

## History

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

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 History - key stages 1 and 2
- ♣ 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.

	Unit 1	Unit 2	Unit 3
<b>Year 1</b>	<p><b><u>Personal History</u></b> Changes within their living memory Big vocabulary focus First timelines - day timetable</p> <p><b>BOOK:</b> Flying Scotsman and the Best Birthday Ever</p>	<p><b><u>Changes in toys over time</u></b></p> <p><b>BOOK:</b> Lost in the Toy Museum: An Adventure</p>	<p><b><u>Mary Seacole and Florence Nightingale</u></b> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><b>BOOK:</b> Florence Nightingale (Little People, BIG DREAMS)</p>
<b>Year 2</b>	<p><b><u>Great fire of London</u></b> <i>Events beyond living memory that are significant nationally or globally</i></p> <p><b>BOOK:</b> The Great Fire of London: Anniversary Edition</p>	<p><b><u>Moon landing</u></b> <i>Significant historical events and individuals</i></p> <p><b>BOOK:</b></p>	<p><b><u>Queen Elizabeth (1) and Queen Victoria</u></b> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><b>BOOK:</b> History Atlas</p>

<p><b>Year 3</b></p>	<p><b><u>Stone Age to Iron Age</u></b>  <i>Changes in Britain from the stone age to the iron age</i>  <i>Focus on British History, Hunter gatherers to farming, hierarchy/structure of kingdoms</i></p> <p><b>BOOK:</b>  Stone Age Boy  A Street Through Time</p>	<p><b><u>Ancient Egypt</u></b>  <i>The achievements of the earliest civilisations - an overview or where and when the first civilisations appeared and an in depth study of Ancient Egypt.</i></p> <p><b>BOOK:</b>  Marcy and the Riddle of the Sphinx</p>	<p><b><u>Ancient Greeks</u></b>  A study of Greek life and achievements and their influence on the Western World</p> <p><b>BOOK:</b>  The Tortoise and the Dare</p>
<p><b>Year 4/5</b></p>	<p><b><u>The Maya</u></b>  <i>A non-European society that provides contrasts with British history</i></p> <p><b>BOOK:</b>  Leo and the Gorgon's Curse</p>	<p><b><u>Anglo Saxons and Scots</u></b>  <i>British Settlements by Anglo-Saxons and Scots. Invasions, settlements and kingdoms: place names and village life</i></p> <p><b>BOOK:</b>  Arthur: The Always King</p>	<p><b><u>Viking and Anglo-Saxon</u></b>  <i>The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor. Anglo Saxon laws and justice. Edward the Confessor and his death in 1066.</i></p> <p><b>BOOK:</b>  Arthur and the Golden Rope</p>
<p><b>Year 6</b></p>	<p><b><u>The Romans</u></b>  <i>The impact of the Roman Empire on Britain. Julius Caesar's attempted invasion in 55-54BC and British resistance. E.g. Boudica</i></p> <p><b>BOOK:</b>  Empire's End - A Roman Story</p>	<p><b><u>World War 2</u></b>  <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history.</i></p> <p><b>BOOK:</b>  Archie's War Scrapbook</p>	<p><b><u>Monmouth Rebellion</u></b>  <i>A local history study</i></p> <p><b>BOOK:</b>  A History of the World in 25 Cities</p>