

Cycle A

Year 1/2 History Curriculum		
Autumn Changes over time: toys	Spring Explorers: Scott of the Antarctic	Summer Neil Armstrong and the Moon Landing
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • What modern toys look like and are made from (plastic) because it is safer and easier to make things from. • How children's toys change as they grow older • What make a toy 'old' and what Victorian toys were like- being made of materials like wood, paper and metal, they were often homemade, may look well played with etc. • How are old toys different to modern toys- modern toys may use electricity • How to sort toys into categories like old and new, into different shapes 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Who Scott of the Antarctic was and when he lived • Why Scott went to the Antarctic and how he managed to get to the South Pole • What happened to Scott when he and his companions got to the South Pole • Why Scott risked his life (and the lives of others) to get to the South Pole • How to order and summarise events in the life of Scott • Why did Scott fail to get to the South Pole before Amundsen and how he would have felt about this • Similarities and differences between how and why Scott of the Antarctic was remembered in 1912 and how he is remembered in modern times 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Who is Neil Armstrong, when did he lived and why is he important • To know where to moon landing comes in the history of flight and how flight has changed over time • What was Neil Armstrong's motivation to go to the moon even though he would be risking his life • How astronauts were able to get to the moon and back safely and sequence how this happens • What did the astronauts do when they got to the moon and why were these things important/ what did they represent • How we remember Neil Armstrong and the moon landing and why it is so significant

Year 3/4 History Curriculum		
Autumn Ancient Egypt	Spring The Railways	Summer The Stone Age to Iron Age
<p>Children will know by the end of this unit: What Egypt was like</p> <ul style="list-style-type: none"> Where Egypt and the River Nile is located on a map and why the Nile River was important to the Egyptians, providing not only crops, but fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport Egyptians wrote in hieroglyphics and these had to be translated using the Rosetta Stone before we could fully understand Egyptian society Pupils can understand the Egyptian beliefs about the afterlife, and what the Book of the Dead stated about protecting the spirit of the dead on the journey to the afterlife Pupils understand the importance of <i>maat</i>, the creation myths and the role of god and goddesses in Ancient Egypt. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> The benefits of the growth of the railway network in Great Britain The names of important individuals, famous locomotives and early railway lines and some autobiographical details How the different locomotive technologies developed over time The positive and negative effects of the railways How the coming of the railways affected different people 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> That Britain was once covered in ice That the earliest settlers were hunter-gatherers and lived in caves To know about the lifestyle of Stone Age man To know that Stone Age man was interested in art and ceremonials That hunter-gatherers were living alongside early farmers about 5,000 years ago To understand the impact of farming such as the taming of wild animals and the growing of crops like wheat That the discovery of Skara Brae was recent and changed modern views of early communities To know and understand that we can use and study evidence of buildings left behind to make deductions about people's way of life To understand that Stone Henge was built about 5000 years ago in stages, and can explain how it was built How to make inferences about the possible use of Stone Henge using evidence. To know characteristics of life in an Iron Age hill fort community
Year 5/6 History Curriculum		
Autumn	Spring	Summer

The Anglo-Saxons and Scots	The Vikings and Anglo-Saxon Conflict	The Mayans
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • That the Scots (Scoti) came from Ireland, and invaded North Britain – was not called Scotland yet. (pictland – picti tribes ran the land. Tribes that farmed the land) • That the ‘Scots’ only became known as the Scots after they invaded and settled in Northern England and the land became known as Scotland. • That the Scots followed a religion called Paganism • Why the Scots become Christian, who Saint Columba was and what he believed • Who Saint Columba was and why he travelled to Del Rada. (Exiled from Ireland, travelled to Iona and set up monastery) and why he travelled to north England –to expand an share his religion. • How the Scots might have responded to Saint Columba and the change in religion. • That the Scottish king accepted Christianity to strength his power. Columba taught their heirs and became an advisor. Bringing education to the Scots. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • When the Vikings came to Britian • Why the Vikings attacked and invaded Anglo-Saxon Britain • That Vikings travelled by boat and that they were expert seamen • How the Vikings gained their reputation as ruthless invaders and why interpretations of the Vikings differ. • That the reputation of the Vikings were exaggerated by accounts written by monks and that until recently, the monks’ records were our main source of evidence • To understand how successful the Vikings were in the struggle for Britain • That Vikings kept coming to Britain for almost 300 years- first as raiders than as conquerors and why • Alfred the Great’s main achievements • Why Alfred is know as ‘Great’ and is this a true representation • How the Anglo-Saxon chronicle and Bishop Asser gave a positive viewpoint of Alfred and why they did this • Which of Alfred’s achievements were the most significant • The importance of the Danelaw to Viking settlement • How new evidence can change our perspective of history 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The achievements of the Mayan- they built stone stepped pyramids without the use of the cartwheel and metal tools, as well as large cities • They were able to track a solar year of 365 days, built observatories and knew about eclipses • They developed their own mathematics, using a base number of 20 and had a concept of zero, as well as their own writing system • The Mayan civiliazation lasted 2,000 years and was at its height as AD300-900. • They built some of the largest cities in the world at the time, which was also one of the most sophisticated societies of their age with a stong belief system • Why the Mayan civilization was able to grow-growing crops like maize, hunting and irrigating fields • That the Mayan society was hierarchical (king, craftspeople and marchants, farmers, slaves) and can understand the differences between the luxury of the royal court, and everyday life for the common people who lived in wood and thatch huts and were concerned mostly with farming • Mayan cities had stepped pyramids topped by a temple, palaces and ball courts • The common people of the Mayan civilization are very poorly recorded

<ul style="list-style-type: none"> • Where the Saxons came from, where they settled in England and about their beliefs and religion. • What the seven Anglo-Saxon kingdoms were • To know what Anglo-Saxon village life was like. • That Anglo-Saxon village life was different from modern day. • What the Anglo-Saxon Religion and beliefs were. (Look at churches) • That Anglo-Saxons were pagans (believing in many gods) • They know about Pagan religion, Pagan beliefs and facts and Anglo-Saxon gods • where Sutton Hoo is located, what was buried there and what the objects there can tell us about Saxon life 	<ul style="list-style-type: none"> • That the Vikings were more than raiders, they were also traders and why this changed 	<ul style="list-style-type: none"> • The Mayans wrote hieroglyphics and that these have been deciphered since 1960 • Lots of Mayan history was destroyed by the Spanish when they conquered in the 16th Century as they wanted to stop Mayan religious practices • Why human sacrifice was practiced • That the moral values of people over 1000 years ago were different in both Maya and in England • The Mayan civilization was in decline at the time of Saxon control in Britain • There are many competing explanations as to why the Mayan civilization ended so quickly (drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain of the reason due to lack of evidence
Historical Dicipinary Knowelge		
<ol style="list-style-type: none"> 1. Constructing the Past: is all about learning how does history 'fit' together? Our understanding of the past and how it interacts with itself. We ensure this by linking our pupils' knowledge to previous topics and make sure that they have opportunities to compare across topics. 2. Sequencing the Past: is about the chronology and the understanding of time and place throughout history. In our lessons, we allow children to develop their skills and knowledge of chronology by making lessons practical to develop understanding-e.g. by toilet roll timelines. 		

3. **Continuity and Change:** is about identifying whether something has changed or stayed the same throughout history. We ensure this by making lots of comparisons of their knowledge within and across year groups. e.g. whether housing, beliefs, society improved or not.
4. **Cause and Effect:** is about understanding that events happened to bring about another event and the implications of these. Furthermore, it is about identifying potential reasons for change and the positive/negative implications of them. We ensure this by teaching cause and effect explicitly.
5. **Significance and Interpretation:** is about identifying what is important and that our understanding of the past comes from different sources. We ensure children develop a deep knowledge of this by linking this to change, cause and effect so our pupils understand what and why certain elements were important. We also teach children that our understanding of the past comes from different sources.
6. **Planning and Carrying Out Historical Enquiries:** is about providing opportunities for our children to develop their knowledge/understanding by carrying out investigations into a certain aspect or theme. At first, children are guided through historical enquiries using materials and sources to make judgements before being able to do this on their own.
7. **Using Sources as Evidence:** is about first of all knowing that history is made up of a variety of sources and different types of sources. We ensure that our children know how to analyse and investigate sources and use them to back up their arguments and judgements.
8. **Vocabulary:** is about our pupils knowing how to use vocabulary to become articulate historians. We do this by using our school's vocabulary progression document to know what words children should know in each year group and reinforcing these in lessons through stem sentences.

Cycle B

Year 1/2 History Curriculum		
Autumn History of Woolton Hill School	Spring Florence Nightingale & Mary Seacole	Summer The Great Fire of London
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How the local area has changed over time • How to look at primary and secondary sources • To know the features of St Thomas' Infant school in the past and how they have changed in the present • Understand how school life was different in the past. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Who Florence Nightingale was and when she lived. • Why Florence Nightingale went to Scutari and what hospital conditions were like when she got there • How Florence Nightingale improved the conditions at the Scutari hospital. • About Florence Nightingale's later life. • Similarities and differences between medical care now and in Victorian times. • How to order and summarise events in the life of Florence Nightingale • The main achievements of Mary Seacole and how these differed from Florence Nightingale 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How the Great Fire of London started • How we can know how the fire started 350 years later • What changed over time after the fire • Why the Great Fire burnt down so many buildings • What could have been done to stop the fire • How people lived through the Great Fire- there was little government help available so the people had to help themselves by setting up camps outside the city , living in makeshift accommodation. • A relief fund was set up and the King set up markets to provide food • The difference between aid available then compared with national disasters today • How the rebuilding of London was different after the events of the Fire of London.

Year 3/4 History Curriculum		
Autumn Roman Britain	Spring Early Islamic Civilisation	Summer The Tudors
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The terms 'invade' and 'settle' and to place the Romans on a timeline • That Cladius was the leader of the first Roman invasion of Britain and can understand what his motivation for this was • Why and how the Romans successfully invaded Britain • Who was in Britain when the Romans invaded and learn about their way of life • Who Boudica was from different points of view • Why the Celts would have been apprehensive about taking on the Roman Army • About why Boudicca was motivated to battle the Romans and the results of Boudica's revolt • Why the Roman army was so powerful • About life in Roman Britain and what were the most significant changes • What were the differences between rich and poor in Roman society • How the Romans have influenced our lives today. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The importance of Arab Muslims' contributions to the world and its historical significance • That Baghdad was a major city • Understand how and why by the middle of the 8th century, Islam had spread from Arabia to Spain and India, a larger spread than the Roman Empire • The origins and development of Islam in the 7th century • What remains of Baghdad today • How the city of Baghdad was built and why it was built to include canal systems • Why trade was so important to the people of Baghdad • The range of jobs occupied by the people of Baghdad • What happened to the city of Baghdad by the Mongols • The advances made by those in Islamic cities compared to those in Saxon England • How life was for rich people living in Islamic cities 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • What we can find out about Henry VIII from his portraits • Why Henry VIII broke from Rome • How life was different for people living at different levels of society • Why Mary is known as 'Bloody Mary' • How Elizabeth I used propaganda, through her portraits to control her image as being young and virtuous and why this was • Why England and Spain went to war • How did Elizabeth I defeat the Spanish Armada • What we can learn about Elizabethan England by looking at what people did in their leisure time (the theatre etc.)

Year 5/6 History Curriculum		
Autumn Anceint Greeks	Spring Local History Study: Why is Highclere Castle famous?	Summer The Victorians
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • To begin to find out who the ancient Greeks were, and place their civilisation in time • To understand that Anceint Greece consisted of city states like Athens and Sparta • Why Athens was a strong society • Why the battle of Marathon was fought and how it affected both Athens and Persia • To understand the different types of government and the society in ancient Greece and the introduction of democracy • To understand the similarities and differences between the modern and ancient olympics • To use sources like pottery to find out about daily life in ancient Greece • To know about religion in ancient Greece • How the Greeks have influenced our lives today 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How has the architecture of the Highclere estate changed and what is the significance of the architecture of Highclere Estate • How and why Highclere Castle had to change and adapt in World War One • Why were children evacuated and what was evacuation like • What did evacuation lfe look like at Highclere castle • What led to WW2 plane crashes at the Highclere estate and what was the impact 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • What the main changes that took place during Victoria's reign were (transport, industry, education, social and medical care) • Changes did not always effect everybody equally • What the effects of changes were in industry, particulary in factories • How did life in the country side compare to life in cities during the Victorian times • What the differences in schooling were between rich and poor
Historical Disciplinary Knowledge		
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2. **Sequencing the Past:** is about the chronology and the understanding of time and place throughout history. In our lessons, we allow children to develop their skills and knowledge of chronology by making lessons practical to develop understanding-e.g. by toilet roll timelines.
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