

Cycle A

Year 1/2 History Curriculum		
Autumn Great Fire of London	Spring Castles	Summer Changes in living memory: Toys
Children will know by the end of this unit: • How the Great Fire of London started and 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 • How the rebuilding of London was different after the events of the Fire of London. • 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.	Children will know by the end of this unit: • Most castles were built between 500 and 1000 years ago. • Castles were built not only for defence but also to show how powerful the owners were and to provide a safe home for the local lord and his family • Castle design changed when people found new way of attacking them, so stone replaced wood, round walls replaced straight ones and they became more more comfortable to live in. • As well as using castles to control the area, lords lived in the castles during peaceful times and lots of people lived there as servants. • Many castles are ruins today but they still help us to know what shape they were,	Children will know by the end of this unit: • 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 makes a toy 'old' • What their grandparents toys were like • 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

- 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 thick the walls were and how different parts of the castle were used. We know about castles from old documents with lists of what rich people living there ate and drank, stories of attacks and pictures drawn at the time.	
Year 3/4 History Curriculum		
Autumn Ancient Egypt	Spring The Stone Age to Iron Age	
Children will know by the end of this unit: What Egypt was like 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 The evidence we have about Ancient Egypt has come from pyramids, hieroglyphics, papyrus roles and artefacts found in tombs 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	Children will know by the end of this unit: To understand the impact of farming such as the taming of wild animals and the growing of crops like wheat To know and understand that we can use and study evidence of buildings left behind (like Skara Brae) to make deductions about people's way of life 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 - 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 ceremonies - That hunter-gatherers were living alongside early farmers about 5,000 years ago - That the discovery of Skara Brae was recent and changed modern views of early communities - To understand that Stone Henge was built about 5000 years ago in stages, and can explain how it was built	

• Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map: Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. • The pyramids are important monuments today and were used as a burial place often for pharaohs • Who built the pyramids and why they are important • Who Howard Cater was and the significance of his finding the tomb of Tutaknhamun • Egyptians wrote in hieroglyphics and these had to be translated using the Rosetta Stone before we could fully understand Egyptian society • Pupils understand the importance of <i>maat</i>, the creation myths and the role of god and goddesses in Ancient Egypt.		
Year 5/6 History Curriculum		
Autumn 1 The Anglo-Saxons and Scots	Spring The Vikings and Anglo-Saxon Conflict	Summer The Mayans
Children will know by the end of this unit: • That the Scots (Scoti) came from Ireland, and invaded North Britain – was not called Scotland yet.	Children will know by the end of this unit: • When the Vikings came to Britian • Why the Vikings attacked and invaded Anglo-Saxon Britain	Children will know by the end of this unit: • The achievements of the Mayana having built some of the largest cities in the world at the time, which was also

(pictland – picti tribes ran the land. Tribes that farmed the land) and 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, what he believed and why he travelled to Del Raida. (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. • Where the Saxons came from, where they settled in England and about their beliefs and religion.	• 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 and why Alfred is know as ‘Great’ and is this a true representation • The importance of the Danelaw to Viking settlement • That the Vikings were more than raiders, they were also traders and why this changed	one of the most sophisticated societies of their age with a strong belief system– 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 and 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. • 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
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• What the seven Anglo-Saxon kingdoms were • To know what Anglo-Saxon village life was like and that Anglo-Saxon village life was different from modern day. • What the Anglo-Saxon Religion and beliefs were (Look at churches), the Anglo-Saxons were pagans (believing in many gods) • Where Sutton Hoo is located, what was buried there and what the objects there can tell us about Saxon life		• The common people of the Mayan civilization are very poorly recorded • The Mayans wrote hieroglyphics and that these have been deciphered since 1960 • 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 of which lots was destroyed by the Spanish when they conquered in the 16th Century as they wanted to stop Mayan religious practices.
Historical Dicipinary Knoweldge		
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 2 The Gunpowder Plot	Spring Mary Anning	Summer 1 History of St Thomas' School
Children will know by the end of this unit: • Understand who Guy Fawkes was and what his actions were to bring about the Bonfire Night celebrations • What the motives were behind the Gunpowder Plot • What went wrong with the Gunpowder plot and how we know this through the use of sources • What different interpretations there are of the Gunpowder Plot • To be able to provide their own opinions with explanations on whether Bonfire Night should be celebrated	Children will know by the end of this unit: • Why we remember Mary Anning and what she was like • That Mary Anning discovered fossils on the Jurassic Coast and was one of the first to do this • What were the key events in the life of Mary Anning and whether they were negative or positive • What evidence we have to prove that Mary Anning made these important discoveries • What the view of others were of Mary Anning were when she was alive What we should do to remember Mary Anning	Children will know by the end of this unit: • 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.
Year 3/4 History Curriculum		
Autumn 1 and 2 Roman Britain	Summer The Tudors	
Children will know by the end of this unit:	Children will know by the end of this unit:	

• The terms ‘invade’ and ‘settle’ and to place the Romans on a timeline • That Cluadius was the leader of the first Roman invasion of Britain and can understand what his motiavation 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.	• What happened at the Battle of Bosworth • Who the Tudors and the Yorks were and how/why the Tudor rose was formed • What we can find out about Henry VIII from his portraits • Why Henry VIII would have wanted to be painted in a certain way • Why Henry VIII broke from Rome • Who the six wives of Henry VIII were and why he had six wives • 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 Armarda	
Year 5/6 History Curriculum		
Autumn Anceint Greeks	Spring Local History Study: Winchester	Summer Crime and Punishment

Children will know by the end of this unit: • To begin to find out who the ancient Greeks were, and place their civilisation in time • To understand that Ancient 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	Children will know by the end of this unit: • Who had the power in Medieval England • Why the Great Hall in Winchester is important • How the power of the King and the power of the Church differed in Medieval England • Why some people in Medieval England were Jewish, not Christian • How Jewish people fit into English Medieval society, how the King and Church used their power towards the Jews and if this made the lives of Jewish people better or worse • Who Licoricia of Winchester was and what was her story • What does Licoricia's story tell us about the Medieval world • Why Winchester was a special place to Henry III • What mattered to people in Medieval Winchester • Why has a statue of Licoricia been unveiled in Winchester?	Children will know by the end of this unit: • How the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order • How some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation • That society's attitude to crime has changed over time and has become less harsh • Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times • Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century. • That new crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it.
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	• What happened to the Jewish community in Winchester and England? • What can historians figure out from graffiti left in Winchester by Asher, Licorcia's son	
Historical Disciplinary Knowledge		
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