



Our curriculum for History is based on the National Curriculum. It is designed to ensure that children gain the knowledge, skills and understanding they need in the key areas of:

- chronological knowledge and understanding
- continuity and change
- cause and consequence
- similarity and difference
- historical enquiry

For each unit, a scheme of work supports teachers as they plan, teach and assess children's progress.

'Historical' aspects of the Early Years curriculum within 'Understanding the World'			
<i>'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.'</i> Statutory framework for EYFS Early Adopter			
What do our EYFS historians need to understand?	What do they need to know?	How can they show they are historians?	What opportunities do we provide at Cavalry?
That time passes in sequential order;	The times of the day go in order and repeat everyday e.g. morning is before lunchtime.	Start to show an awareness of time in the day e.g. stating it is lunchtime next.	Use the visual timetables to help to know what is next in their day. Order their daily routines as part of learning in maths. Begin to learn how a clock works using 'o'clock' and 'half past' and know some key times of the day e.g. 10 o'clock is snack time, 12 o'clock is lunch



	<p>There are days of the week that repeat and go in order.</p> <p>There are seasons that repeat and go in order.</p>	<p>Being able to narrate their weekly activities</p> <p>Commenting and noticing on what happens each season.</p>	<p>time, 3 o'clock is time to get ready to go home.</p> <p>They will begin to say which day it is when using the visual timetable. They can say which days we have P.E or use the Daily Mile running track.</p> <p>Look at the changes that take place in the Reception garden e.g the willow is bare, blossom on trees, flowers and plants grow. Plant different plants in Spring to grow including beans. Use the nature area at school to observe lifecycle of frogs in the pond. Talk about the weather and use senses to explore. Discuss appropriate clothing for different seasons.</p>
<p>That there are key words/vocabulary associated with the passage of time;</p>	<p>Know before and after as a concept</p> <p>Ordering language such as first, next, after that, in the end</p> <p>Know the past tense of verbs</p>	<p>Sequence stories / events</p> <p>Use past tense with increasing accuracy.</p>	<p>Sequence the Nativity story using pictures from the story and being able to orally retell the order of events.</p> <p>Talk about past events in their own life and that of their family for example, talking about a birthday, Christmas or other special family event.</p> <p>Being able to describe events that happened in their past, using appropriate vocabulary and the correct tense.</p>
<p>That the passage of time changes us all;</p>	<p>Stages of human growth from a baby to elderly</p> <p>Things are the same / different</p> <p>Live things do not stay the</p>	<p>Able to notice changes e.g. a new haircut, new skill in themselves / friends / parents</p> <p>Able to compare and say what is the same / different about something</p> <p>Able to notice and celebrate new things they can do - e.g. I can</p>	<p>Looking closely at their own features whilst painting a self portrait and being able to say how they have changed.</p> <p>Notice how they have changed since Nursery, exploring what they are able to do now that they couldn't before. Using books such as Harry and the Bucketful of Dinosaurs go to school to start discussion.</p> <p>Talk about the roles of some people who help us</p>



	same over time	now write letters but when I first started Reception, I couldn't.	including midwives and health visitors who help to look after babies when they are born and carers who help to look after the elderly.
That the passage of time changes the world around us;	<p>Notice that things in nature change with time</p> <p>Know the seasons and key changes to nature in each season</p> <p>Know the names for baby animals</p> <p>Organic things decay over time</p> <p>Know that the plants /chicks /tadpoles grow and change over time</p>	<p>Collect evidence for changing seasons e.g. flowers or shards of ice</p> <p>Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</p> <p>Sequence a life cycle / stages of growth of a plant / animal</p>	<p>Observe how the trees within our school grounds change during the seasons. Collect leaves from different trees during Nature Explorers and use them in our art, discuss the blossom and its purpose on the trees and new leaves appearing in Spring. How does the tree sow seeds and what do they look like?</p> <p>Use senses to explore the different seasons - what does it feel like to be out in Winter compared to Spring?</p> <p>Look at ice and find out why things freeze. Explore ways to melt ice.</p> <p>Look at old photographs of familiar buildings in our town. Use them as part of our continuous provision to prompt discussions on similarities and change including bicycles instead of cars on March High street, the town hall 100 years ago looks the same but the car park / market out the front is now tarmac and has spaces for cars etc.</p> <p>Use the school pond to observe the life cycle of a frog, being able to name the different stages including frog spawn, tadpole, froglet and frog.</p> <p>Observe the life cycle of a butterfly within the classroom including egg, caterpillar, chrysalis and butterfly.</p> <p>Observe changes in other animals in the Reception garden including ladybirds found on the willow and eggs in the nests in willow and trees.</p> <p>Use topics such as Spring to discuss new life on the farm, being able to name baby farm animals and talk about their own pets being able to name puppies and kittens etc.</p>



<p>We need to change what we do / wear in response to the passage of time;</p>	<p>That weather changes according to the seasons.</p> <p>That we need to dress accordingly to keep ourselves safe and comfortable.</p>	<p>Comment on how what we wear changes with the seasons</p> <p>To develop self-care routines including wearing / choosing appropriate clothes</p> <p>To narrate why we wear hats in winter and sun cream in summer.</p>	<p>As part of our learning about Autumn and Winter we will use our senses to learn more about how they feel.</p> <p>We will test materials to decide which materials help to maintain heat and which are waterproof, linking this to our own clothing.</p> <p>Link learning to basic hygiene and personal needs to look after themselves in different conditions, understanding the need for sun hats and sun cream to protect them from the sun on hot days.</p>
<p>That people in the past have contributed to our lives today</p>	<p>Some people are famous for things they were interested in or did when they were young, but it taught us things that had an impact on our lives today.</p>	<p>They know about the lives of key figures and how their interests / lives are linked to today. They can use their knowledge in their play.</p>	<p>We will learn about the life of the Queen and the royal family.</p> <p>We will learn about Mary Anning and Grace Darling and how their lives and interests when they were young changed what we know about the world and impacted on future lives.</p>

PROGRESSION IN HISTORY

CHRONOLOGICAL KNOWLEDGE/ UNDERSTANDING

National Curriculum aim:

- *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day*
- *KS1 - 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*
- *KS2 - 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.*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use everyday language related to time Order and	<u>The Great Fire of London</u>	The Seaside Grace O'Malley - look at events that	Stone Age Timeline - Understand BC and AD. Major	Romans - Understand the key dates that the Romans arrived - The	Victorians Beginning and end of the Victorian period.	Mayans Place the Maya on a timeline of history they



<p>sequence familiar events. Daily use of visual timetable. Understanding of words such as before, after, today, tomorrow, at the weekend, seasons, days of the week, month and year.</p> <p>Describe main story settings, events and principal characters. wide range of stories including, Peepo Talk about past and present events in their own lives and in lives of family members. Order events in their day. Discuss birthdays of family members as well as themselves. Look at photos of birthday parties in the past and compare to now.</p>	<p>Understanding the Great Fire of London happened 350 years ago. Sequencing of events during the Great Fire of London. Study of Samuel Pepys Diary and writing their own version of the story as a diary.. <u>Toys</u> Toys within their own memory. Toys from family members - parents , grandparents. timeline of teddy bears and dolls (Dogger) Which bear came first - Rupert. Winnie the Pooh Paddington</p> <p><u>Farms</u></p> <p>Tlmeline of tractors and tools Farming methods - use of animals</p>	<p>happened in the past and her life and experience with Queen Elizabeth I (16th Century). Order the key events in her life story. Ask and answer questions to show understanding of they key events and where they fit within a chronological framework.</p> <p>Seaside Holidays in the Past: Transport - 3 different eras: Victorian times, 1950s and 1990s Types of holidays - Victorian times, 1960s, today Place photos of the seaside on a timeline</p> <p><u>Home Sweet Home</u> - Identifying Famous buildings and where they fit within timeline. Comparisons made with Edwardian or Victorian houses so children need to understand where these eras are on timeline.</p> <p><u>Me and My World</u></p>	<p>developments in human history from this period. <u>The Celts</u> Stone age, Bronze age, Iron age. Celts lived in Britain from SA to IA <u>The Greeks</u> Who were the Greeks? Locate on a BC/AD timeline. Identify modern Greece in atlas. Compared with Ancient Greece.</p>	<p>Romans invaded Britain 3 times, finally being successful in 43AD. Revenge, Land and Resources were the 3 main reasons.</p> <p><u>Education extending beyond 1066 -</u> Understand the timeline of key dates of centuries and where they fall on the timeline. What comes first, next, etc. Linked to education.</p> <p><u>Anglo-Saxons and</u> Understand the key dates that the Anglo-Saxons arrived in the 380's AD and claimed land by force, after the Romans left to defend their home land. Understand key dates that the Vikings arrived in the UK. Children to be ware that the Anglo-Saxons and Vikings intertwined (around 700 AD time). The Battle of Lindisfarne - 793 AD. Battle of Hastings - 1066. King Alfred divides England under the Danelaw Act - 870-886 AD.</p>	<p>Victorian Inventions - Dates they were made. Timeline of the major events during the Victorian period (Queen Victoria and reigns).</p> <p><u>Castles</u> When the medieval times were. 1066. When a motte and bailey castle was first built. When a stone castle was first built. William the conqueror dates.</p> <p><u>Egypt</u> Place Ancient Egypt on a timeline and understand BC and AD. When was the kingdom of Ancient Egypt formed.</p>	<p>have studied; know key events happening in other parts of the world occurring at the same time as the Mayan civilisation.</p> <p><u>Local Study: The Blitz</u> Know dates of WWII and place on time line of other historical periods they have studied. Know dates of The Blitz.</p> <p><u>The Tudors</u> Place the Tudors in the timeline of periods they have studied: Learn about the Tudor family tree and succession of monarchs.</p>
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		Identify events that happened in chronological order (linked to the development of steam engines over time);				
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CONTINUITY AND CHANGE

National Curriculum aim:

- *understand historical concepts such as continuity and change, use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses*
- *KS2 - They should regularly address and sometimes devise historically valid questions about change*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Look closely at similarities, differences, patterns and change</p> <p>Develop an understanding of the seasons and changes over a year.</p> <p>Look at old and new objects and discuss- eg fire engines when learning about firefighters, old and new irons, candlesticks and household items etc</p> <p>Develop understanding of growth, decay and changes over time</p>	<p><u>The Great Fire of London</u></p> <p>How London was rebuilt after the fire - how houses were built and spaced using different materials</p> <p>Beginning of the fires services and house insurances</p> <p><u>Toys</u></p> <p>How are toys the same from previous generations.</p> <p>Increasing use of technology.</p> <p>Disposability of toys and mass manufacture of toys</p> <p><u>Farms</u></p>	<p><u>The Seaside</u></p> <p>What is the same and what is different from then and now (Grace O'Malley)? transport, heating, houses, etc. Comparing the images of pirates through time.</p> <p>How has transport to the seaside changed over the years? How has beachwear changed over the years? Look at the evolution of the types of holidays that british people would go on depending on their social class.</p> <p><u>Home Sweet Home</u></p>	<p><u>Stone Age</u></p> <p>Find out how archaeologists find evidence - How do we know how people lived? What were Stone Age villages like? Why was Bronze so important? What did SA people believe?</p> <p><u>The Celts</u></p> <p>How did Celts build their villages? How do archaeologists know about ancient settlements? What did the iceni believe? What did the Celts produce? What were warriors like? What happened to the Celts?</p> <p><u>The Greeks</u></p> <p>Why were Sparta and Athens so different?</p>	<p><u>Romans</u> - How did the Celtic life differ to the Romans (link back to Year 3). The reign of Boudicca in 60 AD.</p> <p><u>Education extending beyond 1066</u></p> <p>Continuity and change between education then and now:</p> <ul style="list-style-type: none"> • school facilities • lessons • extra-curricular activities • teachers • who could go to school • school day and holidays • punishments <p><u>Anglo-Saxons and Vikings</u></p>	<p><u>Victorians</u></p> <p>Looking at artefacts that were used in the Victorian era. What would a Victorian child find unusual about modern Britain? Differences in different levels of society.</p> <p><u>Castles</u></p> <p>Change in castles from motte and bailey to stone. What was kept the same with these ideas? What were the big changes?</p> <p><u>Castles</u></p> <p>Motte and Bailey castles to stone castles. Why did castles go in this direction? How did this help the people inside the castle?</p>	<p><u>Local Study: The Blitz</u></p> <p>What was life like in the Fens in the early part of the 20th century? How did life change during WWII (evacuation, air raids, blackout, rationing)?</p> <p><u>The Tudors</u></p> <p>Compare issues, methods and achievements of explorers at different times in the past - what has changed over time? What stays the same? Francis Drake, Columbus, the Vikings (drawing on learning in Y4) and Neil Armstrong (drawing on learning in Y6 Space topic).</p>



<p>Watching the changing seasons. Stories about families and grandparents- Grandpa's journey, The paper dolls. Through the topic of growing- about themselves and plants and vegetables. Through role-play eg, baby clinics and firefighters Through comparing photos of the local area with photos of now.</p>	<p>Machinery - changes and reduction in need for working animals/manual labour</p> <p>Animal farming - change in milking,</p> <p>Food production - the same produce but different methods of farming since industrial revolution.</p>	<p>How have homes changed? (Outside and inside). How has the building of houses changed over time? How have household items changed? How did social standing change the way people used to live?</p> <p>Describe how the rooms of the home have changed due to changes in the world such as use of maids etc.</p> <p><u>Me and My World</u> The developments of steam engines and railway stations over time. Look at similarities and differences over the years.</p>	<p>What did the AG believe? What has AG got to do with us?</p>	<p>Runic alphabet - how is the same and different to our alphabet today? Beowulf poem - how is the language different? Lifestyle and religious beliefs. What can we learn from the Vikings? What is the same now and what is different? Lesson focus on law and order (L6). What have the Vikings left behind? (place names, days of week, money, etc). Over time, the Vikings became Christians after starting off as Pagans.</p>	<p><u>Egypt</u> Archaeologists, archeological dig. Supports understanding of Tutankhamun and how and why pyramids and tombs were built. Hierarchy of occupations in a kingdom.</p>	
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CAUSE AND CONSEQUENCE

National Curriculum aim:

- *understand historical concepts such as cause and consequence, use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses*



- *KS1 - 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*
- *KS2 - They should regularly address and sometimes devise historically valid questions about cause*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Question why things happen and give explanations Through discussions in PSHE and linked to characters in stories. Through science topics such as floating and sinking, growing etc, developing children's ability to explain what has happened.</p>	<p>The way the city was built led to the fire spreading quickly. Subsequent changes in town planning - house built further part and non flammable materials</p> <p><u>Toys</u> Change in availability of material and production. More disposal income. price of toys. Teddy bears and the relevance of Theodore Roosevelt and Stief.</p> <p><u>Farms</u> Changes in machinery and its impact on farming arable and animal</p>	<p><u>The seaside</u> Grace O'Malley - What happened to Grace? Can we call her a pirate?</p> <p>What are the reasons we have different holidays? Why did people start going to the seaside for their holidays?</p> <p><u>Home Sweet Home</u> How have homes changed throughout history? What is the reason for these changes? Drawing houses and labelling to show the differences.</p> <p><u>Me and My World</u> Understanding the events that led up to George Stephenson's development and the changes to railways and steam engines since.</p>	<p><u>Stone Age</u> How do we know how Stone Age people lived in the past? What might people find in the future of our lives today? What would happen if there wasn't enough food to hunt? Why did Stone Age people build stone circles? Why was bronze important? And why did The Stone Age people need it?</p> <p><u>The Celts</u> If the Iceni lived around here, what evidence might we hope to find? What would archaeologists have found to explain that houses were once there? Who might have owned a torc? Why do you think that? Why didn't Celtic warriors wear armour?</p> <p><u>The Greeks</u> Who were the A. Greeks? Why were Athens and Sparta so different? What did they believe in? Why? What</p>	<p><u>Romans</u> Why did they come to Britain? What were the 3 main reasons? Why did Boudicca revolt and what was the consequence of that?</p> <p><u>Education extending beyond 1066</u> Look at key features of events over time.</p> <ul style="list-style-type: none"> • who went to school? • did it cost anything? • what ages did they go to school? • what types of buildings were they in? • did they have to go to school? • how much schooling did they have? • what were they taught? • were there different types of school? <p>Look at sources for how we know these things and understand key features of events.</p>	<p><u>Victorians</u> Story of Dr Barnardo. What caused him to help and create a home for boys? How has this impacted future life?</p> <p><u>Castles</u> Why did the castles get built differently over time?</p> <p><u>Egypt</u> Architecture. How were the buildings built during the Egyptian period and what consequence has that had on the modern day?</p>	<p><u>The Mayans</u> Why did the Matans leave their cities in C900AD? Children research and write about possible causes and consequences</p> <p><u>Local Study: The Blitz</u> Basic understanding of causes of WWII. Understand why children were evacuated. Why was March a target for German bombers?</p> <p>Ask and answer questions about Jim Hocking - why is he remembered as a local hero?</p> <p><u>The Tudors</u> Cause and consequences of break from Rome/ the reformation</p>



			to the A. Greeks have to do with us?	<p>Anglo-Saxons and Vikings Where did they come from? Why are they here? Understand the key dates that the Anglo-Saxons arrived in the 380's AD and claimed land by force, after the Romans left to defend their home land. Where did they come from? Why are they here? Look at the Battle of Lindisfarne and the raiding of monasteries and why they targeted monasteries.</p>		
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SIMILARITY AND DIFFERENCE

National Curriculum aim:

- understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- KS1 - should identify similarities and differences between ways of life in different periods
- KS2 - They should regularly address and sometimes devise historically valid questions about similarity and difference, and significance

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know about similarities and differences between themselves and	<p><u>The Great fire of London</u> How houses were built 350 years ago - materials, space etc</p>	<p>Grace O'Malley - Victorian Era. Recognise similarities and differences in:</p>	<p>Stone Age Compare how the Stone Age people lived and compare to our modern day life,</p>	<p>Romans How did the Celtic life differ to the Romans (link back to Year 3).</p>	<p>Victorians Compare how the children view the monarchy today and back in Victorian times.</p>	<p>The Mayans How was the Mayan civilisation the same as/ different from life in Stone Age Britain?</p>



<p>others, and among families, communities and traditions Through PSHE discussions about families. Learning about different festivals and how they are celebrated now and in the past-Harvest, Chinese new year, Birthdays and weddings. Use of artefacts and photos of familiar places and events such as birthdays.</p>	<p>How people lived then and how they live now - candles/electricity, writing (pens /quills) Communication, travel, use of the Thames. Health issues (after the plague)</p> <p><u>Toys</u> Comparing toys from past. Materials used. Popular toys from the past and now. Difference in technology and trends (advertising) Moving parts - technology</p> <p><u>Farms</u></p> <p>Tools from manual to machines eg milking machines and harvesting Types of crops Local area - talk to family members about the change of land in March</p>	<ul style="list-style-type: none"> • everyday life (electricity etc.) • clothing • transport <p>Looking at and comparing our holidays then and now. How has travel to the seaside changed? Analyse photos of seaside holidays in the past. What activities do we still do? What do we not do anymore? What has changed?</p> <p><u>Home Sweet Home</u> Compare homes from the past with homes today. Compare household objects. Compare the way houses were built. Compare the layout of the homes. Detailed comparisons to be made with own home to one from Victorian era.</p> <p><u>Me and My World</u> Similarities and differences between railways and steam engines over time.</p>	<p>through cave paintings and other sources.</p> <p><u>The Celts</u> What is the difference between the Hillforts? In Modern Britain, what jobs are similar to that of the druid?</p> <p><u>The Greeks</u> Compare Ancient Greece to modern day Greece. Day in the life of an Athenian or a Spartan family. Where would you have preferred to live?</p>	<p>Roman baths - what were they? Why were they important? Researching the different room functions.</p> <p>Roman food - do we eat similar or different to them? What was the difference between the rich and poor food?</p> <p>Gladiator games - what do they do for fun? Discuss the battles in the context of Roman leisure activities, alongside other sports.</p> <p><u>Education extending beyond 1066</u> Similarities and differences between education then and now:</p> <ul style="list-style-type: none"> • school facilities • lessons • extra-curricular activities • teachers • who could go to school • school day and holidays • punishments 	<p>Characteristic features of the Victorian period and compare these to the present day Castles</p> <p><u>Castles</u> Roles of people who lived in the castle. How can we compare them to the way people in the modern day are treated? Similarities and difference between Motte and Bailey and stone castles</p> <p><u>Egypt</u> Farming then and farming now. Hieroglyphics compared to our way of writing.</p>	<p>Learn about Mayan calendar, Mayan counting methods, Mayan ball games, Mayan food, comparing these with our society and other historical periods they have studied. e.g. writing in Ancient Egypt (studied in Y5)</p> <p><u>The Tudors</u> Compare and contrast the lives of different people in Tudor society - nobles, merchants, labourers, spinners.</p>
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HISTORICAL ENQUIRY

National Curriculum aim:

- *understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed*
- *KS1 - should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*
- *KS2 - 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.*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Be curious about people and show interest in stories	<u>The Great Fire of London</u>	<u>The Seaside</u> This enquiry involves a study of the	<u>The Stone Age</u> How did people live in Stone age?How did they	<u>Romans</u> Roman baths - what were they? Why were	<u>Victorians</u> Looking at artefacts to work out what they are	<u>The Mayans</u> Understanding the role of archaeology in



<p>Answer 'how' and 'why' questions ... in response to stories or events. Through themes of Police, firefighters, doctors, people who work in school etc Use of stories such as Peepo, other Shirley Hughes stories. Explain own knowledge and understanding, and asks appropriate questions. Opportunities to discuss why they think what they do through science experiments, observing seasonal changes, looking at old and new objects and photos. Know that information can be retrieved from books and computers Through regular opportunities to search for answers to their</p>	<p>The use of diaries as a primary source of information Artists impressions primary and secondary sources Role play of London at the time through a whole day immersive experience using artefacts and skills from the time.</p> <p><u>Toys</u> Visit to a toy museum (primary source). Observe and play with toys and games from the past. Use of photographs of toys from the past</p> <p>Describe toys as old/new and make a judgement.</p> <p><u>Farms</u> Visit to East of England show - what were tools and machinery used for in the past See sheep dogs in action Talk to farmers and ask questions Examine paintings and photographs from the past (primary resources)</p>	<p>lives of a significant individual drawn from the history of Britain and the wider world.</p> <p>Infer information from sources from the past. Look at the relationship she had with Queen Elizabeth I. Develop an understanding of an event using a visual source and a story.</p> <p>Look at photos from beach holidays: find clues to show what sort of holiday is shown. Find clues to sequence the different photos over time. Find out about seaside holidays in the past by asking questions of an adult visitor.</p> <p><u>Home Sweet Home</u> Use of photographs of houses from different eras. Walk around March to look at houses today. March Museum - use of artifacts from Victorian homes to look at and think about what they can tell us about the past. Compare these to how they look today.</p>	<p>get food? live? Research different sources for answers. What were the villages like? Find out about bronze</p> <p><u>The Celts</u> Who were the iceni and what did they believe? How did farming change during the Celtic times?</p> <p><u>The Greeks</u> Who were the Ancient Greeks and how did they live? What do the Ancient Greeks have to do with us?</p>	<p>they important? Researching the different room functions.</p> <p>Gladiator games - what do they do for fun? Discuss the battles in the context of Roman leisure activities, alongside other sports. Compile research.</p> <p>What is left behind from Roman times?</p> <p><u>Education extending beyond 1066</u> What sources tell us about the way education has changed? How much would you have enjoyed going to school in the past? Did education help everyone?</p> <p><u>Anglo-Saxons and Vikings</u> Anglo-Saxon jewellery. How it was made. Make own!</p> <p>Sutton Hoo Burial - look at the artefacts found and question the evidence. Establish what this tells us about the Anglo-Saxons.</p>	<p>used for. What do we use now? Use pictures and texts to support research. Use a wide range of sources to understand the lifestyle of a Victorian. Looking at family trees.</p> <p><u>Castles</u> School trip to Mountfitchet. Use multiple sources to understand life in a castle.</p> <p><u>Egypt</u> Look at artefacts. How do we find out about the Egyptians by looking at artefacts? Archeologists Who were the pharaohs? Why did they build pyramids and tombs? How were the pyramids and tombs built? What did the pyramids and tombs look like? Historical religion. Farming.</p>	<p>helping us learn about ancient civilisations.</p> <p><u>Local Study: The Blitz</u> Use range of primary sources including photographs, eyewitness recollections, contemporary newspaper accounts and secondary sources - writing by local historians</p> <p><u>The Tudors</u> Use portraits as a primary source, interpreting symbolism, asking and answering relevant questions</p>
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<p>own questions on the computer and from information books available in the classroom. Use of artefacts and photos of familiar places and events such as birthdays. Record, using marks they can interpret and explain</p>		<p>Looking at paintings or drawings representing homes from the past.</p> <p><u>Me and My World</u> Was George Stephenson all that significant? To make judgements about aspects of history. Answer an historically-based enquiry using evidence. Some people might agree or disagree with their own opinions.</p>		<p>Proving that the Vikings were not all bad - using primary and secondary sources. Viking Longships - cross section of a ship and finding out where they travelled, how they located the areas and raiding. Researching the gods and goddesses. Archeological dig - Burial sites.</p>		
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Curriculum Organisation

KS1:

Pupils should be taught about:

- 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]
- **Our units of work: Year 1 -toys now and in the past; farming; Year 2 - houses and homes, holidays/ Victorian seaside/ development of the railways**



- 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- **Our focus individuals: Year 2 - George Stephenson, Grace O'Malley. Year 1 - Great Fire of London & Samuel Pepys, Charles II, Thomas Farrell;**
- significant historical events, people and places in their own locality
- **Our focus: Year 2 - the development of the railways; significant local Victorian buildings**

KS2

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age **Year 3**
- the Roman Empire and its impact on Britain **Year 4**
- Britain's settlement by Anglo-Saxons and Scots **Year 4**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **Year 4**
- a local history study **Year 5 - development of railways in Victorian times Year 6 - The Blitz and Jim Hocking**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **Year 4 - education over time. Year 5 - Victorians - working conditions for children/ abolition of slavery - Thomas Clarkson. Year 6 - the Elizabethan age - explorers (linking back to Vikings and forward to space exploration)**
- 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 **Year 5 - Ancient Egypt - Year 5**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **Year 3**
- 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. **Year 6 - Mayan civilisation**