



## 2022-2023 History Curriculum - Engage, Challenge, Inspire

### EYFS

Key Knowledge & Skills	
<b>Nursery and Reception</b>	Children will begin to make sense of their own life-story and family's history including talking about members of their immediate family and community. They will name and describe people who are familiar to them and comment on images of familiar situations in the past. Children will compare and contrast characters from stories, including figures from the past.
<b>Early Learning Goal.</b>	By the end of Reception children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will understand the past through settings, characters and events encountered in books read in class and storytelling.

### Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	How have we changed since we were born?  <b>Changes within Living Memory.</b>	History of Toys, now and then. <b>Changes Within Living Memory.</b>	Pirates! <b>Significant Individuals:</b> Edward Teach & Ann Bonny	Superheroes!  <b>Significant Individuals:</b> Florence Nightingale & Mary Seacole	History of British Castles.  <b>Significant Individual:</b> Queen Elizabeth II.  <b>Events Beyond Living Memory?</b>	
<b>Key Knowledge</b>	Begin to make sense of their own life-story	How toys have changed over time from the Victorian times	Comparison of Florence Nightingale & Mary Seacole.	The stories of Blackbeard and Ann Bonny.	British castles and what were they used for compared with	

	and family's history.	to now. Investigating similarities and differences and reasons why.	Why were their experiences so different?		what we use them for now.	
<b>Key Skills</b>	Exploring timelines, sequencing.	Answer questions about the past using sources of information (artefacts).	Compare adults talking about the past. Why are their interpretations different?	Know and recount stories about the past.	Answer questions about the past using sources of information (texts, photos, drawings).	

## Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>		The Great Fire of London,  <b>Events Beyond Living Memory</b>	When Dinosaurs Roamed the World.  <b>Events Beyond Living Memory</b>	History of Cadbury's chocolate.  <b>Changes Within Living Memory.</b>  <b>Significant individuals:</b> John Cadbury	The First Moon Landing.  <b>Significant Individuals:</b> Neil Armstrong.	
<b>Key Knowledge</b>		Events leading to the Great Fire of London.	Learning about dinosaurs & how the world was different millions of years ago.	Learn about the history of Cadburys chocolate, the life of John Cadbury, and his contribution to national and	Who were the first people on the moon? What was it like to walk on the moon?	

				international achievements.		
<b>Key Skills</b>		<p>Recognise why events occurred and what happened.</p> <p>Compare 2 versions of a past event. Discuss the reliability of sources.</p>	<p>Use a timeline.</p> <p>Ask questions about the past based on simple observations of sources and information.</p>	<p>Recognise why people have done things in the past.</p> <p>Identify difference between ways of life at different times.</p>	<p>Recognise why events occurred and what happened.</p> <p>Sequence artefacts close together in time.</p>	

### Year 3

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Topic/Theme</b>	<b>Savage Stone Age.</b> Can a modern day person's ancestry be traced back to the Stone Age?	<b>Brilliant Bronze Age &amp; Ingenious Iron Age.</b> Was the wheel really invented in the Bronze Age?	<b>What did the Romans do for us?</b> Romans on the Rampage.			
<b>Key Knowledge</b>	To understand when the stone age was and what it was. Understand the definition and timescale of human prehistory Compare homes in the stone age	Understand where the Bronze Age came on a timeline. Investigate Stonehenge. Explore the Iron Age through artefacts. Understand how people lives and	Understand the difference between an invader and a settler Understand who the Celts were Understand how important Boudicca was and the result of			

	<p>to modern homes Explore what stone age people ate Find out about animals from the past Find out about tools used in the stone age Understand how stone age people lived</p>	<p>what life was like at an Iron Age Hill Fort Express and opinion about different age.</p>	<p>Boudicca's revolt. Investigate the Romans and how they lived.</p>			
<p><b>Key Skills</b></p>	<p>Place current study on a timeline in relation to other studies. Find out about everyday lives of people in time studied &amp; compare with our life today. Begin to use the library and internet for research. Use dates and key vocabulary related to the study unit.</p>	<p>Find out about everyday lives of people in time studied &amp; compare with our life today. Select and record information relevant to study, through research.</p>	<p>Place the time studied on a timeline. Sequence several events. Identify reasons for different ways in which the past is represented (why are there no photos of the Romans?). Use a range of sources to find out about a period.</p>			

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	Ancient Egypt	Ancient Egypt			Anglo-Saxons	Vikings
<b>Key Knowledge</b>	Beliefs of the Ancient Egyptians.	What was life like in Ancient Egypt?			Where did the Anglo-Saxons come from? What was life like in Anglo-Saxon Britain?	How did the Vikings invade Britain? What was the impact of the Viking invasion?
<b>Key Skills</b>	Understand BC/AD Use evidence to understand life in the time studied. Look at evidence and evaluate usefulness of different sources.	Understand BC/AD Use evidence to understand life in the time studied. Look at evidence and evaluate usefulness of different sources.			Understand BC/AD Place current study on timeline in relation to other studies. Identify key features and events of time studied.	Place current study on timeline in relation to other studies. Identify reasons for different ways in which the past is represented. Find out about everyday lives of people in time studied & compare with our life today.

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	<b>Ancient Greece:</b> What legacy did the Ancient Greeks leave behind?	<b>Roundheads vs Cavaliers:</b> Why was Banbury significant in the Civil War?				<b>Crime &amp; Punishment:</b> How did approaches to crime and punishment

						change over time?
<b>Key Knowledge</b>	Place the Ancient Greek Civilisation in time. Investigate city states. Understand the religious beliefs of the Ancient Greeks. Understand how Ancient Greece has influenced the modern world.	Explore key events in Banbury during the Civil War. Investigate local sites of significance from the Civil War. Understand the difference between primary and secondary sources.				Understand the significance of the Tudors and Victorians in British history. Explore and compare primary and secondary sources to understand how crime and punishment changed over time.
<b>Key Skills</b>	Know and sequence events from the time studied. Study different groups in society. Compare fact and fiction accounts of events (the Trojan War) & offer reasons for the differences. Begin to identify primary and	Make comparisons between life now and times in the past. Examine causes and results of great events. Select relevant information from different sources.				Know and sequence changes from time studied. Make comparisons between different times in the past. Offer reasons for different versions of events.

secondary sources.						
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**Year 6**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>			Rules, Reformation and Royalty: How did the power of the monarchy change over time?	The Home Front: What was life like in Banbury in WW2?	World War 2	Ancient Maya
<b>Key Knowledge</b>			A study of the monarchs of England from the medieval period through to the end of Tudor England.	The events of WW2, both locally and on a wider scale in England.		What life was like for the Mayans, how their lives differ from other ancient civilisations.
<b>Key Skills</b>			Sequence events on a timeline.  Link sources to work out how conclusions were arrived at. Consider ways of checking accuracy of sources.	Compare experiences in WW2 with now, and with other times studied (e.g. the Civil War). Recognise primary and secondary sources. Use a range of sources.	Find out about beliefs, behaviours, characteristics of people and understand that not everyone shares the same views. Use relevant dates and vocabulary.	Compare with other Ancient Civilizations studied. Be aware that different sources of information will lead to different conclusions, and this is magnified when studying ancient civilizations.

