

## Elmstead Wood Primary School - History Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p>Changes within living memory - Am I making history?</p> <ul style="list-style-type: none"> <li>- Explain what makes an event important.</li> <li>- Identify the key events in my life so far.</li> <li>- Identify important people in my life.</li> <li>- Explain what a family tree is.</li> <li>- Describe the history of my family.</li> </ul>		<p>Changes within living memory - How have toys changed over time?</p> <ul style="list-style-type: none"> <li>- Explain what toys are like today.</li> <li>- Examine toys from the past.</li> <li>- Compare toys from the past with my toys.</li> <li>- Show how toys have changed over time.</li> <li>- Show why toys have changed over time.</li> </ul>		<p>A significant person who lived in my locality - What makes a person in history significant?</p> <ul style="list-style-type: none"> <li>- Know who Charles Darwin was.</li> <li>- Describe why Charles Darwin is significant.</li> <li>- Know who Emma Raducanu is.</li> <li>- Describe why Emma Raducanu is significant.</li> <li>- Compare the similarities and differences between Charles Darwin and Emma Raducanu.</li> </ul>	
<b>Year 2</b>	<p>The lives of significant individuals from the past - How have significant individuals created change?</p> <ul style="list-style-type: none"> <li>- Describe what life was like for women in London 100 years ago.</li> <li>- Know who Emily Davison was.</li> <li>- Describe what life was like for black people in Alabama 100 years ago.</li> <li>- Know who Rosa Parks was.</li> <li>- Compare the similarities and differences between Emily Davison and Rosa Parks.</li> </ul>		<p>A significant historical event - How did the Great Fire change London?</p> <ul style="list-style-type: none"> <li>- Describe what London was like before the great fire</li> <li>- Order the key events of the great fire of London</li> <li>- Explain why the fire spread so quickly</li> <li>- Explain how we know the fire happened.</li> <li>- Describe how London changed for the better after the fire.</li> </ul>		<p>A significant historical person - Who is the most significant explorer?</p> <ul style="list-style-type: none"> <li>- Explore the life of Ibn Battuta.</li> <li>- Explore who Christopher Columbus was and decide how we should remember him.</li> <li>- Compare the lives of Woni Spotts and other significant explorers.</li> </ul>	



Ambition



Collaboration



Equity

<p><b>Year 3/4 Cycle A</b></p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>- Describe the Ancient Greeks and their key beliefs.</li> <li>- Use artefacts to deduce what life was like in Ancient Greece.</li> <li>- Analyse our language to understand more about Ancient Greece.</li> <li>- Compare how the Ancient Greeks were governed with how we are governed today.</li> <li>- Investigate how the Olympic Games changed since they were first held in Ancient Greece.</li> </ul>		<p>Shang Dynasty</p> <ul style="list-style-type: none"> <li>- Explain where and when the Shang lived.</li> <li>- Describe what was found in Fu Hao's tomb.</li> <li>- Explain what life was like during the Shang Dynasty</li> <li>- Investigate the significance of Fu Hao.</li> <li>- Identify what we still need to know and where we might find the answers to our questions.</li> </ul>		<p>Benin</p> <ul style="list-style-type: none"> <li>- Explain why we learn about Benin in school.</li> <li>- Use evidence to suggest what Benin was like 1000 years ago.</li> <li>- Examine artefacts and sources to make deductions about Benin society.</li> <li>- Identify the changes that took place when the European traders started settling.</li> <li>- Debate whether the Benin Bronzes should be returned.</li> </ul>	
<p><b>Year 3/4 Cycle B</b></p>	<p>Stone Age</p> <ul style="list-style-type: none"> <li>- Describe the first humans in Britain.</li> <li>- Use evidence to tell us about life in the stone age.</li> <li>- Describe the Bronze Age.</li> <li>- Use evidence to tell us what life was like in the Bronze Age.</li> <li>- Compare life in the Stone Age with life in the Bronze Age.</li> </ul>		<p>Iron Age</p> <ul style="list-style-type: none"> <li>- Examine evidence to describe the Iron Age.</li> <li>- Assess how the use of iron improved life in Britain.</li> <li>- Describe Iron Age beliefs.</li> <li>- Assess the safety of life in the Iron Age.</li> <li>- Compare life in the Iron Age with life in the Bronze and Stone Ages.</li> </ul>		<p>Romans</p> <ul style="list-style-type: none"> <li>- Suggest why the Romans invaded Britain.</li> <li>- Demonstrate how Celtic life changed after the Romans settled.</li> <li>- Use historical interpretations to develop an image of Boudica.</li> <li>- Explain how the Romans were able to keep control over such a vast empire.</li> <li>- Assess what the Romans have done for us.</li> </ul>	

<p><b>Year 5/6 Cycle A</b></p>	<p>How is Bromley historically significant?</p> <ul style="list-style-type: none"> <li>- Show the chronology of WW1.</li> <li>- Investigate an aspect of change in Bromley over time.</li> <li>- Research the effect that WW1 had on the people of Bromley.</li> <li>- Analyse the reliability of sources.</li> <li>- Visit a local place of historical interest.</li> </ul>		<p>How did WW2 change Britain?</p> <ul style="list-style-type: none"> <li>- Explain the causes of the war between Britain and Germany.</li> <li>- Examine the significance of the creation of the NHS.</li> <li>- Investigate why the HMS Windrush set sail.</li> <li>- Compare the lives of women after WW2.</li> <li>- Analyse what was life like for families who migrated to Britain from British colonies.</li> </ul>		<p>Why do people disagree about the history of the British Empire?</p> <ul style="list-style-type: none"> <li>- Define the term 'Empire'</li> <li>- Summarise the gains and losses of the British Empire.</li> <li>- Infer how the British Empire was viewed in Britain during its height.</li> <li>- Recognise why members of the Empire fought in World War 2.</li> <li>- Analyse the experience of the Windrush Generation up to the modern day.</li> </ul>	
<p><b>Year 5/6 Cycle B</b></p>	<p>What happened to Britain when the Romans left?</p> <ul style="list-style-type: none"> <li>- Present reasons for why the Romans left Britain.</li> <li>- Identify why the Angles, Saxons, Jutes and Frisians settled in Britain.</li> <li>- Test a simple hypothesis about where the early Anglo-Saxons lived and how we know.</li> <li>- Outline the challenges faced when establishing new settlements.</li> <li>- Describe the early beliefs of the settlers.</li> </ul>		<p>Anglo-Saxons</p> <ul style="list-style-type: none"> <li>- Know where Anglo-Saxon kingdoms came from.</li> <li>- Use evidence to tell us about life in an Anglo-Saxon kingdom.</li> <li>- Research the life of King Alfred.</li> <li>- Explain why King Alfred was known as great.</li> <li>- Analyse the significance of individuals who helped to unite the kingdoms.</li> </ul>		<p>Vikings - 1066</p> <ul style="list-style-type: none"> <li>- Explain where the Vikings came from and what they believed.</li> <li>- Identify why the vikings gained such a bad reputation.</li> <li>- Assess how the Vikings tried to take over Britain and how successful they were.</li> <li>- Investigate how recent findings changed our views of the Vikings.</li> <li>- Use evidence to illustrate whether Vikings were raiders or settlers.</li> </ul>	