <p><b>Enquiry: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</b></p> <p><b>As Historians we will:</b></p> <ul style="list-style-type: none"> <li>✓ Can I identify broad changes to society between different time periods?</li> <li>✓ Can I look at different ways we find out about the past?</li> <li>✓ Can I ask questions about change, cause, similarity and difference?</li> </ul>	<p>Migration- why did people change from being hunter-gatherers to farmers?</p> <p>Cause and effect- why did people change the materials they made things from?</p> <p>Diversity- different timescales of the Stone Age and Bronze Age across the world (highlighting the earlier occurrence in African nations).</p>
Spring 1	
Spring 2	
Summer 1	
<p>Summer 2</p> <p><b>Anglo Saxons.</b></p> <p><b>Enquiry: Who was buried at Sutton Hoo?</b></p> <p><b>As Historians we will:</b></p> <ul style="list-style-type: none"> <li>✓ Can I use historical vocabulary to describe changes in history?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> <li>✓ Can I begin to evaluate and choose the most reliable source?</li> </ul>	<p>Migration- why did the Anglo-Saxons leave their homes to settle in Britain?</p> <p>Settlements- what do Anglo-Saxon place names tell us about settlements?</p> <p>Burial rites- what is the same/different about Egyptian pyramids and the Sutton Hoo ship burial?</p>

Term	Key Historic Themes/ Links to previous learning
Autumn 1	
Autumn 2 <b>The Vikings.</b> <b>Enquiry: Do the Vikings deserve to have gained such a bad reputation?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I use historical vocabulary to describe changes in history?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> <li>✓ Can I evaluate and choose the most reliable source?</li> <li>✓ Can I understand how and why there are contrasting arguments of the past?</li> </ul>	Migration- why did the Vikings leave their homes to settle in Britain and other parts of the world?
Spring 1 <b>Ancient Greece.</b> <b>Enquiry: The story of the Trojan Horse; historical fact, legend or classical myth?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I identify broad changes to society between different time periods?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> <li>✓ Can I evaluate and choose the most reliable source?</li> </ul>	Empire- what is the same/ different about the Roman and Greek Empire?  Legacy- what lasting impact has the Ancient Greek culture had on our lives?
Spring 2	
Summer 1	
Summer 2 <b>Ancient Maya.</b> <b>Enquiry: Why did the Ancient Maya change the way they lived?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I identify broad changes to society between different time periods?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> <li>✓ Can I understand how and why there are contrasting arguments of the past?</li> </ul>	Settlements- why were cities sited in certain places? (the importance of rivers/ river valleys). Compare with Year 2 learning about Ancient Egypt.

## Year 5

Term	Key Historic Themes/ Links to previous learning
Autumn 1 <b>The Victorians.</b> <b>Enquiry: Was the Victorian period a dark age or golden age?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I identify broad changes to society between different time periods?</li> <li>✓ Can I devise questions about change, cause, similarity and difference?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> <li>✓ Can I evaluate and choose the most reliable source?</li> </ul>	Local history sources- how did the Crystal Palace change our local area? How did the coming of the railway change our local area?

Autumn 2	
Spring 1 <b>Medicine through Time.</b> <b>Enquiry: When was the best time to be sick?</b>  <ul style="list-style-type: none"> <li>✓ <b>As Historians we will:</b> Can I identify broad changes to society between different time periods?</li> <li>✓ Can I use historical vocabulary to describe changes in history?</li> <li>✓ Can I use a wide range of primary sources to answer questions about the past?</li> </ul>	Diversity- scientists, medical practitioners representing different genders and cultures.
Spring 2	
Summer 1 <b>China.</b> <b>Enquiry: How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b>  <b>As Historians we will:</b>  <ul style="list-style-type: none"> <li>✓ Can I use historical vocabulary to describe changes in history?</li> <li>✓ Can I devise questions about change, cause, similarity and difference?</li> <li>✓ Can I understand how and why there are contrasting arguments of the past?</li> <li>✓</li> </ul>	Chronology- comparison of what was happening in other parts of the world and what was happening in Britain.
Summer 2	

## Year 6

Term	Links to Historic Themes/ Previous learning
Autumn 1 <b>Local History – WW2.</b> <b>Enquiry: Why was winning the Battle of Britain in 1940 so important?</b> <b>As Historians we will:</b> <ul style="list-style-type: none"> <li>✓ Can I understand broad changes to society between different time periods?</li> <li>✓ Can I devise questions about change, cause, similarity and difference and significance?</li> <li>✓ Can I construct informed responses that involve thoughtful selection and organisation of historical sources?</li> </ul>	Diversity/ the Commonwealth- who fought in the allied forces? Why?
Autumn 2 <b>Local History – WW2.</b> <b>Enquiry: How is the history of WW2 reflected in our local area?</b> <b>As Historians we will:</b>  <ul style="list-style-type: none"> <li>✓ Can I use historical vocabulary to describe broad changes in history?</li> <li>✓ Can I construct informed responses that involve thoughtful selection and organisation of historical sources?</li> <li>✓ Can I understand how and why contrasting arguments and interpretations of the past have been constructed?</li> </ul> <p>Note: This unit must include local area study (e.g. Visit local war memorial, care home and explore bomb damage records).</p>	Local history sources- how did bombing raids change our local area/ London? (contrast with bombing of German city e.g. Dresden)

Spring 1

Spring 2

Summer 1 **Empire.**

**Enquiry: Why did Britain once rule the largest empire the world has ever seen?**

**As Historians we will:**

- ✓ Can I understand broad changes to society between different time periods?
- ✓ Can I devise questions about change, cause, similarity and difference and significance?
- ✓ Can I understand how and why contrasting arguments and interpretations of the past have been constructed?

Empire- examples of evaluative questions children could explore:  
Why should we study the British Empire?

What was the experience of the British Empire for...? (stories of individuals/ ripple diagram of who was most adversely affected).

(Lewisham Migration Museum)

Summer 2