



# Yorke Mead Primary School

## History Curriculum



### Key stage 1 National curriculum statements;

- ♣ 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.
  - start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society, racism, sexism, discrimination, war: battle/conflict
  - talk and write about, things from the past using some historical vocabulary.

**EYFS: Know some similarities and difference 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 story telling**

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
	<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives – family tree discussions, PSHE Changing Me unit</li> <li>• Use everyday language related to time (now, present, past, yesterday, today, tomorrow)</li> <li>• Begin to develop the idea of a timeline</li> <li>• Learn about the life of Mary Anning</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Learn about similarities and differences between things in the past and present (phone, pen, typewriter, chair)</li> <li>• Learn about the history of a local landmark (Bekonscot model Village)</li> <li>• Learn about transport past and present</li> <li>• Learn about dinosaurs and that they are now extinct</li> <li>• Learn about how Yorke Mead School has changed over time</li> <li>• <i>Ask and answer questions about old and new objects</i></li> <li>• <i>Answer 'how' and 'why' questions in response to stories and events</i></li> <li>• <i>Explain own knowledge and ask appropriate questions</i></li> </ul> <p>Vocabulary: past, present, now, then, today, yesterday, tomorrow, change, the same, extinct, steam, electricity</p>	
<p><b>Year 1</b>  <b>National curriculum statement</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Significant historical events, people and <u>places in their own locality</u>.</li> </ul> <p><b>Key Theme: Changes within living memory: ourselves and transport</b></p>		
<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives – family tree discussions, PSHE Changing Me unit</li> <li>• Use everyday language related to time (now, present, past, yesterday, today, tomorrow)</li> <li>• Begin to develop the idea of a timeline</li> <li>• Learn about the life of Mary Anning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WALT: understand how we play music has changed over the last 60 years, introducing a timeline.</b></li> <li>• <b>WALT: understand how transport has changed and has connected the world, recognising</b> that some objects belonged to the past.  <b>WALT: visits from grandparents and great-grandparents.</b> Children listen and ask questions using the words: a long time ago, change, modern, new.</li> </ul> <p><b>Lesson 1: What is a timeline? (short lesson)</b></p>	<ul style="list-style-type: none"> <li>• I can write sentences using words and phrases like; old, new and a long time ago.</li> <li>• I can explain how I know an object came from the past.</li> <li>• I can refer to a timeline when talking about how the way we buy food has changed over time.</li> <li>• I can compare aspects from different stages of my life.</li> </ul>



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- Learn about similarities and differences between things in the past and present (phone, pen, typewriter, chair)
- Learn about the history of a local landmark (Bekonscot model Village)
- Learn about transport past and present
- Learn about dinosaurs and that they are now extinct
- Learn about how Yorke Mead School has changed over time
- *Ask and answer questions about old and new objects*
- *Answer 'how' and 'why' questions in response to stories and events*
- *Explain own knowledge and ask appropriate questions*

Vocabulary: past, present, now, then, today, yesterday, tomorrow, change, the same, extinct, steam, electricity

**Lesson 2: How has the way we listen to music changed over time?**

**Lesson 3: How has transport changed and connected us to the world?**

**Lesson 4: How has the Croxley trainline changed over time?**

**Lesson 5: How has life changed, over time, for our Grandparents?**

**Significant historical events (taught in aut 2)**

**Short Focus:**

**What is The Gun Powder Plot?**

**How and why do we still remember the Gun Powder Plot today?**

I can use historical vocabulary to explain my understanding of why we celebrate November 5<sup>th</sup> using words such as: parliament and monarchy.



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<b>Year 1</b>		
<b>National curriculum statement</b>		
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		
<b>Key Theme : Mary Seacole.</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• Talk about people around them and their roles in society (Visits from people such as: police, fire service, medical professionals)</li><li>• Know some similarities and difference between things in the past and now, drawing on their own experiences and what has been read (through topics learn about development of transport, differences in holidays)</li><li>• Begin to show understanding of the past through settings, characters, and events encountered in books read in class</li><li>• <i>Ask and answer questions about old and new objects</i></li><li>• <i>Answer 'how' and 'why' questions in response to stories and events</i></li></ul>	<ul style="list-style-type: none"><li>• I can explain how some people have helped us to live better lives.</li><li>• Start to show some basic understanding of substantive concepts, such as, society, racism, sexism, discrimination, war: battle/conflict</li><li>• I can ask and answer questions about significant people from the past</li><li>• I can compare how some people have helped us to live better lives and compare this to a modern-day example</li><li>• Compare Mary Seacole to a modern-day nurse (parent visitor – great if this could be a male)</li><li>• I can talk about significant people from Croxley Green -Dr Basil Martin Wright</li></ul> <p><b>Lesson 1: What is a significant person?</b></p> <p><b>Lesson 2: Who was Mary Seacole?</b></p>	<ul style="list-style-type: none"><li>• I can explain and give examples of how people have helped us in our future lives.</li><li>• I can use the 4Cs to make links to my learning about Mary Seacole I can explain how practices have changed due to Mary Seacole's work.</li></ul>



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<ul style="list-style-type: none"> <li>• Explain own knowledge and ask appropriate questions</li> <li>• Be curious and ask questions</li> </ul> <p>Vocabulary: past, present, now, then, today, yesterday, tomorrow, change, the same</p>	<p><b>Lesson 3: How did Mary Seacole make a difference to our lives?</b></p> <p><b>Lesson 4: How could you compare Mary Seacole to a modern-day nurse?</b></p> <p><b>Lesson 5: Can you talk about a significant person from Croxley Green?</b></p>	
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<p><b>Year 1</b>  <b>National Curriculum statement</b>          Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  <b>Key Theme:</b> Toys from the past.</p>		
<p style="text-align: center;"><b>Previous Learning</b> To be reinforced</p>	<p style="text-align: center;"><b>Core Learning Intentions</b> Age Related</p>	<p style="text-align: center;"><b>Extension Opportunities</b> Next steps</p>
<ul style="list-style-type: none"> <li>• Use everyday language related to time (now, present, past, yesterday, today, tomorrow)</li> <li>• Begin to develop the idea of a timeline</li> <li>• Learn about similarities and differences between things in the past and present (phone, pen, typewriter, chair)</li> </ul>	<ol style="list-style-type: none"> <li>1. WALT: identify old and new toys including being able to spot old and new things in a picture.</li> <li>2. WALT: explain what an object from the past might have been used for.</li> <li>2. WALT: ask and answer questions about old and new objects.</li> <li>4. WALT: compare objects from the past with similar objects from now and understand how toys and books have changed over time</li> </ol> <p><b>Lesson 1: Old or new - how do we know?</b>  <b>Lesson 2/3: Can you predict how a toy from the past might have been played with? (two lessons)</b></p>	<ul style="list-style-type: none"> <li>• I can compare objects from the past with similar objects from now. I can make links to my science learning about materials when talking about objects from the past.</li> <li>• I can give explanations as to why things are old and new.</li> <li>• Explain why I have compared and ordered them this way using historical vocabulary.</li> </ul>



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	<p>Lesson 4: What did our Grandparents play with? Lesson 5: How have toys changed over time?</p>	
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<p><b>Year 2</b> <b>National curriculum statements</b> -Changes within living memory. -Events beyond living memory that are significant nationally or globally. <b>Key Theme :The Great Fire of London and gunpowder plot.</b></p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>



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<ul style="list-style-type: none"> <li>I can use words and phrases like; old, new and a long time ago.</li> <li>I can explain how some people have helped us to have better lives.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about events beyond living memory.</li> <li>To understand the significance diaries play in providing information to help our understanding of the past.</li> <li>Understand and sequence the events of the Great Fire of London.</li> <li>To compare fire safety in 1666 to the present day</li> <li>To compare houses in 1666 to those in the present day</li> <li>I can recount the life of someone famous (Samuel Pepys) from Britain who lived in the past. I can explain how he helped us to learn about the Great Fire of London.</li> </ul> <p><b>Lesson 1: Who is Samuel Pepys?</b>  <b>Lesson 2: How do diaries help us to learn about the past?</b>          (Cross Curricular English)  <b>Lesson 3: What is the sequence of events in the Great Fire of London?</b> (Cross Curricular English)  <b>Lesson 4: What were buildings like in London in 1666?</b> (Cross curricular with art and computing)  <b>Lesson 5: How has fire safety changed since the Great Fire of London?</b></p>	<ul style="list-style-type: none"> <li>To use words and phrases like; before, after, past, present, then and now in sentences.</li> <li>To understand the impact of the Great Fire on London. To understand that historical evidence is open to interpretation.</li> </ul>
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<b>Year 2</b> <b>National Curriculum</b> - The lives of significant individuals in the past who have contributed to national and international achievements. <b>Key Theme : Neil Armstrong/ Christopher Columbus / Matthew Hensen/ Nelson Mandela/Florence Nightingale/Amelia Earhart</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps



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- I can explain how some people have helped us to have better lives.

- To explore the experiences and contributions of famous people from the past.
- To compare the lives and achievements of Christopher Columbus and Neil Armstrong.
- To find out who Florence Nightingale was and when she lived.
- To find out why Florence Nightingale went to Scutari hospital and what the conditions were like when she got there.
- To find out who Amelia Earhart was and when she lived. To find out about her life and achievements and why she is remembered today.
- I can compose questions to ask people who lived in the past

Lesson 1: Who is Ibn Battuta (1304) and what experiences did he encounter?

Lesson 2: Who was Christopher Columbus (1451) and what were his experiences?

Lesson 3: Who is Matthew Henson (1866) and what are his achievements?

Lesson 4: Who is Neil Armstrong (1930) and what is he famous for?

Lesson 5: How do the life experiences of Christopher Columbus and Neil Armstrong compare?

Lesson 6: Who was Florence Nightingale and when did she live? (cross curricular English)

- I can present my findings in different ways.
- I can teach my findings to a friend.





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	<p>Lesson 7: Why did Florence Nightingale go to Scutari hospital? (cross curricular English)</p> <p>Lesson 8: Who is Amelia Earhart and when did she live? (cross curricular English)</p>	
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<p><b>Year 2</b> <b>National Curriculum</b> -Changes within living memory. <b>Key Theme:</b> Ourselves</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>



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<ul style="list-style-type: none"><li>• I can explain how I have changed since I was born.</li><li>• I can ask good questions.</li></ul>	<ul style="list-style-type: none"><li>• To identify fashion and style trends from various eras.</li><li>• I can find out things about the past by talking to an older person.</li></ul> <p><b>Lesson 1: How have schools changed over time?</b></p> <p><b>Lesson 2: How has school equipment changed over time?</b></p> <p><b>Lesson 3: How were boys and girls treated differently at school in the past?</b></p> <p><b>Lesson 4: How do playground games in the past compare to those of today?</b></p> <p><b>Lesson 5: What was school like for my parents/grandparents?</b></p>	<ul style="list-style-type: none"><li>• I can think about things which are different and similar now.</li><li>• I can ask specific questions to gain an understanding of the past.</li></ul>
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Key stage 2 National Curriculum statements;

♣ **changes in Britain from the Stone Age to the Iron Age** Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture.



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- ♣ **The Roman Empire and its impact on Britain** Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity History.
  - ♣ **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne.
  - ♣ **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Examples (non-statutory) This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066.
  - ♣ **A local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
  - ♣ **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) ♣ The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain
  - ♣ **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.**

Year 3

National Curriculum: The Roman Empire and its impact on Britain



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Key Theme : The Romans		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can use words and phrases like; before, after, past, present, then and now.</p> <p>I can understand a timeline and gather information.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can explain some of the times when Britain has been invaded and the spread of Roman empire in Britain.</p> <p>I can understand the achievements of Septimius Severus, the African Roman Emperor.</p> <p>I can understand how St Albans is a Roman town.</p> <p>I can understand what Hadrian's wall is and why it was built.</p> <p><b>Lesson 1: Who are the Romans and when were they in Britain?</b></p> <p><b>Lesson 2: How do timelines help us understand history?</b></p> <p><b>Lesson 3: What was everyday life like in Roman Britain? (visit)</b></p> <p><b>Lesson 4: What were the achievements of Septimius Severus, the African Roman Emperor?</b></p> <p><b>Lesson 5: Why is St Albans a Roman town?</b></p> <p><b>Lesson 6: Why was Hadrian's wall built?</b></p>	<p>I can present my findings in a different way.</p> <p>I can explain and give detailed examples of when Britain has been invaded.</p>



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<b>Year 3-</b> Changes in Britain from the Stone Age to the Iron Age <b>Key Theme : Stone Age to Iron Age</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions Age Related</b>	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>How to find specific research using different sources.</li></ul> How to find specific research using different sources.	<p>Understand the timeline of the Stone Age period.</p> <p>Understand the homes the Stone Age lived in (Palaeolithic – caves, Mesolithic – circular, Neolithic – rectangle)</p> <p>Understand what food was eaten during the Stone Age period.</p> <p>Understand pre-historic achievements.</p> <p>Understand the timeline of the Bronze Age period.</p> <p>I can explore life during the Bronze Age.</p> <p>I can research in order to find similarities and differences between two or more periods of history. I can explore life during the Iron Age including the Hill Forts.</p> <p><b>Lesson 1: When was the Stone Age? (using timelines)</b></p> <p><b>Lesson 2: What are the different types of Stone Age homes (palaeolithic – caves, Mesolithic – circular, neolithic – rectangle)?</b></p> <p><b>Lesson 3: What food was eaten during the Stone Age?</b></p> <p><b>Lesson 4: What was achieved during the Stone Age?</b></p> <p><b>Lesson 5: When was the Bronze Age? (using timelines)</b></p> <p><b>Lesson 6: What was everyday life like during the Bronze Age?</b></p> <p><b>Lesson 7: How do life in Bronze and Stone Age compare</b></p> <p><b>Lesson 8: What was lifelike during the Iron Age (hill forts)?</b></p>	<ul style="list-style-type: none"><li>I can present findings in different ways.</li></ul> I can explain my findings to others.



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<b>Year 4</b> <b>National curriculum-</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <b>Key Theme: Victorians – timeline, round to decades, difference between wealthy and poor, life of children, 2 different versions of an event.</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li><li>• I can research in order to find similarities and differences between two or more periods of history.</li><li>• I can research in order to find similarities and differences between two or more periods of history.</li></ul>	<ul style="list-style-type: none"><li>• I can plot events on a timeline within the 19<sup>th</sup> and 20<sup>th</sup> century.</li><li>• I can understand where the Victorian era fell within a broader historical timeline.</li><li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li><li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past and compare the lives of wealthy and poor people.</li><li>• I can investigate how different opinions were formed about the building of railways and canals and consider how this has shaped our lives today.</li><li>• I can research what it was like for rich and poor children in the Victorian era.</li><li>• I can understand how my local area has been impacted by the Victorian era e.g. Croxley Green Station, Dickinson Square and the canal).</li></ul> <p><b>Lesson 1: Who are the Victorians and when was the Victorian era?</b> <b>Lesson 2: What are the key events of the Victorian era?</b> <b>Lesson 3: How do historians use a primary and secondary sources of evidence to find out about the past?</b> <b>Lesson 4: How did life differ for the rich and poor in the Victorian era?</b> <b>Lesson 5: Why may people have differing opinions about changes during the Victorians era? (railways)</b> <b>Lesson 6: How did the building of the canals influence Croxley Green?</b></p>	<ul style="list-style-type: none"><li>• I can explain some events on a timeline.</li><li>• I can compare the lives of different individuals.</li><li>• I can compare different historic items and artifacts.</li><li>• I can evaluate each event.</li><li>• I can think about what life would be like without this event occurring.</li></ul>



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<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>I can use a timeline within a specific period of history to set out the order that things may have happened.</li><li>I can research in order to find similarities and differences between two or more periods of history.</li></ul>	<ul style="list-style-type: none"><li>I can plot key Ancient Egyptian events on a timeline.</li><li>I can explain how the lives of wealthy people were different from the lives of poorer people through the investigation of pyramids.</li><li>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li><li>I can understand different beliefs, cultures and practices during the ancient Egyptian period e.g. mummification and Egyptian Gods.</li></ul> <p><b>Lesson 1: Who were the Egyptians and when did they exist and why do we remember them?</b></p> <p><b>Lesson 2: Why were pyramids built?</b></p> <p><b>Lesson 3: How do historians use artefacts to understand more about the past?</b></p> <p><b>Lesson 4: What were Ancient Egyptians beliefs, cultures and practices?</b></p> <p><b>Lesson 5: Exploring the Egyptians through art.</b></p>	<ul style="list-style-type: none"><li>I can add different events to my timeline.</li><li>I can begin to think about the impact on society today.</li><li>I can compare different historic items and artefacts.</li><li>I can analyse an event from the past.</li></ul>



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<b>Year 4</b> <b>National curriculum-</b> Britain's settlement by Anglo-Saxons and Scots <b>Key Theme : Anglo-Saxon invasions, settlements and kingdoms: place names and village life</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
	<ul style="list-style-type: none"><li>• To learn when, where and why the Anglo Saxons invaded, touching on the Roman withdrawal in AD410.</li><li>• To learn where the Anglo Saxons settled and what kingdoms were created</li><li>• Explore Anglo Saxon village life and how it has influenced place names of contemporary places (making links to Watford and Rickmansworth).</li><li>• To learn how Anglo-Saxon artefacts represent culture.</li><li>• To learn how Christianity ceased to be the main religion and was replaced with paganism – touching on the influence of Augustine, Columba, Oswald and Aiden.</li></ul> <p><b>Lesson 1: Who are the Anglo Saxons and where did they come from?</b></p> <p><b>Lesson 2: Where did the Anglo Saxons settle and how did this influence the naming of areas in the UK?</b></p> <p><b>Lesson 3: How do historians use secondary sources of evidence to understand more about the past? (everyday life)</b></p> <p><b>Lesson 4: How did religion change during the Anglo-Saxon era?</b></p> <p><b>Lesson 5: How do archaeologists think?</b></p>	





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<b>Year 5</b> <b>National curriculum-</b> A study of a significant event <b>Key Theme : WWII</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• I can plot events on a timeline using centuries.</li><li>• I can talk about an event from the past.</li></ul>	<ul style="list-style-type: none"><li>• I can draw a timeline showing key events of WWII and recognising the start of the conflict</li><li>• I can explain how lives are different during the Blitz and how evacuation shaped children's lives.</li><li>• I can explain the importance of the Battle of Britain and why it was a key turning point in WWII.</li><li>• I can discuss the impact of WW2 on Croxley Green and the soldiers that lost their lives.</li><li>• I can recognise the role women had in the war and how this began to change social history (include propaganda)</li><li>• I can consider the impact WWII had on the Empire and research soldiers from a range of backgrounds, races and religions</li></ul> <p><b>Lesson 1: What are the significant events of the beginning of WWII?</b></p> <p><b>Lesson 2: What was the impact of the war on London and our local area?</b></p> <p><b>Lesson 3: What is the importance of the Battle of Britain as a turning point for WWII?</b></p> <p><b>Lesson 4: What important role did women play in WWII?</b></p> <p><b>Lesson 5: What was the importance of the Empire and where WWII soldiers came from?</b></p>	<ul style="list-style-type: none"><li>• I can explain in detail and make links and comparisons to issues today.</li><li>• I can evaluate and assess the reason, impact and significance of events.</li><li>• I can demonstrate understanding by giving examples of propaganda used today.</li></ul>



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<b>Year 5</b> <b>National curriculum- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> <b>Key Theme : Vikings</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• Understand the use of a timeline and what information we can gather from it.</li><li>• I can talk about a historical event.</li></ul>	<ul style="list-style-type: none"><li>• I can understand where the Vikings came from and why they came to Britain.</li><li>• I can recognise the resistance and success of Alfred the Great.</li><li>• I can discuss the importance of Danegeld and Danelaw</li><li>• I can study Viking life and make comparisons over time.</li><li>• I can compare Anglo Saxon and Viking law to today's law.</li><li>• I can explain how the last Anglo Saxon King shaped Britain.</li></ul> <p><b>Lesson 1: When, why and how did the Vikings arrive in Britain?</b></p> <p><b>Lesson 2: How do Viking lifestyles differ to today?</b></p> <p><b>Lesson 3: What is Danelaw and why is it significant to the reign of Alfred the Great?</b></p> <p><b>Lesson 4: What are the positives and negatives of Viking law?</b></p> <p><b>Lesson 5: How did the final Viking kings affect Great Britain?</b></p>	<ul style="list-style-type: none"><li>• I can compare and contrast the merits between Anglo Saxon and Viking law to today's law.</li></ul>



# Yorke Mead Primary School

## History Curriculum



<b>Year 5</b> <b>National curriculum</b> -Ancient Greece – a study of Greek life and achievements and their influence on the western world <b>Key Theme : Ancient Greece</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• Ensure they know where the UK and Greece in on a map.</li><li>• Need to have a basic knowledge of justice system.</li><li>• I can understand and read a timeline.</li></ul>	<ul style="list-style-type: none"><li>• I can study Ancient Greek life and make comparisons</li><li>• I can understand how and why democracy was created in Ancient Greece and how it was developed.</li><li>• I can recognise and celebrate key Ancient Greek achievements for example the Olympics – linked to current times</li><li>• I can discuss key philosophical thinkers of ~Ancient Greece (P4C)</li></ul> <p><b>Lesson 1: Where and when did the Ancient Greeks come from?</b></p> <p><b>Lesson 2: How is Ancient Greek life different to today?</b></p> <p><b>Lesson 3: How can we use primary and secondary sources to learn more about the Olympics?</b></p> <p><b>Lesson 4: Why is democracy important and how has it developed over time?</b></p>	<ul style="list-style-type: none"><li>• I can evaluate my findings.</li><li>• I can compare and explain my findings from the justice system then and now.</li><li>• I can make comparisons between countries that have and have not been impacted by Ancient Greece (democracy and non democratic countries).</li></ul>



# Yorke Mead Primary School

## History Curriculum



<b>Year 6</b> <b>National curriculum-</b> A non-European society that provides contrasts with British history –; Mayan civilization c. AD 900 <b>Key Theme : Mayans</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• I can research specific questions.</li><li>• I can draw and understand a timeline.</li></ul>	<ul style="list-style-type: none"><li>• I can share my knowledge about the Mayans and think about questions to extend my understanding</li><li>• I can research and find out who the Mayans were and show where the Mayan's lived and label their major cities</li><li>• I can research facts about the Maya civilisation to create a timeline of their history.</li></ul> <p>To discover what the Ancient Maya believe in with a focus on their Gods.</p> <ul style="list-style-type: none"><li>• I can use a range of evidence sources of evidence to understand more about the Mayan civilisation</li></ul> <p><b>Lesson 1: Who were the Mayans and where did they live?</b> <b>Lesson 2: What were the key events that happened in the Mayan times?</b> <b>Lesson 3: How did the Mayans think the world was created and what do we know about Mayan Gods?</b> <b>Lesson 4: What can we find out about Mayan civilisation using sources of evidence?</b> <b>Lesson 5: Developing understanding through Mayan Day and art.</b></p>	<ul style="list-style-type: none"><li>• Draw links between other Ancient Civilisations that they know e.g Egyptians.</li><li>• To look at the Myan civilisation in the context of the world at that time</li><li>• Justifying the reasoning for ranked order of Gods</li><li>• Using on-line museums to explore other Mayan artefacts- discussing their reliability as a source</li></ul>



# Yorke Mead Primary School

## History Curriculum



<b>Year 6</b>		
<b>National Curriculum-</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
<b>Key Theme : Kings and Queens of Britain</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• To understand and use a timeline.</li><li>• I can describe a key event.</li></ul>	<ul style="list-style-type: none"><li>• Timeline ordering of kings and queens since 1066</li><li>• What were the key aspects of everyday life</li><li>• To research a period of British History- looking at different aspects of life at that time e.g: daily life, transport, battles, crime and punishment etc</li></ul> <p><b>Lesson 1: What is a Monarchy and what does it mean for life in the UK.</b></p> <p><b>Lesson 2/3: What were the key periods of British history from 1066 to the Modern day and who were the main Monarchs for these times?</b></p> <p><b>Lesson 3: What is the role of a monarch and how has this changed?</b></p> <p><b>Lesson 4: How have 4 monarchs influenced British life?</b></p> <p><b>Lesson 5/6 : How can sources of evidence support research into the life and reign of one particular Monarch?</b></p>	<ul style="list-style-type: none"><li>• Using primary and secondary sources during research</li></ul>



# Yorke Mead Primary School

## History Curriculum



<b>Year 6</b> <b>National Curriculum-</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>Key Theme : The Tudors</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<ul style="list-style-type: none"><li>• I can describe a key event.</li><li>• I can describe a key event in history.</li></ul>	<ul style="list-style-type: none"><li>• To understand who the Tudors were and to create a family tree. To understand and explain who Henry viii was and how he shaped the history of England.</li><li>• To debate whether Henry viii was a good King or a bad King.</li><li>• To compare the lives of Tudor Monarchs</li></ul> <p><b>Lesson 1: Who were the Tudors?</b> <b>Lesson 2: Who was Henry VIII and his many wives?</b> <b>Lesson 3: What was life like in Tudor times?</b> <b>Lesson 4: What is the reformation and how has this impacted life in Britain today?</b> <b>Lesson 5: Would you consider Henry VIII to be a good king?</b></p>	<ul style="list-style-type: none"><li>• To explore evidence – with a focus on reliability – to develop an understanding of King Henry viii</li><li>• Use other British monarchs as a reference when debating</li></ul>