

History Curriculum

Statement of Intent:

At Fairchildes, we believe that the teaching of history involves engaging pupils in investigating people and events of the past in order to enable them to develop a context for their growing sense of identity. As well as a chronological framework for their knowledge and understanding of Britain's past and also that of the wider world.

Through the study of history, we aim to enable children to ask perceptive and relevant questions, think critically, weigh the available evidence, sift through arguments and develop perspective and judgement.

KS1		
Key Vocab: Before, after, past, a long time ago, present etc Difference, similar, compare, contrast		
Yr	Objectives	Suggested Activities
1	To identify changes within living memory – toys	<ul style="list-style-type: none"> -Children to investigate a selection of photographs and artefacts from within the last 100 years (photos should have modern toys in black and white/colour as well as toys from the past – so that children have to look beyond the colour). In groups children will look at, discuss and sort them according to their own historical criteria – focus should be on their reasoning. Ask questions such as which is the eldest? Most modern? Etc and how they know. Adults to record historical language/ideas used. Add to key vocabulary list. -Teacher to then show their own sorting with the explanation as to why they've been grouped in this way. -Use Youtube etc to see how toys in the past would have been used. Children to suggest an alternative for that toy's use now. -Record a comparison in books of modern and olden toys- Ensure vocabulary and reasoning are present.
	To identify changes within living memory – vehicles	<ul style="list-style-type: none"> -Children to be given a selection of photographs of cars from the Model T Ford to a modern day family car (avoid sports cars etc). Children to sort cars with their own criteria with reasoning. Ask questions such as which is the eldest? Most modern? Etc and how they know. Adults to record historical language/ideas used. Add to key vocabulary list. - Teacher to then show their own sorting with the explanation as to why they've been grouped in this way. -Use Youtube etc to see how cars in the past were designed and consider why changes have been made – focus on health and safety, use of materials, ergonomics, quantity of cars on the road etc

	<p>To identify how Amy Johnson has significantly contributed to National/International achievements</p> <p>To identify that Amy Johnson is a significant person from our locality</p> <p>To identify how Grace Darling has significantly contributed to National/International achievements</p> <p>To identify how Sir David Attenborough has significantly contributed to National/International achievements</p>	<p>-Record a comparison in books of a modern and olden day car. Compare and contrast- Ensure vocabulary and reasoning are present.</p> <p>-To know the story of Amy Johnson in chronological order. Teacher to tell the story. Children to order events chronologically – pictures etc. Ask questions such as: Why is her story significant? Why was it harder for Amy to become a pilot? How have things changed for female aviators since her time? How did she contribute to this change?</p> <p>-Record the significant events in Amy Johnson’s life using the picture cues</p> <p>-To create a simple fact file on Amy Johnson which includes her DOB, where she was born, flew out of Croydon Airport, significant events etc</p> <p>-To know the story of Grace Darling’s heroism. Teacher to tell the story. Children to order the events chronologically – pictures etc. Ask questions such as: Why is her story significant? Why was it unusual for her to act in this way? How have things changed for females in a heroic role eg Fire fighters, police officers, RNLI etc? How did she contribute to this change?</p> <p>-Identify what David Attenborough is particularly well known for. Identify how he became involved in this type of work and the impact he has had both Nationally and Internally. How has he been recognised for his achievements? What initiatives has he launched/supported to help the environment? Why might the public pay more attention to him than others?</p> <p>- Identify how we know so much about different species, habitats etc through the work of David Attenborough. Does he do this research alone? C/C Science</p>
2	<p>To identify how Neil Armstrong has significantly contributed to International achievements (C/C Literacy)</p> <p>To understand events beyond living memory that are significant nationally and globally – Remembrance Day</p>	<p>- To know the story of Neil Armstrong’s achievement and place this as an event in history within a chronological framework. Teacher to tell the story. Children to order events chronologically – pictures etc. Ask questions such as: Why is his story significant? Why are the other members of the space mission not as famous? How and why has space travel changed since the Lunar landing? How did he contribute to history as an explorer? How might he have inspired others as explorers?</p> <p>-Using these questions as a basis children to respond in a written form</p> <p>-Teacher to explain why this day is important and how it still has an impact. Children should be made aware of being respectful and grateful for the sacrifices of others in order for us to be part of a democratic society (c/c British Values). Children to know of the work of the Royal British Legion and the significance of the poppy – remembrance of the past and raising money for the present.</p> <p>-Children to be made aware of why there is a 2 minute silence on Armistice Day</p>

	<p>To understand events beyond living memory that are significant nationally – Bonfire Night To identify significant people/events in history – Guy Fawkes (C/C Literacy)</p> <p>To understand events beyond living memory that are significant nationally – The Great Fire of London To identify significant people/events in history –Samuel Pepys (C/C Literacy)</p> <p>To identify how Florence Nightingale and Mary Seacole significantly contributed to national/International achievements</p>	<p>See Literacy planning which includes: Timeline, fact file on Guy Fawkes, non-chronological report comparing life in 1605 to today (focus on houses, clothes, transport, school), identify the roles of other plotters (Why is Guy Fawkes the key figure – linkage to Neil Armstrong), letter sent to King and the consequences to the plotters, Newspaper report on events</p> <p>See Literacy plans which includes: Comparison of present day London to 1666 (landmarks, housing, clothing and travel, occupations), non-chronological report, know the key features of how the fire began and spread, time line sequences, fact file on Samuel Pepys, read extracts from his diary, identify difference between fact and fiction, empathising with the people involved in the event, impact and consequences of the fire on modern London</p> <p>-Children to learn about the medical conditions and facilities during the Crimean War and compare to modern day medical conditions and facilities. -Children to identify the impact Florence Nightingale had on the care of the injured men and how that has impacted on medical practices today e.g. flowers not allowed in certain wards, cleanliness and sterilisation of equipment, commitment to patient care and how this is still within the nurses pledge today etc. -Compare how her ideas were received in comparison to Mary Seacole – why do they think this was different? Would this be different today?</p>
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KS2		
<p>Key vocab:</p> <ul style="list-style-type: none"> ● Connections, comparison, contrasts, trends, significance ● era, sources, artefacts 		
3	<p>To identify the known events in history and put on a timeline</p> <p>To know the changes in Britain from the Stone Age to the Iron Age</p>	<p>-Identify the purpose of a timeline and put on known historical events -Using pictures and artefacts children in groups to put them on a timeline based on the prior knowledge and investigative/reasoning skills. Class discussion. Children then given labels to match to the object</p> <p>-Children in groups to identify what they know, think they know, would like to find out about the Stone Age. Teacher to give some information using Powerpoints and Youtube videos to expose some ideas about this era.</p>

<p>To know about the tools and artwork from the 3 eras and compare/contrast to each other and modern times</p> <p>To know the significant impact of these eras on modern times</p> <p>To understand why changes occurred over this time span</p> <p>To develop reasoning, explanation and questioning skills</p> <p>To develop effective research skills</p>	<p>-Using the Stone Age tool artefacts (focus on farming and weapons) children to reason as to what each would have been used for. Discuss why it was made out of the material? Was this the best material? Compare to modern day tools. Why were these tools important for this era? Children to take 2 or 3 pictures of the tool to explain what it was and how was used. Watch flint knapping video to show how tools were made in this era</p> <p>-Look at how Stone Age drawings were created and the impact on what we know today– what messages do they think they contained? Why didn't they just write their message? Do drawings still contain messages today? Which tools might they have used to create their drawings? How does this compare to modern day art instruments? Who was the art for? Children to explore creating their own cave paintings</p> <p>-Children in groups to compare the Stone Age tool artefacts to the Bronze Age. What is similar? Different? Why? How did this impact on the life in the Bronze Age? Children to write down in a table similarities and differences between the tools</p> <p>-Look at the range of art created in the Bronze Age. Are there any significant differences? What could account for the differences? Which tools might have been used to create their artwork? What extra skills did they need? Which of these skills are still used today? Was the message in their art work different from the Stone Age? Who would have access to the art? Who was it for?</p> <p>-Look at Stonehenge and its significance to this era. Why is this still significant?</p> <p>- Children in groups to compare the Stone Age, Bronze Age tool artefacts to the Iron Age. What is similar? Different? Why? How did this impact on the life in the Iron Age? Children to write down in a table similarities and differences between the tools of the Bronze Age to the Iron Age</p> <p>-Look at the range of art created in the Iron Age. Are there any significant differences? What could account for the differences? Which tools might have been used to create their artwork? What extra skills did they need? Which of these skills are still used today? Was the message in their art work different from previous eras? Who would have access to the art? Who was it for?</p> <p>-Look at how Hill Forts were significant to this era and the impact on the landscape today</p>	<p>-Look at videos etc on the life in the Iron Age of the Celts. Using a map look at Celtic settlement areas. What may the settlement areas have in common? What were the needs of the people? How did they protect their settlements? Why was this needed? Children to identify these needs and how the settlements were relevant.</p> <p>-Ask the children to discuss what they think the day in a Celtic person's life would have been like? Provide reasoning for their thinking. Explore and research what daily life was like in Celtic times and compare to their own lives.</p>
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4	<p>To know why the Romans withdrew from Britain</p>	<p>-Look at the key reasons why the Roman Empire called for the withdrawal from Britain – discussion</p> <p>-Children to look at an ancient European map to see where the Angles and Saxons came from. What are the modern day countries called? Why do they think they came to Britain (compare and contrast ideas with the Romans)</p>

	<p>To identify where the Angles and Saxons came from and why they came to Britain</p> <p>To identify where the Anglo-Saxons settled and why</p> <p>To understand the Viking and Anglo Saxon struggle for the Kingdom of England</p> <p>To know who resisted the Viking invasion</p>	<p>-Look at Anglo Saxon settlements. Where were they? Why did they settle there? How did they arrive? How were they organised? Compare with the settlements of the Iron Age and Romans in a written form. C/C literacy: non-chronological report</p> <p>-Look at what life was like for a child living in a Saxon village and what a typical day would have been like. C/C literacy Narrative recount</p> <p>-Identify who the Vikings were and why they were interested in invading Britain: farming, looting, religion and prowess/historical legend</p> <p>-Where did they come from and how did they travel to Britain. Look at longboats and how they were made. C/C Literacy/DT</p> <p>-Look at the plundering of Lindisfarne and how news of this quickly spread across the Kingdoms of England. Discuss the impact of word of mouth over the written form. How would the people have felt. C/C Literacy</p> <p>-How would the people of Britain have felt on seeing the longboats? Why? What would be the consequences for them? C/C Literacy</p> <p>-Look at the impact of slavery by the Vikings and compare to the Romans</p> <p>-Look at Alfred the Great and how he led the resistance/Danegeld to secure safety for his people. Create a Factfile/Biography C/C Literacy</p>
5	<p>To know about the achievements of the Ancient Egyptians</p> <p>To know about the achievements of the Ancient Mayans</p>	<p>-To identify where the Ancient Egyptians lived. Discuss where these are and identify reasons for living there. Look at the impact of the Nile on their daily lives.</p> <p>-Identify the importance of the Gods and how they impacted daily life. Identify the role of the Pharaoh</p> <p>- Look at the life of Ramses II and why he was an important ruler. Create factfiles for display</p> <p>-How do we know so much about the Egyptians? Look at the artefacts and Rosetta stone. Identify the significance of the Rosetta Stone to Egyptologists.</p> <p>-To identify where the Ancient Mayans lived. Why were their settlement locations different to the Egyptians? Look at how their environment impacted their daily lives, and vice versa.</p> <p>-Compare and contrast Mayan worship to the Egyptians. Were their Gods similar? Did they have a similar function? Compare to the creation story in Christianity C/C RE</p> <p>-Look at the artefacts from the Mayan civilisation – identify what they are and what they would have been used for. Justify reasoning.</p> <p>-Compare and contrast the ruins of Egypt and Mexico. Look at how/why they have been preserved</p>

	<p>To understand the impact of World War 2 on the locality</p> <p>To understand the impact of the War on the Home Front</p>	<ul style="list-style-type: none"> -Children to identify what they know, think they know, would like to know about WW2. Look at the powerpoint about the origins of WW2 and how the consequences of WW1 contributed. -How and why was Croydon affected? Look at the strategic places that were targets and how this would impact on the outcome of a war. Look at websites etc to investigate further. -What were the benefits of evacuation? Who would have been evacuated and why? Where were they evacuated from and to? What would the impact of evacuation have been on the evacuees? Were all evacuees treated well? Children to develop empathy – diary C/C Literacy -What was rationing? Why was it brought in? When did it end? What was rationed? Why? Look at the propaganda campaign ‘Dig for Victory’. C/C DT – cooking -Look at how the Blitz and the Battle of Britain are linked to the locality. Identify that many of the houses in New Addington were built post war to house those displaced from the East End. Identify the importance of Croydon Airport and Biggin Hill. Why was the Battle of Britain a significant turning point in WW2? -What is propaganda? How does it influence us now? How was it used effectively during the war? Who was the propaganda aimed at? Why?
6	<p>To learn about the impact of the Greek legacy on later periods in British History, including present day</p>	<ul style="list-style-type: none"> -Children to identify what they know, think they know, want to know about the Ancient Greeks. Look at the location and surrounding Civilisations -How were the Ancient Greek territories governed? Are any countries governed in a similar way now? - What is a myth? What are the common features of myths? Discuss the fact that they have a God and are linked to an aspect of why life is the way it is. Look at the Pantheon of the Gods – who were they? Create a family tree/list of hierarchy of the Gods with annotations -Look at the story of Troy and the Trojan Horse -What was daily life like for the Greeks? Compare and contrast to modern day life. Which aspects do they think are important in their life? From this focus on areas such as: education, clothing, theatre/entertainment, food. Children to work on research and presentation skills in groups -Look at the main conflicts in Ancient Greece eg Athens vs Sparta. How did these conflicts come about? Why did the Greeks become united? Look at the attempted invasions by the Persians and the Battle of Marathon. How was the news spread of the Greek victory? Look at the impact on the word ‘Marathon’ for today. How does this impact on the opinions of Modern Greeks and Turks? Look at Cyprus division -Were conflicts settled only through war? Look at the Ancient Olympics and compare and contrast to modern Olympics. Which events included? Why? -Look at how other aspects from this era impacts on modern societies: democracy, art, literature, food etc