

History Curriculum



Avonwood Primary School

The best in everyone™

Part of United Learning

Avonwood Primary School History Subject Curriculum



Avonwood Primary School

The best in everyone™

Part of United Learning

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

History Curriculum

Contents

3.2 Knowledge & Skills Overview – EYFS	3
3.3 Knowledge & Skills Overview – KS1	6
Year 1	6
Year 2	8
3.4 Knowledge & Skills Overview – KS2	11
Year 3	11
Year 4	14
Year 5	17
Year 6	21



Avonwood Primary School

The best in everyone™

Part of United Learning

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

History Curriculum

3.2 Knowledge & Skills Overview – EYFS

<i>Term & Focus</i>	<i>Early Learning Goal</i>	<i>Pupil outcomes / Year 1 readiness Skills, knowledge and understanding</i>	<i>Other opportunities to develop understanding</i>	<i>Diversity and Inclusion opportunities</i>
<p>Autumn <u>All About Me and my heroes</u> Family history, family trees, real life superheroes (historical)</p> <p><u>Let's Celebrate</u> Amazing Autumn</p>	<p><u>Development Matters</u></p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p><u>Understanding the World</u> <u>– Past and Present ELG:</u> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events</p>	<p>-I can recognise that I have changed since I was a baby and discuss some of those changes</p> <p>-I can talk about members of my family</p> <p>-I can talk about different occupations of family members and people who are known to them.</p> <p>-I can ask questions about different occupations</p> <p>-I can talk about what I did yesterday/last week</p> <p>-I can order events in my day</p> <p>-I can talk about things that happened a long time ago, a short time ago and today</p> <p>-I can talk about why we remember special historical events</p> <p>-I can talk about why traditions are important</p> <p>-I can talk about people who help us</p>	<p>The Gunpowder plot</p> <p>Birthdays</p> <p>Family trees</p> <p>Rama and Sita</p>	<p>Show examples of different and a diverse range of families.</p>



History Curriculum

	encountered in books read in class and storytelling.			
<p>Spring Spring 1 Where We Live Chinese New Year</p> <p>Spring 2 Spring in our Step</p>	<p><u>Understanding the World</u> – Past and Present ELG:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>I know ...</p> <p>Where I live, my local area, and can describe it</p> <p>Some key features of where I live</p> <p>That places have changed over time</p> <p>I can...</p> <p>Talk about my home and where I live.</p> <p>Talk about places I have visited and say how that place was similar or different to the past</p> <p>Compare my local community and how it has changed over time</p>		



Avonwood Primary School

The best in everyone™

Part of United Learning

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

History Curriculum

<p>Summer</p> <p>Summer 1 Once There Were Dragons</p> <p>Summer 2 Science Detectives ?</p>	<p>Understanding the World – Past and Present ELG:</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I know...</p> <p>How to use information to find out about events and people from the past</p> <p>About scientists of significance</p> <p>I can...</p> <p>talk about things that happened a long time ago, a short time ago and today;</p> <p>talk about why we remember special historical events;</p> <p>talk about why traditions are important;</p> <p>make comparisons between how we live today to life in castles in the past;</p> <p>compare King Charles III to historical kings</p>	<p>St George and the Dragon Knights</p> <p>Comparisons over time, e.g. castles and life in a castle</p> <p>King, King Charles III, royal, reign, monarch, heir, Queen, succession, coronation, Westminster Abbey</p> <p>Scientists, invent, Mary Anning, fossil, palaeontologist, astronauts, Neil Armstrong</p>	<p>Key significant figures – King Charles II</p> <p>Mary Anning</p> <p>Neil Armstrong</p>
---	--	---	--	---



History Curriculum

3.3 Knowledge & Skills Overview – KS1

Year 1

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn <u>Family History</u> What is my family history? Community and family	Changes within living memory	I know about members of my family I know about a family event that happened before I was born I know about my family from the past	I can reflect on family events that have happened I can ask questions about my family I can ask questions about my own life I can order events from my life on a timeline I can use common words and phrases relating to the passing of time	Celebrate diverse communities and differences in celebrations and day to day life. Look at a range of families and family set ups – celebrate differences.
Spring <u>Travel</u> How did people travel in the past? Quest for knowledge Power, empire and democracy	Changes within living memory; events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight	I know what early forms of transport looked like I know how transport has changed over time I know that modern transport e.g. planes meant that people could travel further, faster cheaper	I can evaluate why transport changed over time I can compare transport over time I can reflect on how life would have been different with early forms of transport I can identify similarities and differences between periods	Look at key individuals e.g. Bessie Colman, first African-American woman, and also the first Native-American, to hold a pilot license



History Curriculum

<p>Summer <u>History of housing</u> Where did people live in the past? Quest for knowledge</p>	<p>To understand some of the ways in which we find out about the past</p>	<p>I know there are lots of different types of homes. I know that the building materials used for housing has changed. I know that the fact that houses can make up different types of settlements</p>	<p>I can reflect on how life would have been different with early I can evaluate why transport changed over time I can identify similarities and differences between periods</p>	<p>Look at housing around the world throughout history – link to Geography.</p>
---	---	--	--	---



Avonwood Primary School

The best in everyone™

Part of United Learning

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

History Curriculum

Year 2

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn Local History Unit Change and continuity How has my community changed over time? Community and family	Changes within living memory; significant events, people and places in their own locality.	Local History Unit I know how the local area has changes I know what key changes and events have happened in the local areas I know what the blue plaques are for	Local History Unit I can use secondary sources to identify changes within the local area I can make simple observations about different types of people, beliefs, events within a society	
Spring Great Fire of London Why do we call the Great Fire of London 'great'?	Changes within living memory; events beyond living memory that are significant nationally or globally e.g. the Great Fire of London	I know where all key people and events fit into the chronology of British history I know why the fire started and why it spread I know what London looked like before, during	I can plot the events in order on a timeline I can ask questions such as: What was it like for people? What happened? How long ago? I can explain how we know about the Great Fire of London (Samuel Pepys diary)	Samuel Peeps – why did he stop writing his diary? Was it due to his eyesight? Is this a choice he would have to make today? Who was named in the Great Fire of London? (mostly men – look at



History Curriculum

<p>Power, empire and democracy</p>		<p>and after the Great Fire of London</p>	<p>I can describe how life changed in London because of the fire (buildings were brick and creation of Fire Service) I can identify similarities and differences between periods I can identify some ways that we find out about the past</p> <p>I can ask and answer some questions I can recognise why people did things, why events happened and what happened as a result I can compare two astronauts I can consider what skills an astronaut might need</p>	<p>impact on females too – is this an inclusive view of London at that time?) Book – surviving the Great Fire of London.</p> <p>Include BAME individuals e.g. Captain Edward Dwight, Katherine Johnson, Dorothy Vaughan, Cecilia Payne and Mary Jackson)</p>
<p>Summer</p> <p>Explorers Quest for knowledge</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant events, people and places in their own locality.</p>	<p>I know what an explorer is I know who Sacagawea is I know who Michael Collins I know the historical significance of Michael Collins</p>	<p>I can describe the achievements of key individuals I can recognise the similarities and differences</p>	



History Curriculum



Avonwood Primary School
The best in everyone™
Part of United Learning

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

History Curriculum

3.4 Knowledge & Skills Overview – KS2

Year 3



Avonwood Primary School
The best in everyone™
Part of United Learning

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

History Curriculum

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn How was life in a prehistorical settlement different to life today? Quest for knowledge Community and Family Similarity and difference	Changes in Britain from the Stone Age to the Iron Age	I know where all key events fit into the chronology of British history I know the changes between hunter gatherers and early farmers I know the changes in Bronze Age technology and travel, e.g. Stonehenge I know the changes from Bronze Age to Iron Age hill forts	I can identify where pre-history periods appear within chronology I can explain how the changes between Stone Age to Iron Age impact on life in Britain. I can use evidence discovered in key historical sites, e.g. Skara Brae, Stonehenge and Maiden Castle, to draw conclusions on changes in Britain	Make reference to evidence of the first people found in Africa – humans in the Mesolithic period, nomadic, portable housing (Starr Carr) All humans have their roots in Africa due to continent shift Stone Age – survival of the fittest but evidence shows those with disabilities were well cared for
Spring Why were Pharaohs so powerful? Causation Quest for knowledge Power, empire and democracy	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt	I know where all key people and events fit into the chronology of world and British history I know the achievements of the earliest civilizations I know the impact of significant historical people e.g. Howard Carter	I can devise historical valid questions I can establish clear narratives within and across periods studied I can compare the similarities and differences between historical developments in pre-history Britain and Ancient Egypt	Locating Africa in time and space Tutankhamun – club foot visible disability, difficulties walking unaided, bone problems, possible cleft pallet – helps to understand his time as a leader and what is in his tomb – is this how he is presented as a



History Curriculum

				leader? Is his disability known? Why might that be?
<p>Summer</p> <p>How did the Ancient Greeks change the way we think today?</p> <p>Historical significance</p> <p>Power, empire and democracy</p> <p>Community and family</p>	<p>A study of Greek life and achievements and their influence on the western world</p>	<p>I know where all key events fit into the chronology of world history</p> <p>I know how the Ancient Greeks changed the way we think today</p> <p>I know the achievements of the Ancient Greeks</p> <p>I know the influence the Ancient Greeks had on the western world</p>	<p>I can understand how the past is constructed from a range of sources</p> <p>I can study and compare Greek life and their achievements</p> <p>I can compare how the Ancient Greeks thought and changed the way we think</p>	<p>Significant inventors and inventions that came from the Greeks that have shaped some societies today, e.g. government type, philosophers,</p> <p>How did the ancient Greeks change the world? - BBC Bitesize</p> <p>Inspiration on Greek figures: Ancient Greece for Kids: 25 Famous People of Ancient Greece (ducksters.com)</p>



Avonwood Primary School

The best in everyone™

Part of United Learning

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

History Curriculum

Year 4

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn How was life similar for Mayans and Ancient Greeks? Similarity and difference Quest for knowledge Community and family	A non-European society that provides contrasts with British history; a Mayan civilization AD900	I know where all key events fit into the chronology of world history I know where the Mayan civilisation was I know what life was like for Mayans I know how life was similar for Mayans and Ancient Greeks	I can note connections and contrasts with other periods of history e.g. Mayans and Ancient Greeks I can compare and contrast the Mayans to British history I can identify how Victorian historians learnt about the Mayans I can research aspects of Maya life (e.g. religion and gods, food, writing and the number system) and compare this with British examples (e.g. The Iron Age and Ancient Greek) I can understand how historical knowledge is constructed from a range of sources	War and disputes between Maya and Greeks based on similarities and differences in cultures. Celebrate examples of shared culture and celebrations e.g. the Olympics. Review use of city states.



History Curriculum

<p>Spring What did the Early Islamic civilisations do for us?</p> <p>Quest for knowledge Power, empire and democracy</p>	<p>A non-European society that provides contrasts with British history; early Islamic civilisation, including a study of Baghdad AD900</p>	<p>I know where all key events fit into the chronology of world history I know that Baghdad was a city and when it was built I know that people came from around the world to Baghdad to trade, teach and learn I know that the attack on Baghdad destroyed the city</p>	<p>I can understand historical concepts such as cause and consequence I can identify reasons for historical events, situations and changes I can describe social, cultural and religious and ethnic diversity in Britain and wider world</p>	<p>Silk roads - significant figure – Ibn Buttuta (compare to others)</p> <p>Look at other civilisations and their inventions – whose came first?</p> <p>Contrast to British history</p>
<p>Summer Local History Unit (details TBA) Why is Bournemouth famous today? How has Bournemouth Pier changed over the years? How has the pier been important in our community?</p> <p>Quest for knowledge Historical</p>	<p>A local history study; a study of an aspect or theme in British history that extends children chronological knowledge beyond 1066?</p> <p>Why was Mary Shelley famous? How has Bournemouth changed since 1851 when Mary Shelley died?</p>	<p>Local History Unit I know where all key people and events fit into the chronology of British and local history. I know the impact that Mary Shelley has had on Bournemouth now (e.g. places and road names).</p>	<p>Local History Unit I can devise and address historically valid questions I can understand how historical knowledge is constructed from a range of sources</p>	<p>Investigate disability – was Frankenstein a political statement?</p> <p>Look at lasting results of a significant female author – was it unusual for the time?</p>



History Curriculum

significance Power, empire and democracy Community and family				
---	--	--	--	--



Avonwood Primary School

The best in everyone™

Part of United Learning

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

History Curriculum

Year 5

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn How did the Roman Empire change over time (World History)? Change and continuity Quest for knowledge Power, empire and democracy Community and family	The Roman Empire	I know where all key people and events fit into the chronology of world history I know how the Romans began to build their empire I know where the Roman empire began I know key leaders in the Roman Empire I know what life was like in Roman cities and how the Roman culture developed I know about key Roman technology	I can understand historical concepts such as continuity and change I can describe social, cultural and religious changes brought about by the Roman Empire I can evaluate why the Romans invaded I can use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology	Challenge images of white Roman soldier with evidence that people came to Britain from different parts of the Roman Empire, including Africa (How did an African general challenge Roman Power?) Kingdom of Kush – never conquered by Romans but Roman head (statue) found under steps – in History Museum now. Roman and Egypt war first century BCE How did the Roman attitude to disabilities differ depending on the disability? E.g. eyesight.



History Curriculum

<p>Spring How did the Romans keep control in Britain? Power, empire and democracy Community and family Causation</p>	<p>The Roman Empire and its impact on Britain</p>	<p>I know where all key people and events fit into the chronology of British history I know some attempted and the successful invasions of Britain I know key facts about the invasion of Britain (why they chose Britain) I know the legacy of the Roman Empire in Britain (unification, religion, infrastructure)</p>	<p>I can explain why the Romans needed to build forts and roads in this country I can describe who Queen Boudicca (links to Celts) was and how the tribes in Britain resisted Roman rule I can explore a famous Roman site in Britain and explain what it tells me about daily life (e.g. Bath, Caerwent) I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	<p>How diverse was Roman Britain? Compare modern interpretations (BBC issue). Emperor Septimius Severus born in Africa and died in York. Compare Queen Cleopatra and Boudicca</p>
<p>Summer How has our knowledge of the world changed over time? Quest for knowledge (Longitudinal study) Change and continuity Quest for knowledge</p>	<p>A study of an aspect or theme in British history that extends children chronological knowledge beyond 1066; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<p>I know where all key events fit into the chronology of world and British history I know the definition for 'golden age'. I know what the Golden Age was I know what the landscape (physically and socially) was in England prior to the Industrial Revolution, including the building of the Houses of Parliament in 1837 I know that significant change came in the Victorian period in industry</p>	<p>I can develop appropriate use of historical terms I can note connections, contrasts and trends over time I can name and recognise Queen Victoria and learn that she came to the throne in 1837 and died in 1901 I can explain the cause and effect of the development of mining industry e.g. the expansion of transport and factories I can consider whether the Victorian era was a period of Golden Age or Dark Age I can understand that Ancient Greece and Ancient Rome laid the</p>	<p>Look at depiction of disability and mental health during Industrial revolution and Victorian era</p>



History Curriculum

		<p>I know that coal mining had been a practice that occurred throughout history including back to Anglo-Saxons where rent was paid in coal</p> <p>I know that during the Victorian Period between 1837 and 1842, children under 10 worked in the mines.</p> <p>I know that during the 'Dark Ages' developments slowed but did not stop altogether at this time</p> <p>I know that during this period the rise of Christianity and monasticism ensured study, writing and learning still took place.</p> <p>I know that the Scientific Revolution brought about developments in the way people thought: (1) they looked beyond religion for explanations; (2) the 'scientific method' was developed; (3) the Royal Society created a journal that is still published today, that allowed sharing and reviewing of ideas.</p> <p>I know that the Industrial Revolution changed people's lives in a huge way.</p>	<p>foundations of science and technology in Europe for many centuries.</p> <p>I can consider whether the 'Dark Ages' is an unfair name for this period.</p> <p>I can understand that the Industrial Revolution saw Britain move away from its 'cottage industry', thanks to natural resources, a new confident culture and individual inventors.</p> <p>I can consider whether the developments made in the Industrial Revolution always had a positive impact on people's lives.</p>	
--	--	--	---	--



Avonwood Primary School

The best in everyone™

Part of United Learning

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

History Curriculum

		I know that the Victorian Age continued the developments of the Industrial Revolution and showcased these at the Great Exhibition.		
--	--	--	--	--



History Curriculum

Year 6

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<p>Autumn Local History Unit (details TBA) How have people's rights in Europe changed over time? Power, empire and democracy Quest for knowledge</p>	<p>A local history study; a study of an aspect or theme in British history that extends children's chronological knowledge beyond 1066 (e.g. a significant turning point in British history for example, the Battle of Britain)</p>	<p>Local History Unit (details TBA) I know I know where all key people and events fit into the chronology of world and British history</p>	<p>Local History Unit (details TBA) I can understand that different versions of the past may exist and give reasons for that I can note connections, contrasts and trends over time</p>	<p>Include the experiences of BAME people during WW2, both at home (e.g. in country homes – link to evacuees and also fighting in the war)</p> <p>WW2 changed views a little after mass killing of disabled people – acts to protect them but more needed for inclusion – American civil rights movement did a lot to try and right this in 60s and 70s</p> <p>Begin to consider those who did return and survived from war but returned with injuries, how were they treated? The contribution from disabled people in war factories – what was the treatment of them?</p>



History Curriculum

				Identify the perspectives taken by each thing – e.g. WW2 – who reported the information we are learning, would it be reported in the same way in another country?
<p>Spring</p> <p>What can we learn about the Anglo-Saxons from what we see today?</p> <p>Similarity and difference Community and family Quest for knowledge</p>	Britain's settlement by Anglo-Saxons and Scots	<p>I know where all key people and events fit into the chronology of British history</p> <p>I know who the Anglo-Saxons invaders were</p> <p>I know where the Anglo-Saxons invaded</p> <p>I know why the Anglo-Saxons invaded Britain</p> <p>I know what an Anglo-Saxon village looked like</p> <p>I know how Anglo-Saxon kingdoms were organised</p> <p>I know some place names from the Anglo-Saxons</p> <p>I know about Alfred the Great and Athelstan, the first King of England and his resistance</p> <p>I know about Anglo-Saxon law and justice</p> <p>I know about the Scots invasions from Ireland to north Britain (now Scotland)</p> <p>I know about Anglo-Saxon art and culture</p>	<p>I can select and organise relevant historical information</p> <p>I can develop appropriate use of historical terms</p> <p>I can note connections, contrasts and trends over time</p> <p>I can reflect on prior knowledge about invasions into Britain and use this to understand why the Anglo-Saxons invaded Britain</p> <p>I can explain the process of Christian conversion</p> <p>I can explain the similarity and differences between Anglo-Saxons and the Romans and consider the Roman withdrawal from Britain in 410 AD and the fall of the western Roman Empire</p> <p>I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	<p>Abbot Hadrian of Canterbury</p> <p>Look at the make-up of Britain – recent evidence suggests a significant amount of migration from Europe to Britain so Britain was a diverse place to be – look at theme of migration and immigration. Consider how this contributed to religion and language.</p>



Avonwood Primary School

The best in everyone™

Part of United Learning

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

History Curriculum

<p>Summer Why do the Vikings have a violent reputation and, do they deserve it? Causation Community and family Power, empire and democracy</p>	<p>The Viking NS Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (and his death in 1066)</p>	<p>I know the geographical context to the Vikings I know where all key events fit into the chronology of British history I know about Alfred the Great and Athelstan, the first King of England and his resistance I know the Vikings were considered both raiders and settlers I know where there were Viking settlements I know that the Vikings had great skill and craftsmanship I know that Vikings had a system of justice and were not just 'violent' I know about Edward the great and his death in 1066</p>	<p>I can describe and make links between main events, situations and changes within and across different periods/societies I can explain when and where the Vikings came from and why they raided Britain I can compare the significance of Anglo-Saxon kings and how they fought against the Vikings I can identify and explain key aspects of Viking life I can explain how the last Anglo-Saxon kings shaped Britain I can consider historians motivations into sources surrounding the Viking's reputation I can consider political and technological factors I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	<p>Look at the idea of democracy and justice.</p> <p>Vikings were also tradespeople and did participate in slavery – examine and build on prior knowledge.</p>
--	--	---	--	--

