

Langley Primary School

History Curriculum

	0-3 Preschool	3-4 EYFS 1	4-5 EYFS 2	Links to KS1 Curriculum
EYFS Area of Learning	Understanding the world: Past and Present			
Fundamental Knowledge	<ul style="list-style-type: none"> • Has a sense of own immediate family, relations and pets • Imitates everyday actions and events from own family and cultural background 	<ul style="list-style-type: none"> • Enjoys looking at pictures of themselves, their families and other people. • Talks about an important person in their life. • Talks about their home and who they live with. • Describes a significant event they have experienced. • Shows some understanding of past and present within their own lives. 	<ul style="list-style-type: none"> • Remembers a past significant event they have experienced. • Differentiates between old and new things in a familiar context. • Comments on images of familiar situations in the past. • Identifies how some things have changed and developed over time. • Distinguishes between objects and traditions of the past and what we currently have/do. • Talks about past and present events in their own lives and in the lives of family members. • Compares and contrasts characters from stories, including figures from the past. • Understands some of the reasons why people's lives were different in the past. • Identifies some key historical events of the past. 	<p>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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Early Learning Goal	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • 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. 			

	Autumn 1	Spring 1	Summer 1
Year 1	<i>How am I making history?</i>	<i>How have toys changed?</i>	<i>How have explorers changed the world?</i>
	Looking at personal chronology and finding out about the past within living memory. Investigating chronology by examining photographs and asking questions. Beginning to look at a simple timeline extending back to before they were born.	Using objects to discuss and sort toys and sequence into a physical timeline. Investigating artefacts from the past and beginning to pose questions. Finding out how teddy bears have changed and 'interviewing' an old teddy bear. Investigating what toys may be like in the future using what they have learnt.	Finding out about events and people beyond living memory, particularly thinking about explorers and what makes them significant. Creating a timeline and investigating where they explored then comparing explorers. Discussing ways in which these significant people could be remembered.
Year 2		<i>What is a monarch?</i>	<i>What were holidays like in the past?</i>
		Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of monarchs on a timeline. Identifying similarities and differences between monarchs who contributed to the history of the monarchy.	Building on their chronological understanding, with a focus on the Victorian era and comparing this to the familiarity of holidays today. Using a range of historical sources to investigate holidays in the Victorian period. Comparing these with holidays in the 1950s and now then posing their own questions to investigate.
Year 3		<i>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</i>	<i>How different were the beliefs in Ancient Egypt?</i>
		Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs.

	Autumn 1	Spring 1	Summer 1
Year 4	<i>British history 2: Why did the Romans settle in Britain?</i>	<i>British history 3: How hard was it to invade and settle in Britain?</i>	<i>British history 4: Were the Vikings raiders or peace-loving settlers?</i>
	Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. By comparing the Anglo-Saxons to the Romans, they make links and connections, identifying similarities and differences between these civilisations before assessing the contribution of the Anglo-Saxons to life in modern Britain.	Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.
Year 5	<i>What did the Greeks ever do for us?</i>	<i>British history 5: What was life like in Tudor England?</i>	<i>Migration</i>
	Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.	Learning about the different reasons for migrating to Britain, children investigate the different groups of people moving to Britain including the Irish migrants, religious migrants and migrations after WWII. Looking at evidence, they investigate the different experiences of migrants .
Year 6	<i>Why did the Maya civilisation decline so quickly?</i>	<i>British history 6: What was the impact of World War II on the people of Britain?</i>	<i>What does the census tell us about our local area?</i>
	Extending their knowledge of civilisations, children will compare and contrast the Maya to Britons. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Learning about the achievements of the Maya, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.	Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II.	Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, factory and school records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.

