

## History Programme of Study

### History Curriculum - Intent

Our EYFS and Key stage 1, pupils should begin to get a sense of what constitutes the past, what and how changes have occurred and gain knowledge of some key events and significant figures and know why they are important.

Across KS2 pupils develop an understanding of a chronological timeline of key events, periods and significant figures in British and World History from the Stone Age to World War. Each year group has a 'concept' unit where pupils can examine a thread across different periods.

They will begin to know how our local area has changed since 1500 and understand the reasons of how and why it changed. For pupils to develop key historical skills such as; cause and effect, evaluating different sources of evidence; noting connections, similarities and differences and organizing relevant information.

In History units where it is relevant, pupils will look at some aspect from a non-White British perspective.

### History Curriculum Map

#### **Early Years**

My History  
Dinosaurs

#### **Year 1**

How are toys different in the past?  
Homes in the past  
My Parent's childhoods

#### **Year 2**

Why do we remember Florence Nightingale and Mary Seacole  
The Great Fire of London  
My Grandparents' childhoods  
A Local Landmark (Queen Elizabeth Hunting Lodge)

#### **Year 3**

<b>British</b>	<b>World</b>	<b>Concept</b>
Stone Age to Iron Age	Ancient Egypt	Trade and Money
Romans (double unit)		

#### **Year 4**

<b>British</b>	<b>World</b>	<b>Concept</b>
Anglo Saxons	Ancient Greeks	Crime and Punishment
Vikings		
Middle Ages (Rich/Poor)		

#### **Year 5**

<b>British</b>	<b>World</b>	<b>Concept</b>
Henry VIII	Aztecs	Equality
The Civil War		
Victorians		

### Year 6

<b>British</b>	<b>World</b>	<b>Concept</b>
World War 1	Colonialism	Colonialism
Children in WW2		
Britain since WW2		

## YEAR 1

### Unit 1

#### How are our toys different from those in the past?

Associated language:

- words associated with the passing of time, eg modern, new, old, before, after, when parents/carers were young, when grandparents were young
- a range of adjectives, eg dirty, clean, broken, rusty
- artefact

#### Outcomes –

- describe the characteristics of a selection of modern toys
- describe the characteristics of old toys
- ask questions about toys in the past
- infer information about toys in the past by studying old toys
- sort objects into 'old' and 'new' sets
- show understanding that design, materials, and technology can indicate whether a toy is old or new
- recognise similarities and differences between old and new toys
- construct a time line

BAME element – Include some toys from other cultures

### Unit 2

#### What were homes like a long time ago?

#### Drawing and short talk about an aspect of an old home

Associated language:

- names of different types of homes, eg caravan, bungalow, terraced house, flat
- names of architectural features, eg sash windows, chimneys
- names of unfamiliar household furniture and objects, eg washstand, range, trivet, companion set
- time-related vocabulary, eg new, old, older, oldest, long ago, modern, when parents/carers were young, when grandparents were young

#### Outcomes –

- identify key external features common to homes, eg windows, doors, chimneys
- describe the features of a home built a long time ago

- identify some differences between two homes built at different times
- describe the characteristics of a household object from long ago
- use clues to infer the use of the object
- talk about aspects of home life long ago
- show understanding of an aspect of home life in the past

BAME element – Without stereotyping, show how homes have changed in other countries which reflect where your class’s family are from.

### Unit 3

#### My parent’s childhood – contrasting their life with mine

##### A Pupil/Teacher lead topic

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – This will be reflected in the ethnic make up of your class

### Unit 4 (Double)

#### Great Explorers

Associated language-

*Important, significant, famous, person, people, explorer*

Christopher Columbus, America, Cuba, The Bahamas, Native Americans, ship, sailor, voyage, deck, The New World.

Neil Armstrong, space, astronaut, mission, NASA, similar, different, compare, moon, rocket.

Robert Falcon Scott, Antarctic, South Pole, Arctic, North Pole, diary, sledge, frostbite, polar.

Matthew Henson, North Pole, Arctic, Greenland, Inuit

#### Outcomes-

**To give a criteria about what makes a person historically significant.**

**To know how these great explorers have helped us to understand more about the world and beyond.**

**Talk about the differences and similarities in the experiences of the great explorers studied.**

**Have an understanding of the chronology of the historical periods in which the explorers lived.**

**Recall some key facts about the experiences of the great explorers**

BAME Element – Matthew Henson

<https://www.nationalgeographic.com/news/2016/02/160224-polar-explorer-matthew-henson-photos/#:~:text=Matthew%20Henson%20was%20one%20of,U.S.%20Navy%20engineer%20Robert%20E.&text=In%201900%20Henson%20and%20Peary,they%20broke%20their%20own%20record.>

## YEAR 2

### Unit 5

#### Why do we remember Florence Nightingale and Mary Seacole?

Associated language:

- words associated with the passing of time, eg Victorian, a very long time ago, before, after, when

- words associated with the Crimean War, eg war, Crimea, Scutari, Russia, soldier
- words associated with hospitals, eg nurse, doctor, ward, hygiene, disease, germs, wounds
- a range of adjectives to describe human qualities, eg kind, caring, patient, hard-working, brave

#### **Outcomes –**

- **identify present and past people who are famous, and explain why they are famous**
- **describe clothes worn a long time ago**
- **suggest what is different about clothes worn in Florence Nightingale's and Mary Seacole's time clothes from clothes worn by women of all generations today**
- **identify how Florence Nightingale and Mary Seacole travelled**
- **explain that journeys in the past used to take longer and were dangerous**
- **select appropriate pictures to illustrate the main events in Florence Nightingale's life identify features of life in the hospital in Scutari that were not hygienic select statements about Florence Nightingale's work that show understanding of how she improved conditions for soldiers and nurses order the events in Florence Nightingale's life correctly. To make comparisons with the work of Mary Seacole.**

BAME element – Mary Seacole

### **Unit 6 Double**

#### **How do we know about the Great Fire of London?**

Associated language:

- words associated with buildings, eg timber-framed, plaster, thatch, church, abbey, cathedral, rebuilt
- words associated with fire, eg flames, roaring, sparks, smoke, belching, rampaging, charred, burned, ruined, destroyed, saved
- expressions describing reasons and results, eg because, reason, result, effect
- words associated with the passing of time, eg a very long time ago, began, first, next, then, after, at last, finally
- words associated with sources of information, eg eyewitness, diary, first-hand, woodcut

#### **Outcomes –**

- **locate the event on a time line and recognise that it took place in London**
- **describe the hairstyle and clothes of that time**
- **sequence events correctly on a prepared time line describe the key features of houses and streets in the seventeenth century**
- **give one or more reasons why the fire spread quickly, and why it stopped**
- **show in discussion, an understanding of what an 'eyewitness' is**
- **recall correctly some of the events of the fire**
- **know the main sources of information about the fire**

BAME Element – Mention of the diversity of London's population. As London was a large port city, the black population was growing rapidly during the 17<sup>th</sup> century as ships arrived from overseas carrying range of goods [http://www.bbc.co.uk/history/british/empire\\_seapower/black\\_britons\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/black_britons_01.shtml)

### **Unit 7**

#### **My grandparent's childhood – contrasting their life with mine**

### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – This will be reflected in the ethnic make up of your class

### **Unit 8**

#### **Significant historical events, people and places in their own locality – Queen Elizabeth Hunting lodge**

**Outcome: Fact file of Queen Elizabeth Hunting lodge, model of the lodge, sketch pictures of the queen, clothing of the wealthy person**

#### **To plan a school trip to Queen Elizabeth Hunting lodge**

- To know when it was built and why
- To learn about the features of the building during Tudor time.
- To learn about different roles people had during that time – king and his horsemen, servants, maids, housekeepers, cooks,
- To compare clothing of rich and poor people of the time
- To learn about the food they ate, how they were cooked.
- To know how the local landscape would have been then (If possible use old map from Hunting lodge learning centre)
- To make a timeline linking with all the history topic done so far.
- To know when Epping Forest became public forest (City of London Corporation)

BAME Element – N/A

## **YEAR 3**

### **Unit 9**

#### **Stone Age to Iron Age – how things changed, contrast the 2 periods**

#### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – To make comparisons with remains of humans found around the world, in particular Africa and how far they date back

### **Unit 10**

#### **What can we find out about ancient Egypt from what has survived?**

Associated language:

- words associated with the passing of time, eg ancient, modern, BC, AD
- words associated with aspects of society, eg food and farming, science, technology, architecture, beliefs
- words associated with Egypt, eg Nile, Pharaoh, Sphinx, hieroglyphics
- words associated with life after death, eg god, goddess, tomb, pyramid, canopic jar
- artefact

### **Outcomes –**

- **locate ancient Egypt on a map and place it on a time line**
- **group information in appropriate categories**
- **make inferences and deductions from object**
- **extract information about the landscape from pictures**
- **provide answers that show the relationship between the geography of Egypt and the way of life in the past**
- **ask and answer questions about what has survived from ancient Egypt and what it reveals about the past**
- **infer and record information about a topic from pictures**

### **Unit 11 DOUBLE**

#### **Why have people invaded and settled in Britain in the past? A Roman case study**

#### Associated language:

- words associated with the passing of time, eg Roman, Anglo-Saxon, period, a long time ago
- words associated with the Celtic way of life, eg Celt, hill fort, tribe, transport, trade
- words associated with the Roman way of life, eg hypocaust, forum, basilica, mosaic, chariot, army, troops, legion
- words associated with settlement, eg invade, settle, emigration, immigration, refugee, conquest

### **Outcomes –**

- **give reasons why families leave the place where they were born**
- **locate the period on a time line**
- **select distinctive characteristics of Celtic and Roman people**
- **discuss ideas associated with invasion and settlement**
- **select relevant information from a number of sources**
- **suggest similarities and differences between the lifestyles of Celts and Romans**
- **select information from pictures, which supports or contradicts other information**
- **identify similarities and differences between two written descriptions of Boudica**
- **produce a description of Boudica that draws on more than one source of information**
- **consider questions to identify similarities and differences between two versions of the event**
- **suggest consequences of Boudica's revolt**

BAME element – To know that the first black people that came to Britain were brought by the Romans and what their role in society was.

### **Unit 12**

Trade & Money – a short history

#### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME Element – Some inclusion of the slave trade

## YEAR 4

### Unit 13 Double

#### Why have people invaded and settled in Britain in the past? Anglo-Saxon & Vikings

Associated language:

- words associated with settlement, eg invade, settle, emigration, immigration, refugee, conquest
- words associated with the period of time, eg Romans, Anglo-Saxons, Vikings, period, a long time ago
- words associated with archaeology, eg dig, excavate, survey, trowel, levels, strata, finds
- words associated with Viking raids, eg longboat, prow, rigging, Norseman, warrior, monastery
- words associated with Viking settlement, eg Danelaw, saga, Odin, Valhalla, Jorvik

#### Outcomes –

- **select distinctive features of Anglo-Saxon and Viking people**
- **suggest why Anglo-Saxons came to Britain**
- **place the Anglo-Saxon and Viking period on a time line**
- **locate Norway, Sweden and Denmark on a map**
- **suggest what can be learned about the Vikings from their boats**
- **know about Viking raids and show knowledge that many accounts were written by Anglo-Saxons**
- **infer information from the sources about the Vikings**
- **know the story of King Alfred, sequencing the events appropriately**
- **know the story of 1066 and the major changes it brought**

BAME element – N/A

### Unit 14

#### The Middle Ages – How the Rich & Poor Lived

##### A Pupil/Teacher lead topic

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – To know that there were people of colour in the middle ages though not necessarily many in Britain. There are some useful images here <https://www.thehumanityarchive.com/history/black-people-medieval-europe>

### Unit 15

#### Who were the Ancient Greeks?

#### Outcomes –

- **be aware of the climate and physical features of the Greek mainland and islands**
- **recognise that ancient Greece is located BC and that more recent periods in history are AD**
- **know that Athens and Sparta were city states and governed themselves**
- **distinguish between the beliefs of the Athenians and Spartans and know some reasons why they held those beliefs**

- give reasons why the Greeks needed a navy, eg separate city states that argued with each other, many very long coasts and borders that required protection, wish to expand their empire
- know about the Battle of Marathon showing understanding of the perspective of either an Athenian or a Spartan on the battle
- make observations and inferences from pictures and plans of buildings
- have an understanding of myths and legends
- be aware of Greek gods and their symbols and areas of responsibility
- identify appropriate sources for finding out about the ancient Greeks
- select sources to show why the Olympic games was important to the ancient Greeks

Associated language:

- words associated with ancient Greece, eg city state, empire, democracy, government, slaves, citizen
- words associated with the ancient Greek acropolis, eg temple, theatre, Parthenon, stadium, gymnasium
- words associated with warfare, eg enemies, hoplite, armour, weapons, tactics, Persian, Marathon

## **Unit 16**

### **History of Crime & Punishment**

#### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – To be decided on planning the unit

## **Year 5**

## **Unit 17**

### **Henry VIII**

Associated language:

- words associated with the Tudors, eg monarch, court, Protestant, Catholic, courtier
- words associated with government, eg state, alliance, power
- words that describe people, eg proud, timid, fierce, sly, cold, jovial

**Outcomes –**

- identify features and characteristics from portraits
- identify characteristics of Henry VIII from written sources
- sort information to demonstrate their knowledge of the role and duties of a Tudor king identify the problems of the Tudor king
- place the problems in order of importance
- select information to produce a detailed description and picture of either Anne of Cleves or Henry VIII



- **discuss the historical sources they have used as a basis for their statements suggest some reasons for and results of Henry VIII's marriages**

BAME element – to know about John Blanke – a trumpeter in Henry VIII's court

## **Unit 18**

Civil War – The King v Parliament [Cavaliers and Roundheads]

### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element - There were black, Turkish and north African soldiers on both sides of the civil war  
<https://lordgreys.weebly.com/articles-and-features/black-soldiers-in-the-english-civil-war8826890>

## **Unit 19**

### **How did life change in our locality in Victorian times?**

Associated language:

- words associated with local history studies, eg census, trade directory, street directory, locality board schools, monitors, logbooks, slates, inkwell
- words associated with Victorian housing, eg villa, terraced house, tied cottage, workhouse, sash window, bargeboards, gable
- words associated with industrialisation, eg mechanisation, urbanisation, public health

### **Outcomes –**

- **understand what a census return is and what can be learnt from it**
- **identify changes between the census of 1841 and that of 1891**
- **speculate about possible reasons for change**
- **identify features of Victorian buildings**
- **identify changes in buildings and suggest reasons for the changes**
- **suggest the ways in which the locality changed in the Victorian period**

BAME Element – There were increasing numbers of black people in Britain during this period, quite often as slaves <https://www.english-heritage.org.uk/visit/places/portchester-castle/history-and-stories/black-people-in-late-18th-century-britain/>

Sarah Forbes Bonnetta <https://www.rct.uk/collection/themes/trails/black-and-asian-history-and-victorian-britain/sarah-forbes-bonetta-and-family>

Abdul Karim – Queen Victoria's secretary

[https://en.wikipedia.org/wiki/Abdul\\_Karim\\_\(the\\_Munshi\)#::~:~:text=Royal%20Collection.&text=Mohammed%20Abdul%20Karim%20CIE%20CVO%20\(1863%20E2%80%93%20April%201909\)%2C,maternal%20affecti on%20over%20that%20time.](https://en.wikipedia.org/wiki/Abdul_Karim_(the_Munshi)#::~:~:text=Royal%20Collection.&text=Mohammed%20Abdul%20Karim%20CIE%20CVO%20(1863%20E2%80%93%20April%201909)%2C,maternal%20affecti on%20over%20that%20time.)

## **Unit 20**

## **Getting Equality - through the ages – gender, race and religion**

### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME Element – Civil rights movement in the US/race riots in UK

## **Unit 21**

### **How can we find out about the Aztec civilisation?**

Associated language:

- words associated with the passing of time, eg ancient, BC, AD, century
- words associated with archaeology, eg archaeologist, museum, evidence
- words associated with the Aztec civilisation, eg pictograms, ideograms, seals, granary, citadel, kilns

### **Outcomes –**

- locate places on a world map
- **identify environmental and physical features and how these might affect settlement and lifestyle**
- **use BC and AD correctly**
- **place on a time line**
- **talk about key features of past societies and compare them with others**
- **ask and answer questions about the archaeological discoveries made in the Valley of Mexico.**
- **ask appropriate and relevant questions about the Indus Valley civilisation**
- **describe how Tenochtitlan was organised and make comparisons with a town today**
- **select information from sources**
- **select sources and infer information that is relevant to their topic**
- **use sources to describe an aspect of everyday life in Tenochtitlan**
- **know the impact of Aztec gods on their civilization**
- **consider cause and effect of Don Cortes arrival**
- **suggest reasons why there are different interpretations**

## **YEAR 6**

## **Unit 22**

### **The First World War – how it changed the world**

#### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – The life of Walter Tull/The experience of Sikh soldiers on the Western Front

## **Unit 23**

### **What was it like for children in the Second World War?**

Associated language:

- words associated with fighting the war, eg Blitz, air raid, bomb damage, submarines, allies
- words associated with evacuation, eg host family, evacuee, billeting officer
- words associated with the home front, eg gas masks, ration books, blackout, warnings

#### Outcomes –

- know the of leaders, key events and dates associated with WW2
- know why some areas of a city were more likely to be bombed than others
- know how people could have been protected in the war
- know why evacuation was used as one strategy to protect children
- explain the effects of bomb damage
- know the causes of rationing
- identify some similarities and differences between foods available during the war and today
- know the effects of war on everyday life
- suggest appropriate questions to ask about the war in the locality show knowledge and understanding of how the war affected people living in their locality
- select information from a range of sources to find out about their locality during the war

BAME Element – Some suggestions here. The story of the black nurses would be interesting  
<https://www.thehistorypress.co.uk/articles/10-things-you-didn-t-know-about-britain-s-black-community-during-the-world-wars/>

Or another aspect which will link with the empire unit  
<https://foreignpolicy.com/2019/02/23/britains-abandoned-black-soldiers/>

#### Unit 24 Double

#### How had life in Britain changed since World War 2?

Associated language:

- words associated with settlement, eg population, emigration, immigration
- words associated with aspects of society, eg industry, work, leisure, transport, media, fashion, diet
- words associated with change, eg different, same as, because, cause, effect, reasons, results

#### Outcomes –

- select information from the object to decide which decade it dates from
- place the object in the correct decade on the time line
- identify some similarities within one decade and some differences between now and then
- suggest some reasons for the changes
- identify similarities and differences between types of sources of information available in different periods in the past identify some characteristic features of British life before 1948 select and record information that is relevant to their topic
- use sources to infer information about change through the decades
- identify questions they need to answer and how they will find answers answer specific questions about their topic area
- identify important changes since 1950s
- place changes accurately on a time line
- collect various sources of evidence and use to support views views
- identify similarities between changes and between causes in different topics

- **suggest links between different topics eg arrival of Bangladeshi community meant that different foods became available**
- **select relevant information to answer questions**
- **reach conclusions about the most important changes and support these conclusions with evidence**

BAME element – The Windrush ship

## **Unit 25**

### **Empire**

#### **A Pupil/Teacher lead topic**

The teacher and pupils decide the content relating to the topic theme reflecting the interests and needs of the particular class being taught.

BAME element – The treatment of different cultures in countries under colonialist rule