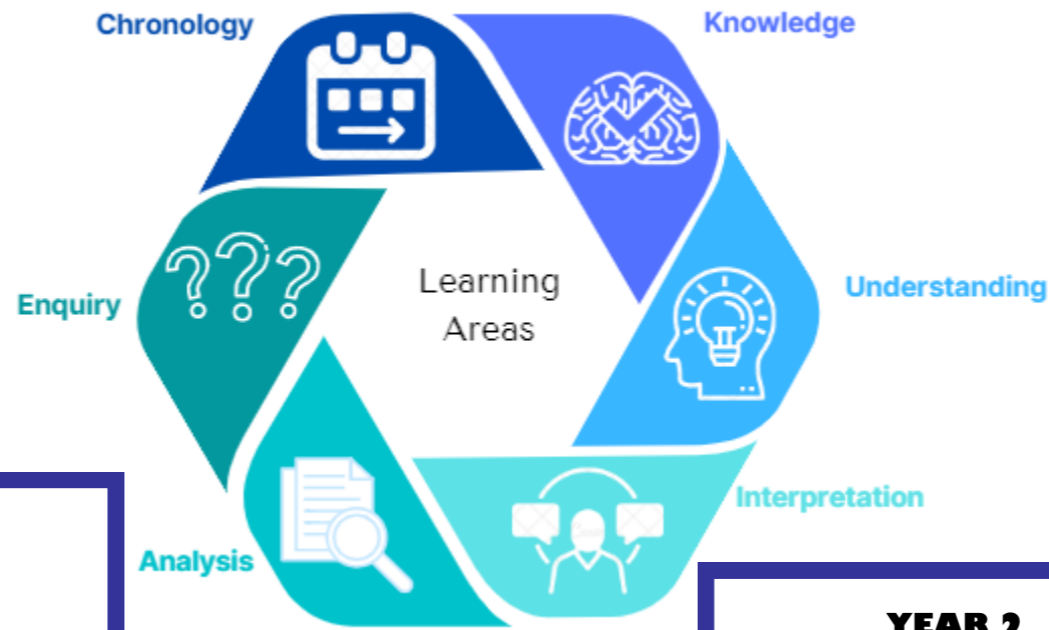




Our Curriculum

HISTORY



“The more you know about the past, the better prepared you are for the future.”

- Theodore Roosevelt

EYFS
Early Learning Goal Links:

- Begin to make sense of their own life-story and family's history.
- Name, describe and talk about members of their immediate family and community, and their roles in society.
- Comment on artefacts and images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- 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.

YEAR 1
Children will learn about:

Autumn:
Tudors: life in Tudor times, the life of Henry VIII including his six wives and his children, Hampton Court Palace including what life was like for the people who lived and worked there.

Spring:
Old Toys, New Toys: changes that have happened in their own life since they were born; changes since their parents or grandparents were children; identify old and new from pictures.

YEAR 2
Children will learn about:

Autumn:
People From The Past: the lives of significant individuals in the past who have contributed to national and international achievements

Spring:
The Great Fire of London, 1666: chronology; understanding why the fire spread so quickly and how it was stopped; comparing past and present fire brigades and equipment; learning about Samuel Pepys and why he was important

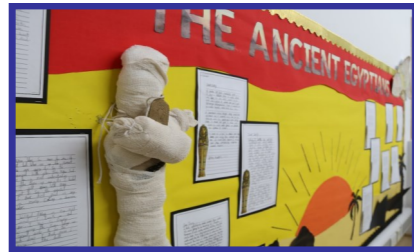
Summer:
Victorian Seaside, 1837-1901: features of a Victorian seaside holiday; similarities and differences between seaside holidays in the past and present; seaside chronology using a timeline

YEAR 3
Children will learn about:

Autumn:
Stone Age to Iron Age: ancient homes; hill forts; tools and hunting; cave art and tribal culture

Spring:
Ancient Egypt: timelines of civilization; mummification; Egyptian afterlife; Egyptian society; pharaohs; the importance of the Nile

Summer:
Down our Road: local history; evacuation of children during WW2; the development of the railway; Twickenham stadium.



YEAR 4
Children will learn about:

Autumn:
Romans: the Roman Empire and its impact on Britain, including leisure time, roads, Roman baths and soldiers.

Summer:
Invaders and Settlers: a study into Anglo-Saxon and Viking settlements, including invasions, battles and a comparison of life to today

YEAR 5
Children will learn about:

Autumn:
Victorians: rich and poor; daily life; schooling; children's life; significant figures, industrial revolution, British Empire

Spring:
The Golden Age of Baghdad: The House of Wisdom; discovery and learning; Prophet Mohammad; The first four Caliphs, trade and power

United Nations: the timeline of apartheid; Martin Luther King; Rosa Parks; Nelson Mandela

YEAR 6
Children will learn about:

Autumn:
World War I: a timeline of key events, causes of the war, why people signed up to fight, life on the front line, the role of women and life back at home

Spring:
Ancient Greece: timeline; city states; battle of marathon; gods and goddesses; legacy (theatre, Olympics, philosophy, great thinkers and democracy) and mythology



INTENT
Children will gain a coherent knowledge and understanding of Britain's past and that of the wider world through building curiosity and enabling historical enquiry. Our teaching equips the children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

IMPLEMENTATION
Children will learn through year group studies of at least two key periods of history taught in blocks— supporting children's understanding of the chronology of key events and how different time periods relate to each other. The teaching of history underpins much of our cross-curricular approach; key English texts are chosen to support the history unit and many activities across the curriculum, from art and design to music and English, are linked to the history focus. In addition, the rich history in our local environment is utilised.

IMPACT
Children will be able to demonstrate their understanding through completing a topic front page outlining what they knew before the unit, and comparing this with an end of study mindmap which is used to capture their knowledge and understanding of each specific unit studied from the past.