

## History Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Rec</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b>Opportunities:</b> Family photos – who is in your family?</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b>Opportunities:</b> Community – class, houses, school, family, other groups</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Opportunities:</b></p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Opportunities:</b> Comparing modes of transport</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Opportunities:</b> The past through stories Dinosaurs</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Opportunities:</b> The past through stories</p>
<b>Year 1</b>			<p><b>TOPIC: Significant people in the past</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>TOPIC: Seasides in the past</b> Pupils should be taught about:</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> </ul>	
<b>Year 2</b>		<p><b>TOPIC: The Great Fire of London</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally (the Great Fire of London).</li> </ul> <p><b>CC/PD: Dressing up</b></p>		<p><b>TOPIC: Isambard Kingdom Brunel</b> Pupils should be taught about: Significant historical events, people and places in their own locality.</p> <p><b>CC/PD: Visit a museum (SS Great Britain/M Shed)</b></p>		
<b>Year 3</b>			<p><b>TOPIC: Mayans</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history (Mayan civilization c. AD 900).</li> </ul>	<p><b>TOPIC: Ancient Greeks</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p><b>CC/PD: Visit a museum (Bristol Museum)</b></p>	<p><b>TOPIC: Stone Age, Bronze Age and Iron Age</b> Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age</p>	
<b>Year 4</b>		<p><b>TOPIC: Local History</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A local study (history of Mangotsfield and their local area).</li> </ul>			<p><b>TOPIC: The Romans</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <p><b>CC/PD: Dressing up</b> <b>CC/PD: Visit a museum (Careleon)</b></p>	
<b>Year 5</b>	<p><b>TOPIC: Ancient Egyptians</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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 Egypt)</li> </ul>				<p><b>TOPIC: Anglo Saxons</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<p><b>TOPIC: Anglo Saxons/ Vikings</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>

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<b>Year 6</b>	<b>TOPIC: Industrial revolution – Crime and Punishment/ Victorian Children</b> Pupils should be taught about: <ul style="list-style-type: none"><li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history)</li></ul> <b>CC/PD: Dressing up</b>			<b>TOPIC: Lesuire and entertainent in the 20<sup>th</sup> Century.</b> Pupils should be taught about: <ul style="list-style-type: none"><li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as leisure and entertainment in the 20th Century)</li></ul>
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