**National Curriculum:**

The national curriculum for history aims to ensure that all pupils:

* Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
* Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
* Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
* Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
* Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Key stage 1**

**Pupils should be taught about:**

* Changes within living memory.
* Events beyond living memory that are significant nationally or globally.
* The lives of significant individuals in the past who have contributed to national and international achievements.
* Significant historical events, people and places in their own locality.

**Key stage 2**

**Pupils should be taught about:**

* 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.
* 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.

**Children in mixed age classes will complete the same baseline of work, to ensure the full History National Curriculum is taught.**

**There will be additional challenges tied into the objectives for the older year group in each class, planned by class teachers.**

**There will be significant differences in the expectations of the way that the different year groups record their work.**

**Cycle a, Autumn Term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS / Year 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| How have I change since I was a baby?Look on the ‘Historical Association for planning  | Timeline To know what a timeline is.(Sequence an event during the day? Morning routine) Use the language:Then, before, now, next, soon | Baby To know what a baby can / can’t do.To know what a baby needs to survive.  | ToddlerTo know what a toddler can / can’t do (compared to a baby) To know what a toddler needs to survive.To know / talk about different family members. (In my family or different families) | Pre-school / EYFS/Yr1To know what they can / can’t do now (what has significantly developed since birth) I know what I no longer need / still need now I am not a baby.To know the timeline of baby-Yr1 | Growing upTo know that a child grows up and how they change over time. Child / teenager / adult / elderlyTo think about what I would like to do when I grow up. | Toys (now and then) To know that the toys in the past are different to the toys children play with now. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Yr2 Yr 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Stone Age to the Iron Age** | To know how people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age (Mesolithic) | To know that farming began in the Neolithic Ag | To know that the Bronze Age began when people learned how to make objects from Bronze | To know that Stonehenge is a prehistoric monument built over 5000 years ago. | To know that the Iron Age began around 800 BCE when people learned how to make objects from Iron  | Assessment task:  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Yr4 Yr5 Yr6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| WWII | To know when and where World War II took place and who it was fought between. | To know what happened during the Battle of Britain and the Blitz. | To understand the significant role that Bletchley Park played in helping the Allied Powers win the war.   | To know the Holocaust was a time during WW2 when millions of people were killed by the Nazis. | To know that the Home Front played a vital role in supporting the war effort | Assessment task: |