

History Curriculum

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception Theme – Past and Present	Talk about members of their immediate family Nursery rhymes – changes through time Timeline - ongoing	Guy Fawkes Remembrance Day Look at images of transport Discuss own personal Christmas experiences	Basic chronology Peepo – changes in home life Once there were Giants – how children grow		Spotlight – children talk about themselves	Memories of our year – looking forward to next
Year 1		Did my parents and grandparents play with toys like mine? (Local history to the child. Differences between their toys, parents and grandparents. Oral history – visit from a grandparent. Trip – Basingstoke museum) NC: Changes within living memory	Who wants to be an explorer? (Timeline of a variety of explorers, comparing where they explored, then a comparison of Neil Armstrong and Scott of Antarctica. Trip – Gilbert White House) Whole term topic linked with Science – animals and Geography – Hot and cold places. NC: the lives of significant individuals in the past who have contributed to national and international achievements.		Why does Farnham have a castle? (Investigating types and features of castles. Trip to Farnham Castle) NC: Significant historical events, people and places in their own locality.	
Year 2	Why was Reverend Henry Richard Julius a significant person for Wrecclesham? (Understanding the impact this man had on the development of Wrecclesham. Walk around the local area		What did Florence Nightingale and Edith Cavell achieve and why are they famous? (Understanding what these two nurses achieved and why they are significant. Florence Nightingale Workshop run by Farnham Museum)		Was London better before or after the Great Fire of 1666? (Investigating the causes, how they tried to stop the fire and how London was rebuilt. Forest School Day – Fire of London, National Archives online Workshop)	

	<p>and visit to the Church)</p> <p>NC: Significant historical events, people and places in their own locality.</p>		<p>Local history link: Florence Nightingale's aunt was married to the owner of Waverley Abbey House. She spent her childhood Christmas' in this area and knew of Farnham Hospital.</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>NC: events beyond living memory that are significant nationally or globally</p>	
Year 3		<p>Nothing really changed from the Stone Age to the Iron Age, did it?</p> <p>(Investigating the changes - farming, invention of Bronze and Iron, trading - that happened in Britain. Trip to Butser Farm, British Museum online workshop)</p> <p>NC: changes in Britain from the Stone Age to the Iron Age</p>		<p>What did the Romans ever do for us?</p> <p>Investigating what life was like before the Romans invaded, why they invaded, resistance by the Celts – Boudicca- and the impact of the Romans. Trip to Fishbourne?? Forest School morning - Celts)</p> <p>NC: the Roman Empire and its impact on Britain</p>		
Year 4	<p>What were the effects of Anglo Saxon, Viking and Scots settlements in Britain?</p> <p>(invasions, settlements and kingdoms, place names, Anglo Saxon Art and Culture, Christian conversion of Britain. Anglo – Saxon workshop)</p>			<p>The English Civil War</p> <p>(The reasons behind it. Investigating some of the battles and the two sides, how the</p>		

	<p>Some lessons have been adapted to show children that Wrecclesham and Farnham were Anglo – Saxon Settlements. Children have been taught that there were some Viking raids in Farnham.</p> <p>NC: Britain’s settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			<p>parliamentarians won.</p> <p>How was Farnham involved? Farnham Museum trip)</p> <p>Ideally would like to change this topic. Not taught from a local point of view</p> <p>NC: a local history study</p>		
Year 5	<p>What do all the Ancient Civilisations have in common?</p> <p>(Comparing Indus Valley, Ancient Egypt, Ancient Sumer and The Shang Dynasty. Geography links – looking at where and why they developed in the world.</p> <p>Investigating the civilisations and achievements</p> <p>Indus Valley British Museum online workshop)</p> <p>NC: the achievements of the earliest civilizations – an overview of where</p>		<p>What was special about The Shang Dynasty?</p> <p>(Understanding how the Shang Dynasty was uncovered through the Oracle Bones, investigating Fu Hao’s tomb, everyday life and why the Dynasty collapsed)</p> <p>NC: the achievements of the earliest civilizations – a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		<p>How have our views of Crime and Punishment changed over time?</p> <p>(from the Anglo Saxons to the present – what the crimes, punishments and preventions were in each period and comparing how they changed</p> <p>Victorian prisons</p> <p>National Archives online workshop)</p> <p>Hoping to work with Education officer from the Surrey archives to produce some plans that uses local sources.</p>	

	and when the first civilizations appeared.				NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Year 6	<p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p>(Comparing city states, democracy, schools, language, olympic games, architecture, legacy Ancient Greeks workshop and British Museum online workshop)</p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>			<p>Why should we study the Maya?</p> <p>(Investigating where, when and why the empire grew and then declined everyday life.)</p> <p>Hoping to update it for this year</p> <p>NC: 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</p>	<p>How did Industrialisation change Britain?</p> <p>(What was invented, railways, lives of the poor, children in mines/factories, Education act)</p> <p>Too general needs to be linked to local history topic for current year 5s. Children need to see how the industrial revolution affected this area. How Education Act did not solve all the problems straight away.</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	

Overarching theme: Local History. A work in progress – using the knowledge and skills I have gained from my History Fellowship to enhance or change our topics. I want to show that the locality has connections with the wider world throughout time.