









History Curriculum

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Wrens</p>  <p><u>UW – past and present, people, culture and communities</u></p>	<p>All About Me</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> How things change over time How we have changed since we were babies? Use the story “My Dad is brilliant” to discuss things we can do now that we couldn’t before and how things change over time and “Tell me what is like to be big” to discuss what children are looking forward to being able to do Create own personal timelines of key events in their life so far- from birth- pre-school to school Use Stickman story to create own simple family tree Use the story of Dogger -to discuss experiences that might be familiar to the children (losing a toy/going to a school fair etc) <p>Use the illustrations as an interpretation of life in the 1970s to talk about how they compare with life today</p> <p>Big Enquiry Question- I wonder what makes me me?</p>	<p>Houses and Homes</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Homes in the past- how have things changed over time? Comparing old and modern day household objects- Use “Peepo” as a showcase for life in the past. Discuss the different pictures, what can the children see that they are unfamiliar of? What do they think the different objects are? What objects do we have now that are new? Use nursery rhymes- Polly put the kettle on to explore how kettles have changed over time- look at examples of old fashioned ones to their modern day counterparts and Mary had a little lamb to compare images of a Victorian school to ours today <p>Big Enquiry Question- I wonder where people live?</p>	<p>Castles and Characters</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Look at how castles have changed over the years from very early ones to more modern ones- what has changed and why? How were buildings different in the past? Who lived in castles and what did they do?- talk about the roles of people in castles from the rich and poor and their roles within the castle What features do castles have and how are they different to their modern day counterparts? Talk about similarities and differences between how castles we lit/heated compared to now Look at castles the Queen has- talk about the role of the monarch and the Queen as a significant person in our world <p>Big Enquiry Question- I wonder what life was like in the past?</p>	<p>Dinosaurs</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> How things have changed over time How do we find out about the past? Look at how dinosaurs have evolved into their modern day counterparts Look at how Mary Anning discovered dinosaurs along the Jurassic coast and how new dinosaurs are still being discovered in times today <p>Big Enquiry Question- I wonder if it really happened?</p>	<p>Transport</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Use books from the Mr Gumpy series to explore how vehicles have changed over time Look at the Wright brothers and how planes have changed over time Talk about how we can now travel to space- look at how Neil Armstrong was the first man on the moon and how Tim Peake is an astronaut today <p>Big Enquiry Question- I wonder where we go and how we get there?</p>	<p>Change</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Look back at their personal timeline they created in the autumn term of key events in their lives so far. Add to it for things they have learned to do since starting school- make timelines of key events they have taken part in this year- Nativity, sports day etc and sequence these as to when in the year they took place <p>Big Enquiry Question- I wonder what change looks like?</p>
<p>Kites Kestrels</p>  	<p>Toys</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Order toys by decade and explain their reasons using adjectives and time phrases Label features of an old toy Explain similarities and differences between an old and new toy Ask and answer own questions; using sources to find answers <p>Big Enquiry Question: Should Plastic have ever been invented?</p>		<p>Mary Seocole and Florence Nightingale</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Explore the lives of Florence Nightingale and Mary Seacole Learn about the different challenges both nurses faced and how they overcame these Discover how both nurses helped in Crimean War Place events and objects in chronological order Use artefacts to ask and answer questions about Florence Nightingale and Mary Seacole <p>Big Enquiry Question: How can we make the world a better place?</p>		<p>The Great Fire of London</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Compare past and present-day London to understand how people lived in 1666 Research the life and significance of Samuel Pepys Sequence the key events of The Great Fire of London Ask and answer questions using sources to show understanding Identify the impact that The Great Fire of London has had on present-day life <p>Big Enquiry Question: Can fire ever be seen as a good thing?</p>	
<p>Robins</p> 	<p>Prehistoric Britain</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> To gain an overview of the major changes from the Stone Age to the Iron Age. To consider how we know about a historical period without written sources. To research what it might have been like to live in Britain during this period. 		<p>Anglo-Saxons</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Study archaeological evidence at Sutton Hoo and answer questions To find out who the Picts and Scots were and when they lived To identify where the tribes came from using maps and what their motives were for invading and settling in England To explore Anglo Saxon every- day life 		<p>Local Study- The Ancient Church</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	


History Curriculum

	<p>Big Enquiry Question: How did life change between the Neolithic, Bronze and Iron Ages?</p>	<ul style="list-style-type: none"> To explore the extent of the Anglo-Saxon Kingdoms and how their place names are relevant today To understand Anglo Saxon conversion to Christianity. Study the evidence of how Christianity arrived in England and how we know it happened. To draw conclusions about who was buried at Sutton Hoo <p style="text-align: center;">Big Enquiry Question: Were the Anglo-Saxons the ruin of Britain?</p>	<ul style="list-style-type: none"> They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>Big Enquiry Question: What can we learn about Preston Candover from the past?</p>
<p>Kingfishers</p> 	<p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Construct simple reasoned arguments about aspects of events, periods and civilizations studied. Explain with examples why a source might be unreliable. Knows who the four monarchs were and when they reigned. Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament. <p>Big Enquiry Question: What legacy do the Ancient Greeks have?</p>	<p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Maya civilisation Maya gods Maya number system Connections, contrasts and trends over time. Locate ancient Maya cities Frederick Catherwood- drawings Chichen Itza- create a leaflet for tourists <p>Big Enquiry Question: What is so unique about chocolate?</p>	<p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To match sources to a storyline To match captions to sources To sort sources into categories, either of their own choosing or as directed To identify that the sources depict different levels of Egyptian society (some show workers; others depict people of standing e.g. royal officials) To appreciate that much of the evidence for the story comes from archaeological fragments To grasp that ancient images are often difficult to interpret, but with close observation and a sense of period we can make sensible deductions To appreciate that experts, such as those at the British Museum, have interpreted objects and tomb paintings. <p>Big Enquiry Question: Does the punishment ever fit the crime?</p>

History Curriculum

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Wrens</p>  <p><u>UW – past and present, people, culture and communities</u></p>	<p>All About Me</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> How things change over time How we have changed since we were babies? Use the story “My Dad is brilliant” to discuss things we can do now that we couldn’t before and how things change over time and “Tell me what is like to be big” to discuss what children are looking forward to being able to do Create own personal timelines of key events in their life so far- from birth- pre-school to school Use Stickman story to create own simple family tree Use the story of Dogger -to discuss experiences that might be familiar to the children (losing a toy/going to a school fair etc) <p>Use the illustrations as an interpretation of life in the 1970s to talk about how they compare with life today</p> <p>Big Enquiry Question- I wonder what makes me me?</p>	<p>Houses and Homes</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Homes in the past- how have things changed over time? Comparing old and modern day household objects- Use “Peepo” as a showcase for life in the past. Discuss the different pictures, what can the children see that they are unfamiliar of? What do they think the different objects are? What objects do we have now that are new? Use nursery rhymes- Polly put the kettle on to explore how kettles have changed over time- look at examples of old fashioned ones to their modern day counterparts and Mary had a little lamb to compare images of a Victorian school to ours today <p>Big Enquiry Question- I wonder where people live?</p>	<p>Castles and Characters</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Look at how castles have changed over the years from very early ones to more modern ones- what has changed and why? How were buildings different in the past? Who lived in castles and what did they do?- talk about the roles of people in castles from the rich and poor and their roles within the castle What features do castles have and how are they different to their modern day counterparts? Talk about similarities and differences between how castles we lit/heated compared to now Look at castles the Queen has- talk about the role of the monarch and the Queen as a significant person in our world <p>Big Enquiry Question- I wonder what life was like in the past?</p>	<p>Dinosaurs</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> How things have changed over time How do we find out about the past? Look at how dinosaurs have evolved into their modern day counterparts Look at how Mary Anning discovered dinosaurs along the Jurassic coast and how new dinosaurs are still being discovered in times today <p>Big Enquiry Question- I wonder if it really happened?</p>	<p>Transport</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Use books from the Mr Gumpy series to explore how vehicles have changed over time Look at the Wright brothers and how planes have changed over time Talk about how we can now travel to space- look at how Neil Armstrong was the first man on the moon and how Tim Peake is an astronaut today <p>Big Enquiry Question- I wonder where we go and how we get there?</p>	<p>Change</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Look back at their personal timeline they created in the autumn term of key events in their lives so far. Add to it for things they have learned to do since starting school- make timelines of key events they have taken part in this year- Nativity, sports day etc and sequence these as to when in the year they took place <p>Big Enquiry Question- I wonder what change looks like?</p>
<p>Kites Kestrels</p> 	<p>Queens: Lives and Times</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To explore what a monarch is, what they wore, ate etc To be history detectives and look for similarities and differences between the Queens To identify where the Queens reined on a timeline based on other events we know about. To understand what life was like for each Queen during the time of their reign To understand that how different ways of communicating have changed through the different generations To talk about how people from Europe were beginning to explore the world and identify that other countries were part of the British empire <p>Big Enquiry Question: Was being Queen the same for Elizabeth I, Victoria and Elizabeth II</p>		<p>Titanic</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To recall the key events of the Titanic disaster To explain how international travel meant sailing across oceans, not flying To explain the luxurious features of the Titanic To understand how social class affected the level of facilities on offer To understand the different lifestyles that the passengers may have had To describe the impact of the iceberg, alongside other factors, causing the Titanic to sink To recall reasons why some people were reluctant to abandon ship To explain why the Titanic could be a triumph and a tragedy <p>Big Enquiry Question: Was the Titanic a triumph or a tragedy?</p>		<p>Local Historians – Alresford in WWII</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To know when the war started To name some countries and key individuals involved in our local area- Alresford. To recall the key events that happened in Alresford at this time To evaluate and assess the reason, impact and significance of the Battle of Britain To describe different aspects of life on the home front To fully appreciate the significance of entertainment and be able to describe how entertainment changed because of the war To evaluate the importance of commemorative events <p>Big Enquiry Question: Would Alresford exist if the Watercress Line was never there?</p>	
<p>Robins</p> 	<p>Romans</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Dates of the Roman Empire/invasion of Britain Some idea of the size/ spread of the Roman Empire. Understands major changes made in Britain by the Romans, including what Romanization was. 		<p>Alfred the Great</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> What made Alfred the Great, great? When and Where did Alfred rule? Alfred vs. Vikings Danegeld Battle of Edington 		<p>Vikings</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> Understand how knowledge of the past is obtained and constructed. Describe how different interpretations arise. To understand that historical understanding is being continuously revised. To learn about Viking raids and invasions. To understand the push and pull factors for Viking invasions. 	

History Curriculum

	<p>- Knows some things that changed/ remained the same during and after the Roman occupation.</p> <p>Big Enquiry Question: Do actions always speak louder than words? What was the Roman Empire's most significant impact in Britain?</p>	<p>- Make cakes (but don't burn them like Alfred did!)</p> <p>Big Enquiry Question: What makes something or someone great?</p>	<p>- Explain consequences in terms of immediate and longer term effects and how people were affected differently.</p> <p>- Link causes and explain that one cause might be linked to another.</p> <p>- Compare and contrast Viking lives to our lives now.</p> <p>- Explore Viking culture.</p> <p>Big Enquiry Question: Were Vikings raiders or traders?</p>
<p>Kingfishers</p> 	<p>Ancient Greece</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Gain an understanding of the way of life, beliefs and achievements of the Ancient Greeks. Understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras. Children can make links between the characteristics of the Greeks, the Romans and modern day Can describe in some detail the impact of Greek culture on the fields listed below and the consequences in short term and long term ie, on modern day life Children can use PLASTIK as mnemonic to relay information about the categories of the legacy Politics – understand the terms ‘democracy’, ‘citizen’ and the workings of the Council and Assembly in Athens and can discuss democracy and the use of ostracism in Athens Language – The Greek Alphabet finding prefixes and roots with Greek origins within a short text. Can use the Greek alphabet to make and decipher ostracons. Architecture– Understand three main orders of Classical architecture and architectural terms. Sport Theatre & Performance –Can describe the Greek influence on theatre in Roman, Tudor and modern times Ideas & beliefs – Greek Myths- Look at myths and legends in art since Greek times. Knowledge – Research famous and can form an argument about which famous Greek should be included in the Hall of Fame <p>Big Enquiry Question for the term: What legacy do the Ancient Greeks have?</p>	<p>Shang Dynasty</p> <p>Knowledge/ Key Concepts:</p> <ul style="list-style-type: none"> Plot key dates on the civilisation on a timeline and compare chronologically to other ancient civilisations Describe some of the key developments from within the Shang Dynasty eg, making bronze, irrigation Explain why Shang cities were walled Describe the social hierarchy in the Shang Dynasty and the role of an emperor Using a range of artefacts, explore and draw conclusions about the Shang Dynasty period understand the importance of trade and how these enabled productions of bronze, jade and cowrie shells. Use the artefacts from the Shang Dynasty to explore how significant they are in learning about the civilisations. Why judge whether the developments during this period of time hold much significance for the world later on. Investigate the lives and achievements of significant people during the Shang Dynasty and the legacy of Chinese culture and role of the family Understand The Shang Dynasty as the first Chinese dynasty for which we have written and archaeological evidence <p>Understand the impact of the limited sources we have available</p> <p>Big Enquiry Question for the term: What were the achievements of the Shang Dynasty Early Civilisation?</p>	<p>Crime and Punishment</p> <p>Knowledge/ Key Concepts:</p> <ul style="list-style-type: none"> Understand the broad trends of crime and punishment from the Romans to the 21st century Explore crime and punishment in the Roman period. Research crime and punishment in the Anglo-Saxon and Viking period. Discover crime and punishment in the medieval and Tudor periods Investigate crime and punishment in the early modern period. Study crime and punishment in the Victorian period. Recap the history of crime and punishment and compare it to today. Children can place each of the re-capped time periods on the timeline at the beginning of each lesson Identify changes in crime and punishment through time They can identify if there are any crimes that still occur today and if the punishments for these crimes have changed and why Using a range of evidence and sources, children can ascertain how attitudes towards certain crimes and punishments have changed over the years, identifying whether previous punishments were justified. <p>Big Enquiry Question for the term: Does the punishment ever fit the crime?</p>



History Curriculum

Useful Websites for History:

Don't forget to try your **local museum**, most of Hampshire's museums offer some curriculum related sessions, find them here: <https://hampshireculturaltrust.org.uk/culturaltrust-schools>

Key Stage 1- Possible Trips

Groups/sites providing workshops etc for different units/topics:

Creative History - Character and Theme Days <http://www.creativehistory.co.uk/>

History off the Page <http://www.historyoffthepage.co.uk/>

Hobgoblin Theatre Company <http://hobgoblintheatrecompany.co.uk/#/the-shows/4546008170>

Openbox Theatre Company <http://www.openboxtheatre.co.uk/>

Weald and Downland Open Air Museum <http://www.wealddown.co.uk/Schools/Museum-led-workshops>

Key Stage 2- Possible Trips

Butser Ancient Farm <http://www.butserancientfarm.co.uk/schools/>

Creative History <http://www.creativehistory.co.uk/>

History off the Page <http://www.historyoffthepage.co.uk/>

Hooke Court, Beaminster Dorset <http://www.hookecourt.co.uk/residential/programmes/history/>

Hobgoblin Theatre Company <http://hobgoblintheatrecompany.co.uk/#/the-shows/4546008170>

Portals to the Past <http://portalstothepast.co.uk/key-stage-2/>

Royal Armouries, Fort Nelson [Learning | Royal Armouries](#)

Ufton Court, nr Reading or Ufton on the road [Ufton History | Ufton Education \(uftoncourt.org.uk\)](#)