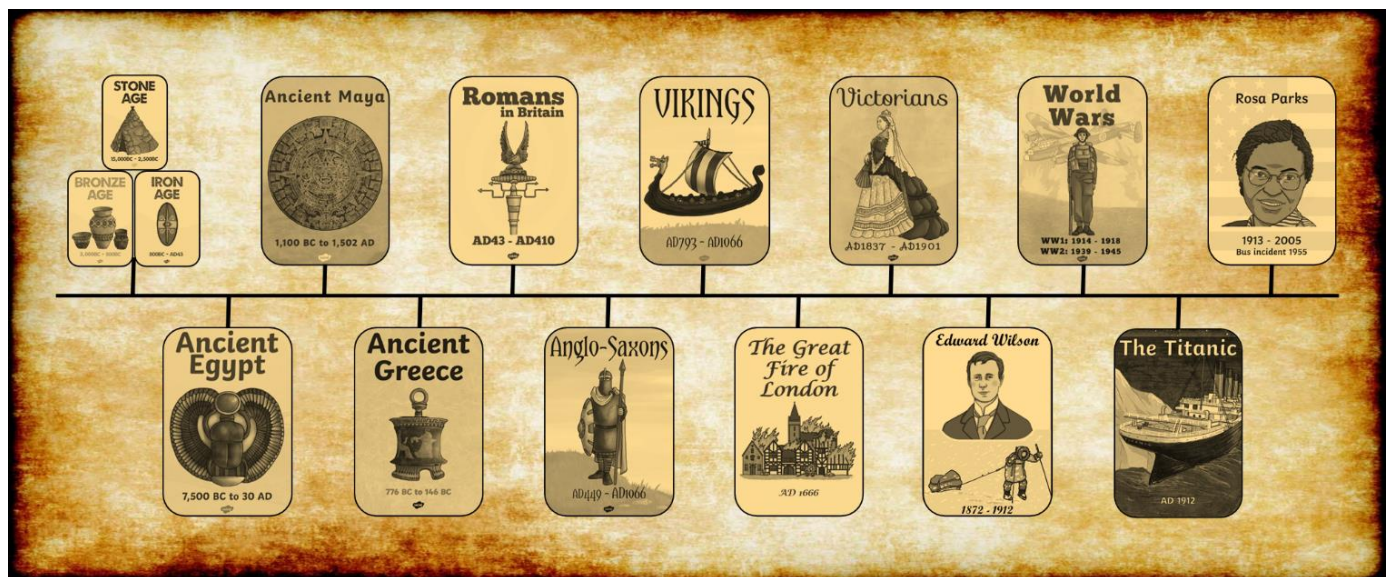











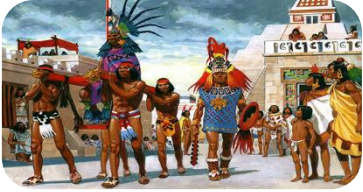




Swindon Village Primary School



History Curriculum

Enquiry Question

	Autumn 1	Autumn 2
Year 1	 <p>The Great Fire of London</p>	 <p>Edward Wilson</p>
Year 2	 <p>Titanic</p>	 <p>Rosa Parks</p>
Year 3	 <p>Stone Age, Bronze Age, Iron Age</p>	 <p>A History of Victorian Gloucestershire</p>
Year 4	 <p>Ancient Greece</p>	 <p>The Romans</p>
Year 5	 <p>The Anglo Saxons</p>	 <p>The Mayans</p>
Year 6	 <p>World War II</p>	 <p>The Vikings</p>

National Curriculum Coverage

	Autumn 1	Autumn 2
Year 1	The Great Fire of London	Edward Wilson
	Why did the Great Fire of London spread so quickly?	Why is Edward Wilson a famous Cheltonian?
Year 2	Titanic	Rosa Parks
	Who was to blame for the Titanic sinking?	How has Rosa Parks changed the world that we live in today?
Year 3	Stone Age, Bronze Age, Iron Age	A History of Victorian Gloucestershire
	What was life like in Early Britain and how do we know?	How was life different in Gloucestershire in Victorian times?
Year 4	Ancient Greece	The Romans
	Where can the legacy of the Ancient Greeks be seen in modern society?	How did the Ancient Roman invasion of Britain influence so much of our lives today?
Year 5	The Anglo Saxons	The Mayans
	How did the Anglo-Saxons live and how has that influenced Britain today?	What can we ask of the Mayans about their civilisation compared to ours?
Year 6	World War II	The Vikings
	What was it like to be a child during WWII?	Who were the Vikings and why did they come to England?

Year 1

Autumn 1

The Great Fire of London

Pupils should be taught about events beyond living memory that are significant nationally or globally.

Autumn 2

Edward Wilson

Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.

Pupils should be taught about significant historical events, people and places in their own locality.

Year 2

Autumn 1

The Titanic

Pupils should be taught about events beyond living memory that are significant nationally or globally.

Autumn 2

Rosa Parks & Emmeline Pankhurst

Pupils should be taught about 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.

Year 3

Autumn 1

Stone Age, Bronze Age, Iron Age

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
This could include:

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae;
- Bronze Age religion, technology and travel, for example, Stonehenge;
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Autumn 2

A History of Cheltenham

Pupils should be taught about a local history study. This can be a study over time tracing how several aspects of national history are reflected in the locality.

Year 4

Autumn 1

Ancient Greece

Pupils should be taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world

Autumn 2

The Romans

Pupils should be taught about the Roman Empire and its impact on Britain. This could include:

- Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Year 5

Autumn 1

The Anglo Saxons

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Autumn 2

The Mayans

Pupils should be taught about 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. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

Year 6

Autumn 1

World War II

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- a significant turning point in British history, for example the Battle of Britain

Autumn 2

The Vikings

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Progression of History Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied

Interpretations of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> ○ Discussion ○ Drawing pictures ○ Drama/role play ○ Making models ○ Writing ○ Using ICT 			<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms. 	