**Shoreham Village School** **National Curriculum – History**

**Early Years Foundation stage:**

* Talk about the lives of 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.

Key stage 1:

Pupils should be taught to:

* Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
* significant historical events, people and places in their own locality.

Key stage 2:

Pupils should be taught to:

* changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* a local history study
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* 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.

**Progression throughout the school**

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|  | **Past and Present**  | **Understanding of our world** |  |
| **Texts** |  |  |  |
| **Reception**  | Royal family look at photographs of themselves and each other as babies and compare what they can do now with what they could do then.Children might bring in items from home to talk about, such as old toys their grandparents played with when they were little. | Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. During the spring and summer, children observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time. | . |
| **Year 1** | **Explorers and adventures**  | **Memory box** | **Local history-Where I live** |
|  | Significant people from the past: * Bessie Coleman
* Neil Armstrong
* Ernest Shackleton (Link to KS2 learning)
 | Compare toys from the past and present Compare everyday items from the past and present.How WW2 has changed life today. (Link to KS2 learning)How careers have changed.  | Samuel Palmer. |
| Year 2 | Great Fire of London | Kings, Queens and Castles (Link to KS2 learning) | Dinosaurs  |
|  | Ask and answer questions about the past. Activity: Revisit our questions from last week. Use BB to learn about the story of the GFOL. Resources: GFOL book and pictures. learn about events beyond living memory. Activity: How do we know about the GFOL? Samuel Pepys, artefacts, paintings. Resources: BB and pictures. ask and answer questions about the past.Activity: Why did the fire spread so much?learn about events beyond living memory. Activity: What changes happened as a result of the fire?Compare past with the present.Activity: similarities between fire brigade/houses – past and present.place events into chronological order: Activity: place GFOL onto a timeline of key events.  | Place castles in chronological order. Compare past and present: castle defences, under siege, tricks of defence.Henry VIIIQueen Elizabeth Icompare past with the present.Activity: the Queen’s castles. How are they used today compared with the past?Resources: websites and non-fiction books.Queen Victoria A family tree for our royal family.Place events into chronological order: Books about our royal familyRoles of royal family – how they have changed | Mary Anning When were the dinosaurs alive?What do dinosaurs look like? Which animals are related to dinosaurs?Herbivores, carnivores and omnivores.Dinosaur behaviourWhat other animals where alive when the dinosaurs where around.Look at sources of evidence about dinosaurs. How do we know it is reliable? Extinction of the dinosaurs.What dinosaurs lived near us? |
| Year 3 | **Prehistoric Britain**  | **Shang Dynasty**  | **Ancient Greece** |
|  | To know the different species within the homo genius.Achievements of the first civilizations as well as when and where it appeared. Understand a timeline.Cross-curricular link with geography, referencing Africa to be the most likely place for their origin. | Chronological knowledge (timelines)World history Location of Shang, when it began and population.Ancient writing.Looking at artefacts and use historical observation to think about what they would be used for based on it material and shape. Discuss the importance of the Yellow River.Study the daily life of the people:Roles in society, family life, food, school, women.Understand the religion and beliefs of the people.Know about the life of Fu Hao.How the Shang Dynasty ended. | To understand how Greece is organised:Democracy- who could vote?The classic period.Know about the states in Greece. Religion and beliefs or the Greek people.Significant Ancient Greek philosophers: Socrates, Plato, Aristotle.The Peloponnesian Wars, who fought and who won?Learn about Alexander the Great and how he changed the nature of the ancient world. |
| Year 4 | **Romans** | **Anglo-Saxons and Scots**  | **Vikings**  |
|  | Text: Romulus and Remus Find the city of Rome on a map.Look at social class of the roman people.Punic wars Invasion of Britain Why they invaded, army formation and how they invaded. Significant people:Augustus CaesarClaudius CaesarBoudicca and the revolt against the Romans.Prasutagus Romanisation and what the romans changed about Britain.Elements of a Roman townRoman religion and beliefs.How did the roman empire fall. | Text: De Excidio et Conquestu Britanniae Significant people:Glidas the MonkBede Vortigen Atilla the HunAlle of SussexEcgbertAlfred the Great Sources of evidence and reliability.Locate where you live on a map, would you be Angles or Saxons.Learn about the battles between the Scots and the picts and the Britons.Understand what life was like for the Anglo-Saxons.Know about the religion and beliefs or the Anglo-Saxons. The children should know that England had been broken up into small settlements eventually creating a heptary. There were many battles.Discuss what battles may have been like.Why was burhs built. | Who are the Vikings?What was life like in Scandinavia?Why did the Viking raid and invade?Travel and transportReligion and beliefs.Who were the Norse gods?Wealth and honourSettlements in Britain.Learn about Lindisfarne in 793. Locate on a map.Treaty of Alfred and Guthrum.Leif Erikson visit to America.Who was Cnut? Read his famous story, trying to turn back the sea’.Sources of evidence and reliability.Who was Rollo? |
| Year 5 | **Benin Kingdom** | **Medieval Monarchs**  | **Local History Study**  |
|  | How did the Benin Kingdom begin?Life of the EDO people in the Benin Kingdom.Establishment of trade links and goods that were traded.Civil war in the 1700s.Discuss the Transatlantic slave trade. Who was enslaved and what was life like for a slave.Look at why Britain colonised Benin and the impact it had on the Edo people as well as Britain. | William I the first Norman king. Who are the Normans. (recap on Viking topic Rollo)King Henry II 1154 and the Archbishop of Canterbury Thomas BecketKing Richard the ‘Lion Heart’King John and the Magna Carter King Edward: why was he great and why was he terrible.Henry VIII and the English reform.The life of queen Elizabeth, looking at Mary Queen of Scots, the Spanish Amada and James VI. | (from NC: A study over time tracing how several aspects of national history are reflected in the locality). Shoreham Historical Society. Shoreham Village:SmugglersVictoriansRailwaysIndustrial revolutionWorld WarsShoreham Village School (school roll and records)St Peter and St Paul Church*Focus on a family that has lived in the village- how has it changed.*  |
| Year 6 | **Industrial Revolution**  | **Crime and Punishment and Civil Rights**  | **Twentieth century conflicts**  |
|  | What were the key features of Victorian Society? How did living conditions change during the Industrial Revolution? How did working conditions change during the Industrial Revolution? What inventions revolutionised the lives of British people? How did the Industrial Revolution change Shoreham? The Great Reform Act | (From NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066) Magna Carta 1215Slave Trade 1600Bill of Rights 1689Reform Act 1832Abolition 1833Suffragettes 1903Mass migration / Windrush 1950s+ | Why did the First World War begin?Why were so many lives lost on the Western Front?Was the Treaty of Versailles fair?How did Hitler rise to power in the 1930s?What was life like in Nazi Germany?Was the Second World War Inevitable |