

History curriculum 2020 - 2021				
Year group	Topic 1	Topic 2	Topic 3	Additional opportunities
1	Changes within living memory Light & Dark Festivals & Celebrations	<u>Transport &amp; Journeys</u>	Pirates Seaside Holidays now and in the Past The Story of Grace Darling	Visiting the Docklands Museum to find out about transport <ul style="list-style-type: none"> <li>Listening to Elderly people about their experiences (grandparents/Age Exchange in Blackheath)</li> <li><b>Key Vocabulary</b> years, months, long ago, before, now, then, similar, different.</li> <li><b>Books:</b> Coming to England Pirates Non Fiction Shirley Hughes Seaside Holiday books</li> </ul>
Year 1 Knowledge and skills: By the end of Year 1..				
<b>KNOWLEDGE</b> <b>Changes within Living Memory</b> To be able to relate time scales to self-E.g. last year, long ago, yesterday, long before I was born. To understand our place in our family history.  <b>Grace Darling</b> To know why the story of Grace Darling is significant.  <b>Floella Benjamin</b> To develop an understanding of the experiences of people immigrating to England in the 20th Century  <b>Transport</b> To identify different forms of transport and recognizing how transport has changed over time. To know how transport has impacted on the growth of London as a world city.		<b>SKILLS</b> <ul style="list-style-type: none"> <li>Can understand the difference between things that happened in the past and the present.</li> <li>Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, recently, when my parents/carers were children, decades, and centuries.</li> <li>Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line. To relate events to time and place</li> <li>To be able to communicate events dramatically, verbally and narratively.</li> <li>To recognise differences in people and places.</li> <li>To recognise how transport has changed over time.</li> </ul> <b>Challenge:</b> To discuss and reflect on the experiences of people coming to England in the 20th Century and relate to their experiences today.		

<p><b>Light</b> Light used in the past - How light sources have changed over time e.g. the use of candles to light bulbs, seasonal changes and how they affect the hours of daylight</p>					
2	The Great Fire of London	Florence Nightingale	Sport		
Year 2 Knowledge and skills: By the end of Year 2.					
<p><b>KNOWLEGDE</b></p> <p><b>Great Fire of London</b> To know the Great Fire of London occurred in 1666. To know that it started in a bakery in Pudding lane. To know that much of London was destroyed but very few people died. To know the impact the fire had on The Plague.</p> <p><b>Florence Nightingale and Mary Seacole</b> To know that Florence Nightingale was a nurse who assisted soldiers during war time. To know that Florence Nightingale was a Victorian and to know when the Victorian era was. To know she was called 'The Lady with the Lamp' To know the contribution Mary Seacole had to medicine. To know that both women promoted nursing.</p>		<p><b>SKILLS</b></p> <p>* Find out about past and present events in their own lives, and in those of their families and other people they know and know that a world existed before they were born. * To Know that a world existed before they were born by studying events that are significant, nationally or globally. * To Investigate and understand that things change as time passes and identify differences between aspects of their own lives and past times. * To communicate history dramatically, verbally and narratively. * To place events on a time line.</p> <p><b>Challenge!</b> Why do you think made London burn so quickly? What were the buildings made of? How were they designed?</p>			<p>Visit to the Florence Nightingale Museum. Museum of London</p> <p>Build and burn (!) Tudor houses</p> <p>Diary work Visit St Paul's Cathedral</p> <p><b>Books:</b> The Great Fire of London by Emma Adams</p>

				Trips to British Museum
Year 3 Knowledge and skills: By end of Year 3.				Mapping – where Egypt and Rome are
<b>3</b>	<b>Ancient Egypt</b>	<b>Romans</b>		Language – Latin prefixes and suffixes. Etymology Writing latin sentences ( subject and object)
<p><b>KNOWLEDGE</b></p> <p><b>Ancient Egypt</b> To know that Ancient Egypt was a long time ago ( from 3000 BC ) To know that Ancient Egypt lasted a long time (3000 years). To know that Pharaohs ruled Egypt. To know what <b>hieroglyphics</b> are.</p> <p><b>Romans</b> *Know that the Romans were based in Rome (Italy) *To know that Rome was a powerful and large Empire. * To know that Romans spoke Latin and many of our words today come from Latin.</p> <p>* To know a <b>primary source</b> is an original source e.g. archive photographs, video letters or diaries *To know that a <b>secondary source</b> is a book or article and not something that was created first hand</p>		<p><b>SKILLS</b></p> <p>*Can use a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources) to ask and answer questions about the past. * To study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas. * To compare the dates of civilizations with those studied previously. * To begin to compare and contrast civilizations * Mapping – to show an understanding of where these civilizations are.</p> <p><b>Challenges</b> To contrast Egypt and Roman empires – size ? Example: How might the days in the life of child differ in Rome? Egypt? Find list of words with Latin roots ( etymology)</p>		Roman numerals
				<p><b>Vocabulary</b> Sarcophagus, Pharaoh, Empire, Civilization, Emperor, Mummy *</p>

	Imagine you are in a museum, what <b>primary sources</b> might you use to investigate these periods? <b>What secondary sources might you use?</b>		
4.	World War Two	Anglo Saxons	
<p><b>KNOWLEDGE</b></p> <p><b>WW2</b></p> <p>To know that WW2 took place in 1939 – 1945 and was not that long ago.</p> <p>To know that Britain ( and her allies) were fighting Nazi Germany.</p> <p>To know that London was bombed</p> <p>To know that the Jewish people ( and others) were persecuted by Nazis.</p> <p>To know that African-American GI's were stationed in Britain during WW2 and that soldiers from the Commonwealth, including: East, West and South Africa; the West Indies and India served in the British forces in WW2. People from other countries such as Ireland and Poland also helped the British effort in WW2.</p> <p><b>Anglo Saxons</b></p> <p>To know that the Anglo Saxons followed the Romans</p> <p>To know that the Vikings also invaded at the same time.</p> <p>To know that some of our language comes from Anglo Saxons.</p>		<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>*To place dates on a time line</li> <li>*To have empathy with those caught up in wars ( eg first person accounts or diaries)</li> <li>*To listen to primary source audio recordings</li> <li>*To use primary and secondary sources to think about the life of civilians and evacuees (WWII newspapers, evacuee suitcase and contents)</li> <li>* Develop a greater understanding of life in Britain in different periods of time and how people and events have influenced and shaped Britain today.</li> </ul> <p>To understand how some of the events from the past * affect life today.</p> <p><b>Challenge</b></p> <p>How would your concerns as a child in WW2 be similar to those of a child in 2020? What would be different?</p>	<p>Diary of an evacuee Design a suitcase Letters home</p> <p><b>Books:</b> ' Little Ships' 'Rose Blanche' 'Otto the bear'</p> <p>Primary sources - audio recordings of declaration of war</p> <p>Air raid sirens Build an air raid shelter</p> <p><b>Books:</b> 'Odd The Frost Giant 'Beowulf ' by Michael Morpurgo' Norse Myths Kennings</p> <p>Museum of London ( workshop) British Museum</p>

<p>To know that the Anglo Saxons were migrants from Germany, Denmark and The Netherlands. To know that the Vikings were migrants from Denmark, Sweden and Norway.</p>	<p>* To know a <b>primary source</b> is an original source e.g. archive photographs, video letters or diaries *To know that a <b>secondary source</b> is a book or article and not something that was created first hand</p>	<p>( the World in AD900)</p>		
<p>5.</p>	<p><b>The Greeks</b></p>	<p><b>Tudors</b></p>	<p><b>Local History</b></p>	<p>Creekside Trip Globe Theatre Trip Tower of London Eltham Palace Macbeth- poetry and drama • British Museum Greek myths workshop  <b>Books:</b> The Odyssey Orchard Greek Myths</p>
<p><b>KNOWLEDGE :</b> <b>Ancient Greeks</b> To know that the Ancient Greeks were 700BC to 400 BC and to put on a time line. To know that they were <b>philosophers</b> and <b>mathematicians</b> To know some Greek myths To know some Greek gods.  <b>Tudors</b> To know that Henry VIII was a Tudor To know that Henry VIII famously had 6 wives and what happened to them. To know that Henry VIII formed the Church of England. To know that Elizabeth I was a Tudor queen  <b>Local History</b></p>		<p><b>SKILLS :</b> *To develop an understanding that the past can be divided into different periods of time and that a time-line can be divided into periods i.e. BC and AD. * To use dates and vocabulary relating to the passing of time, including: ancient, modern, BC, AD, BCE, ACE, century and decade. * To place events, people and changes studied into correct periods of time on a time line. * To use primary resources to make inferences about Greek life and thought (such as the paintings on Greek pots to show life in ancient Greece) * To identify similarities and differences between other major civilizations studied eg Romans</p>		

<p>To examine local history study investigating how an aspect in the local area has changed Eg Deptford Creek . To examine local area in Tudor times - Eltham Palace, Globe Theatre, Tower of London</p>	<p>* To Know where and how evidence from the distant past is found i.e. archaeology. * To use a range of different sources of information, and to recognize valid sources of historical information eg distinguishing between Wikipedia and a BBC website.</p> <p><b>Challenge</b> To know the impact of the Greeks on modern life e.g. democracy and philosophy.</p>	<p>Museum of London</p> <p>Creekside Trip</p> <p>Horniman Museum</p> <p>Workshop</p> <p><b>Books :</b> Stone Age Boy Stig of the Dump</p>		
6.	<b>The Maya</b>	<b>Stone Age to Iron Age</b>		
<p><b>KNOWLEDGE</b> <b>The Maya</b> To know that the Maya were based in South America - ( modern Mexico, Guatemala Belize and Honduras) The Maya were 2000 BC -250AD Life and diet ( maize, beans and peppers) The Maya were known for mathematics, astronomy and architecture. The Maya were great farmers.</p> <p><b>Stone Age to Iron Age</b> To know that this period is around 10,000 years To know the Stone Age is divided into <b>paleolithic, Mesolithic</b> and <b>Neolithic</b> To know how we are descended from these ancient people To know what a hunter gatherer is.</p>		<p><b>SKILLS</b> *To communicate ideas from the past using difference genres of writing, data – handling, drama role -play and ICT * To compare different civilization in the same time scale e.g. Romans, Greeks, Maya *To develop more independent research skills, by finding, evaluating, selecting and using own sources of evidence for independent study. * To be critical of sources and know that some events, people and changes have been interpreted in different ways. * To show a Chronological understanding that the past can be divided into different periods of time and that a time -line can be divided into periods:</p>		<p><b>Art</b> Cave paintings (France)</p> <p><b>Science</b> Cheddar Man and Lucy! Bug Man visit</p> <p><b>Stonehenge</b> How did they move it? What was it for?</p>

To know the terms stone age, Bronze Age and iron age  
To understand what **prehistoric** means  
To know that the stone age ended with the Romans.

\* To place events, people and changes into correct periods of time.

**Challenge!**

What would be the best country in the world to live in AD 1? Why?

