



History programmes of study: KS 1 and 2

<p><u>What do we aim to achieve? (Our intent)</u></p> <p>Through our History curriculum pupils will become curious to know more about the past. We want them to develop their skills as historians to ask questions, think critically, weigh up evidence and sift through arguments in order to find out about the people and events that have shaped our world today. They will find out about</p> <ul style="list-style-type: none">• changes within living memory• significant events beyond living memory• lives of significant people• local history events, people and places.	<p><u>How do we do it? (Our implementation)</u></p> <p>The children will develop these skills over our 2 year rolling programme. In lessons they will use timelines, handle artefacts, and study photographs, videos, paintings and maps. They may visit places of historical interest and be involved in a visit from a historical company to re-enact a period of time.</p> <p><u>What happens as a result of this learning? (Our impact)</u></p> <p>The impact of our programme of study is that pupils develop a curiosity to know more about the past, and understand how people and events have shaped the world they live in.</p>
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Key Stage 1 Toy Museum



History programmes of study: KS 1 and 2

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Winter Wonderland	Superheroes	Minibeasts	Around the World in 30 Days	On the Farm
EYFS	Growing up, changes from baby to elderly. Talk about past events in their own lives. Importance of family and friends and how they help us. Family types within different cultures.	Remembrance Day - the significance of British soldiers. Bonfire night - Guy Fawkes and the gunpowder plot. Inuit families - how their way of life is different to ours.	What is special/unique about us? People who help us in our community - show interest in different occupations. Talk about past experiences (doctors, vet etc).	Observe and discuss changes over time (lifecycle of an egg/butterfly). Talk about past experiences with minibeasts.	How can we travel to different countries - different ways of travel over time. Talk about past experiences of travelling.	Farm machinery - comparing machinery from the past to the present, discussing similarities, differences and change. Talk about past experiences of going to a farm.

What does each lesson cover and how does it link together over time?

NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):

To know and understand:-

- H1: the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- H2: significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion & dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- H3: To gain and deploy a historically grounded understanding of abstract terms such as “empire”, “civilisation”, “parliament” and “peasantry”
- H4: historical concepts e.g. continuity & change, cause & consequence, similarity, difference & significance. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts (e.g written narratives)
- H5: the methods of historical enquiry, including how evidence is used to make historical claims. Discern how & why contrasting interpretations of the past have been constructed.

Theme	TOYS	HOUSES AND HOMES	TRAVEL THE WORLD
KS1 (Yr 1 & 2)	Toys – past and present Comparing toys from different periods: Victorian/ parents and grandparents/ present time (timeline) Comparing materials used and how this has changed due to manufacturing/handmade. Use pictures of real toys, visits to museums, family history. Apply knowledge to assess and compare toys. Bonfire Night and its link to king and parliament.	Victorian houses and homes: How they lived. Comparing Victorian houses to modern buildings, looking at use of materials, style and structural differences. Compare rich & poor Look at interiors, investigate objects and how their use reflects the different way people lived. Wash day. Cooking ranges, toileting. Look at contemporary photographs and real objects.	Seaside holidays: Past and present Where do we go on holiday? How do we travel to our destination. Development of the concept of holiday to escape the dirty towns and industry. Comparing destinations & activities past / present. Taking the waters, bathing machines, linked to health not just leisure. Compare rich/poor Travel, railways, destinations - compare old and new photos.
Theme	ROTTEN ROMANS	AMAZING ANGLO SAXONS	INCREDIBLE INDIA
KS2 (Yr 3 & 4)	Roman Empire and impact on Britain. Romulus & Remus, beginning of the empire Timeline of the invasion of the Romans and significant events occurring whilst the Romans were in power, road building, government Julius Caesar’s attempted invasion British resistance: Celtic Britain & Boudicca Pompeii and the volcanic eruption Roman remains	Anglo Saxon Britain Timeline of civilisations living in Britain. Jutes, Angles, Saxons- invasion & settlement. Kingdoms of the British Isles. Alfred and the concept of ‘England’ Law & order, king & Witan, feudalism. Lifestyle peasant/surf & lords including homes, clothing, food made (bread), religion, Long Boats and Figure heads, Sutton Hoo	Achievements of early civilisations - the Indus Valley Identify the time period/location of the Indus Valley civilisation Compare with our Bronze age Identify significant differences between other civilisations e.g. use of writing skills, measurement.. Identify crafts and trades and changes the civilisation brought forward e.g. sanitation systems

How does all this build on their learning from the Early Years?

Foundation Stage Profile	Understanding the World	Past and Present	<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.
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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Fabulous Festivals	Dinosaurs	Traditional Tales	Transport	Pirates/ Under the Sea
EYFS	Growing up, changes from baby to elderly. Talk about past events in their own lives. Importance of family and friends and how they help us. Family types within different cultures.	Remembrance Day - the significance of British soldiers. Bonfire night - Guy Fawkes and the gunpowder plot. Talk about personal experiences of festivals and celebrations.	Prehistoric environments: ways we find out about the past - dinosaur fossils, appearance, extinction.	Traditional tales: passed down over time & have been changed/adapted. Observe and discuss changes over time (lifecycle of an egg/butterfly).	Transport and technology changes over time. Photos and videos of old transport. Talk about past experiences of travelling.	Famous pirates of long ago (Blackbeard). Talk about past experiences of being at the seaside.

What does each lesson cover and how does it link together over time?

NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6):

To know and understand:-

H1: the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

H2: significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion & dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

H3: To gain and deploy a historically grounded understanding of abstract terms such as “empire”, “civilisation”, “parliament” and “peasantry”

H4: historical concepts e.g. continuity & change, cause & consequence, similarity, difference & significance. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts (e.g written narratives)

H5: the methods of historical enquiry, including how evidence is used to make historical claims. Discern how & why contrasting interpretations of the past have been constructed.

Theme	FAMOUS PEOPLE WHO CHANGED OUR LIVES	LONDON	EXPLORE THE WORLD
KS1 (Yr 1 & 2)	Famous people: Florence Nightingale, who she was, her life and times,Neil Armstrong, who was he, his life and times their impact on the wider world. Nursing past and present. Space travel and its impact on our lives today. Comparing and contrasting modern hospitals to health care in the past- link to rich and poor. Exploring how old film is evidence of the moon landing event. Mary Seacole- her role in contrast. Bonfire Night - Guy Fawkes / Thomas Johnson- event of local importance	Great Fire of London London of the time, contrast with modern city. Buildings of the time, materials used Timeline of eventsSamuel Pepys diary, significance of a first hand account. Rebuilding London, King’s role- Wren Things we can see today, monument, St Paul’s. Fire-fighting past and present Visit from Firefighters, contrast modern equipment with that of the past.	Intrepid Explorers Columbus: Life and times, reasons for travels and discovery of the new continent of America. How was that discovery significant- foods with origins there eg. carrots Cook: His life and journeys, the discovery of Australia The impacts on indiginous peoples, from expansion of empires. Study of maps past and present, ships of the time
Theme	TOMB RAIDERS!	DISAPPEARING RAINFORESTS!	WE’LL MEET AGAIN (WW2)
LKS2 (Yr 3 & 4)	Ancient Egypt Timelines up to modern day Pharaohs, pyramids - beliefs that led to their creation, religion. The great discovery – Tutankhamun- new insights Howard Carter and impact around the world Hieroglyphics, evidence of Egyptian life from artefacts Daily life of Ancient Egyptian civilisation (homes, clothing, food) Importance of River Nile	Local History Study. Why did people settle in Lidlington? Oxford clay and brickworks industry. Historical place names - village and street Thomas Johnson - Who was he? What was his legacy? Using evidence to learn about what life was like - Extract from a letter, photographs Changes to use of buildings within the locality School life - impact of Thomas Johnson	WW2 and the Battle of Britain How war began- timeline – the world map Important political figures: Hilter and Churchill Rationing, bomb shelters, Evacuees. How daily life was changed by the war. The change in women’s role, factories, land army. The Blitz and D Day Key figures: Anne Frank Propaganda, the posters of the time.

What do they go on to learn about in Year 5 and 6?

Year 5:

The Stone Age: Late Neolithic hunter gatherers and early farmers. Skara Brae- Knowledge and chronological understanding, sources

Ancient Greeks: Comparison Modern and Ancient Olympics- Change and continuity; Myths and Legends

Tudors: War of the Roses; Tudor Life

Local History Study: Stewartby brickworks and the Steward family

Year 6

Viking and Anglo Saxon Struggle for the Kingdom of England: Alfred the Great; Crime and punishment

Mayan Civilisation CE 900: Growth and fall

How does it all link with the National Curriculum?

Key Stage 2: Subject content
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.

<p>Key Stage 1: Subject content</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]- 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 [for example, Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Edith Cavell]- significant historical events, people and places in their own locality	<p>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. 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> <p>From years 3-6, pupils should be taught about:</p> <ul style="list-style-type: none">- changes in Britain from the Stone Age to the Iron Age- the Roman Empire and its impact on Britain- Britain's settlement by Anglo-Saxons and Scots- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor- a local history study- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China- Ancient Greece – a study of Greek life and achievements and their influence on the western world- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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