



Written - Jan 2023

Review – Sept 25

History

History Development Matters Coverage

Cycle A – 2022/23	Cycle B – 2023/24
Our Lives	Toys and Games
Q: What do I know about my past?	Q: Which toys did your grandparents play with?
<p>Understanding the World <u>3 and 4-year olds will be learning to:</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Continue developing positive attitudes about the differences between people. <p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>Understanding the World <u>3 and 4-year olds will be learning to:</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Continue developing positive attitudes about the differences between people. <p><u>Children in reception will be learning to:</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.



History National Curriculum Coverage

Haddon

Cycle A – 2023/24	Cycle B – 2023/24
Fire of London	We Are Britain
Q: Why is The Great Fire of London significant?	Q: What does it mean to be British?
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. • significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 • 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. <p>Black history: Mary Seacole and Lilian Bader.</p>



Cycle A – 2022/23	Cycle B – 2022/24
Romans, Vikings, Anglo Saxons	Stone Age-Iron Age
Q: Would life be simpler if you could take something and not feel guilty?	Q: Do inventions and discoveries make life better?
<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> • 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 (SIAMS link.) <p>Britain’s settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> • 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 (SIAMS link.) <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p> <ul style="list-style-type: none"> • 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 	<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> • 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 • A local history study (Cresswell Craggs) • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

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| <ul style="list-style-type: none">• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day | |
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Chatsworth

Cycle A – 2022/23	Cycle B – 2023/24
Egyptians and ancient civilisations	Change in faces of monarchy
Q: Were ancient civilisations the same?	Q: How did the Tudors change the face of Great Britain?
<ul style="list-style-type: none"> • 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 • 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. 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the changing power of monarchs using case studies – The Tudors. • a significant turning point in British history – the creation of the Church of England. SIAMS link. • Black History – John Blanke <p><u>Ancient Greece</u> Q: How did the Ancient Greeks influence art? Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>