

History Curriculum Plan

EYFS								
Autumn 1	To begin to use past, present, and future tenses correctly.							To understand about past events in countries around the world. To talk about holidays in the past using the correct tenses,
Autumn 2		Why do we celebrate birthdays?				To share how different families, prepare for Christmas.		
Spring 1					To talk about when Dinosaurs were alive. How do we know they were alive? To understand what extinct means. Why did the dinosaurs become extinct? Are all dinosaurs extinct? To talk about descendants of dinosaurs. Why do we no longer have dinosaurs?			
Spring 2	To look at different pictures of transport from over the years. What are the differences and similarities? How have they changed?							
Summer 1								
Summer 2						To understand the changes of different beach wear over time.		

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						How has the beach wear changed?			
Year 1									
Autumn 1									
Autumn 2	<p>*To develop an understanding of the terms the same and different. To distinguish between new and old. To start to generate their own questions starting 'is it...' using adjectives as well as noun.</p> <p>What do we know about toys? Have toys always looked this way? How do you think they have changed? Can you describe your toy</p>	<p>*To understand what other people's toys are like. *To start to develop an understanding of time within a familiar family setting. *To describe how toys change as children grow older.</p> <p>Do you think your nan or grandad played with toys? Do you play with the same toys you did when you were younger? How do you think the toys you play with will change?</p>	<p>*To understand how we can tell if a toy is old or not. *To be able to give at least two reasons to justify their answers. How could we find out about toys from the past? How are toys from the past the same or different to our toys now? How do you know which toys are from the past? What makes them different? Are there things they are similar?</p>	<p>*To know what our grandparent's toys were like. *To understand how we might find answers to questions. *To use language to explain changes in time. What type of toys do you think your grandparents played with when they were children? Were they similar to toys you play with now?</p>	<p>*To identify past and present and match the relevant toys to the right person. *To use appropriate language to talk about the past. Which toys are from the past and which are from the present? How can you tell? Do we play with different toys depending on how old we are?</p>	<p>*To confidently identify old toys. *To make sensible selections of old toys which are clearly different from today's. *To justify their decisions and choices. Can you split these toys into new and old toys? Can you explain why you have split them like you have?</p>	<p>*To use the things we have learnt about toys and how they have changed to design a toy for the future. What have we learnt about toys this half term? What do you think toys will look like in the future? Will they be the same as now or will they be different? Why do you think this? Toy museum</p>		
Spring 1	<p>LO: To recognise that Florence Nightingale is a famous person. LO: To recognise and recall basic important aspects of Florence Nightingale's life. LO: To understand why Florence Nightingale is remembered today. Who was Florence Nightingale? What does famous mean? Why do we need to learn about</p>	<p>LO: To understand the difference between 'now and then' and past and present. LO: To begin to order and understand important events in Florence Nightingale's life. What do we know about Florence Nightingale? What is the difference between now and then? Past and present? Is it</p>	<p>LO - To begin to recognise and recall basic important aspects of Mary Seacole, who also went to Crimea to nurse soldiers? Why do you think Mary Seacole took the brave steps to go to the Crimea? Do you think what she did was brave? Who influenced Mary's decision?</p>	<p>LO - To compare hospitals from now and long ago. *To describe the conditions in the hospitals in Scutari. Would you want to be in a hospital in Scutari? Why? How are the hospitals then and now different? How are nurses now and nurses from Crimean times different? Do you think they did different things?</p>	<p>LO - To understand the changes that Florence Nightingale and Mary Seacole made and what their greatest achievements were. *To know the opposition Florence and Mary Seacole faced to her improvements. Was Florence Nightingale important? What do you think would have happened if</p>	<p>LO - To write a letter to the prime minister in the role of Florence Nightingale or Mary Seacole. *To draw on learning from this half term to inform their letter writing.</p>			

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	someone from such a long time ago? Does anything that Florence did, make a difference to us today?	important we can tell the difference? How do you know this was in the past? What are the clues?		What difference did Florence Nightingale make? Do you think her work was important?	she had not made the changes? Why were people opposed to the changes she made? What does the word opposed mean? Why do you think people thought these things?			
Spring 2								
Summer 1								
Summer 2	To assess what the children already know about the topic. Seaside resorts in England. <i>What do they look like?</i> Talk about the children's holidays, discussing what they did and why they enjoyed it so much. Make a class list of as many seaside objects that they can think of.	To know what people do on UK seaside holidays. <i>What can you do on a British seaside holiday?</i> Look at seaside activities. Learn about postcards, rock, and fish and chips. Watch video clip about a pier and Punch and Judy show.	To know that seaside holidays have been taken for a long time. Look at photos of sea sides in the past. Discuss dress and customs from the time. <i>What did children do at the seaside in the past? What were swimming costumes like? How did people get to the beach? What kind of clothing did people wear on the beach in the past?</i>	To know what people did at the seaside in the past. Compare differences between holidays today and holidays in the past. Different transport, dress, activities. <i>Are some things still the same?</i>	To sequence photographs into a time series of three time periods by identifying differences between present and past times. <i>What were Sussex holidays like in the past?</i> <i>What activities did people do on holiday? How did they travel in the past? What did people take / bring back from holiday in the past?</i>			
Year 2								
Autumn 1	* To find out some of the ways in which London has changed. <i>How do you think London might have been different in the past?</i>	* To identify differences and similarities between ways of life in different periods. <i>What is the same/different about the way the way people lived in</i>	* To understand what happened during the GFOL and evaluate sources which tell historians about it? <i>How do historians find out about the past?</i>	* To use a wide range of sources to make inferences, deductions and answer questions about a past event (GFOL). <i>What does this source/artefact</i>	* To understand and explain the causes of the Great Fire of London. * To compare 3 accounts of a past event looking at similarities and differences? <i>What caused the Great</i>	* To understand the changes that have taken place in firefighting. * To understand how we protect ourselves from fire today. <i>Why do you think the firefighters in</i>	* To find out how London was rebuilt after the Great Fire. <i>What do you notice has change about London?</i> <i>Why do you think these changes happened?</i>	History assessment Children use their historical knowledge learnt throughout the unit to create a new plaque for their memorial to the Great Fire of London.

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		<i>London in the past compared to today?</i>		<i>tell us about the past? Which is the best source (from a range) to tell us about the GFOL?</i>	<i>Fire of London? Can you give three reasons?</i>	<i>1666 could not put out the fire effectively? How do we protect ourselves from fire today?</i>		<i>How could you explain why the fire burnt so many houses? (Writing, verbally, storyboards etc.).</i>
Autumn 2	<p>* To sequence military events and use correct historical vocabulary e.g. past/present/before/after. <i>Which events are the most important? How do you know which events go where?</i></p>	<p>* To understand the significance of the poppy and why remembrance day is observed. <i>Why do we wear a poppy? What other ways do we remember on remembrance day? What else could we do?</i></p>	<p>* To observe and understand how military uniforms have changed over time and ask and answer questions about these. <i>How have uniforms changed? Why do you think they have?</i></p>	<p>* To observe and understand how military weapons have changed over time and ask and answer questions about these. <i>How have weapons changed? Why do you think they have?</i></p>				
Spring 1	<p>*To make informed guesses and inferences using clues from a photograph. *To understand the key features of Antarctica and appreciate why exploration of that place would be dangerous. <i>What did Captain Scott do? Why do you think Captain Scott is so famous today? Why do you think Oates isn't as well remembered today as Captain Scott is? Why would it be so dangerous to explore Antarctica?</i></p>		<p>*To understand what Captain Oates and Scott's journey would have been like and correctly sequence the stages. *To use evidence to establish events and can discuss the setbacks he faced. *To explore the clues within a photograph and use knowledge of the context of the time in which the photo was taken to explain reasons for emotions shown. <i>How did Scott manage to get to the South pole? Why didn't Oates make it? What do you think Scott felt</i></p>	<p>*To understand how Scott would have felt and offer valid explanations to support their opinions. *To select sources which provide evidence for historical statements. <i>How do we know what happened during Scott and Oates journey? Can we prove it or are we guessing? How would Scott have felt when he arrived at the South Pole after Amundsen?</i></p>	<p>*To use their knowledge and what they have learnt about the expedition so far to give valid reasons to explain why Scott failed to get to the South Pole first. *To start to think about what Scott did differently to Amundsen. <i>What were the reason Scott didn't make it to the South Pole quicker? Do you think he felt any anger towards Oates? Do you think he would've done anything differently if he knew it would mean</i></p>	<p>*To understand how Scott was viewed in 1912 and can contrast that with his image *To identify what is significant about Scott and the different ways in which he has been commemorated. *To understand why Scott is remembered and commemorated today, more so than Oates. <i>How should we remember Scott today? Is remembering him more important than remembering Oates? What different ways can</i></p>		

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			about other team members not making it? What happened when he finally got there?		not getting to the South Pole first?	we remember someone?		
Spring 2								
Summer 1	*To find out who built the first castles in the UK and why. <i>Why do you think castles were built? Who built them?</i>	*To find out about the structure of medieval castles and how it helped it to be defended from attack <i>Which parts of a castle are useful for defence? Why is this? How is a medieval castle different from the Norman castles that we studied last week? Why do you think this is?</i>	*To find out about a local castle-linked to local place: Arundel Castle <i>What would you like to find out about on our visit? What questions can we ask? Why is this a good question to ask?</i>	*To find out about the people living in medieval castles. <i>Which people lived in castles and why? What do you think life would be like for a person living in a castle? How is a castle different to a modern home? Why is it different?</i>	*To understand how to attack and defend a castle. <i>How does the structure of a castle help it to be defended? What would be some effective ways of attacking a castle?</i>	*To find out about how the use of castles has changed over time. <i>What changes do you notice? Why do you think these changes have been made?</i>		
Summer 2								
Year 3								
Autumn 1								
Autumn 2								
Spring 1								
Spring 2								
Summer 1	To know when in history the Ancient Egyptians lived. To place historic events in chronological order on a timeline <i>What do you already know about Ancient Egypt? How many years ago did the Ancient Egyptians live?</i>	To understand how our knowledge of Ancient Egypt is constructed. To identify different sources used to interpret the past. <i>How do we know about things that happened long ago? What does X tell us about the Ancient Egyptians?</i>	To know what is meant by 'the gift of the Nile'. To use a range of sources to interpret the past. <i>What was the River Nile used for in Ancient Egypt? Why was farming so important to the Ancient Egyptians? How did the River Nile influence</i>	To understand the roles and experiences of different people in Ancient Egypt. To explore conflicting how sources to begin to understand why history can be interpreted differently. <i>Why do some people believe that</i>	To investigate the every day life of Ancient Egyptians <i>Compare with our life today ; identify reasons for and results of peoples actions</i> <i>What was life like for Ancient Egyptians? How did jobs influence this? Discuss how different people</i>	To understand why Ancient Egyptians believed in so many Gods and Goddesses. To devise and ask historically valid questions. <i>Can you name any Ancient Egyptian Gods or Goddesses? Why did Ancient Egyptians believe in</i>		

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	<i>What do you think life was like that long ago? Can you put the objects into chronological order? Which do you think is oldest/most recent? What clues are there?</i>	<i>What are hieroglyphs? Why were they used? Why is that we know more about wealthy/ important people from Ancient Egypt?</i>	<i>farming in Ancient Egypt? Why was the River Nile so important in Ancient Egypt?</i>	<i>slaves built the pyramids? Looking at the evidence, who do you think built the pyramids? Why?</i>	<i>lived different lifestyles Compare Ancient Egyptian life to life now</i>	<i>so many different Gods and Goddesses? Which Gods and Goddesses were significant to the process of mummification? What did Ancient Egyptians believe about the afterlife?</i>		
Summer 2	To understand how our knowledge of the Stone Age is constructed. <i>How do we know about the past? Why might some evidence be missing? What does X tell us about Stone Age people?</i>	To devise and ask historically valid questions. <u>BUTSER ANCIENT FARM VISIT</u> - Artefact handling - Archaeological excavation - Clunching - Pottery	To identify similarities and differences in homes in Palaeolithic, Mesolithic and Neolithic times. <i>What makes a good Stone Age home? What similarities and differences can you find with modern homes?</i>	To explain what is meant by the term 'hunter-gatherer'. <i>What did Stone Age people eat? Why do we not hunt anymore? How did life change when Stone Age people learnt to farm?</i>	To identify how Stone Age tools changed over time. <i>What would Stone Age people have used tools for? Can you sort the tools from earliest to latest? How did the tools change over time?</i>	To use a range of sources to interpret the past. <i>Who built Stonehenge? How was it built? Why was it built? What does it tell us about the beliefs of people at the time?</i>	To use historical vocabulary to write about the past. <i>What was life like in the Stone Age? How do we know? How is it different to life today? Would you have liked to live in the Stone Age? Why?</i>	
Year 4								
Autumn 1								
Autumn 2								
Spring 1								
Spring 2	To use a source to ask and answer questions. <i>What can you see in this source? What does this source tell you? Who created it? Why was it created? Why are sources important in helping us to understand the past?</i>	To use a variety of sources to understand what life was like for the people in the territories that became part of the British Empire <i>What can you see in this source? What does this source tell you? Who created it? Why was it created? How do you think</i>	To look at the pros and cons of the British Empire, both for Britain and the people who lived in the various territories. <i>How did British rule benefit countries that were part of the Empire? How did British rule benefit Britain? How did British rule harm</i>	To understand what happened at the end of the British Empire. <i>Do you think that the World Wars were the most important reason for the end of the Empire or do you think there was another reason? Explain why you think this? What countries are still</i>		To understand the role of the Commonwealth in countries today. <i>How is the Commonwealth different from the British Empire? Do you agree that the Commonwealth is a good thing? Why do you think this?</i>		

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		the people portrayed in the source felt? What are the similarities and difference shown in the source? Are all the sources that we have looked at the same? Why do you think this is?	countries that were part of the Empire? Why is it important that we know about this period of history?	part of the British Overseas territory? Why do you think they decided to stay as part of Britain?				
Summer 1		<p>Use various sources to piece together information about a period in history.</p> <ul style="list-style-type: none"> - Buildings: Identify buildings built at different time periods in Emsworth and Chichester's history and make assumptions about what people's lives may have been like from this. What can you see? What is the building made from? What might this tell you about the people who lived in this property in the past? Maps and pictures: Use maps and pictures to identify how a particular place has changed and stayed the same over a period of time. What has changed? What has stayed the same? Why do you think this is the case? What do you think this particular place will look like in 50 or 100 years time? What things will have changed? - Historical data: Look at data from the Census to identify what life was like for people during different time periods. What does this data show us? How can we present this data in a way that is easier to read? What would life have been like at a particular time? What might the data look like in 50 or 100 years time? - Secondary sources: To investigate the historical importance of Emsworth and Chichester. Why was Emsworth an important town in the past? Why was Chichester an important city in the past? How has the history of the shaped what the place is like today? 						
Summer 2		Recognise the part that archaeologists have had in helping us to understand more about what happened in the past. How do we know what we do about the Ancient Greeks? How have archaeologists helped us to	Discover some of the different city states in Ancient Greece and to understand they were governed in different ways. What words do we still use today that have come from Ancient Greek? To compare the Athenian			To understand what some aspects of life were like in Ancient Greece. To identify similarities and differences between the Ancient Greeks and the modern day. What did they do that was similar to what we do today?	To research different versions of events and say how they differ. What is similar about the stories? What is different about the stories? Why might there be differences? Can we trust all historical sources? What can we do to	

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		<p>discover more about the Greeks? Describe events and periods using the words ancient and century. Recognise and quantify the different time periods that exist between different periods of history studied. What is the meaning of the word ancient? What things do you think of as ancient? How does Ancient Greece fit into other periods of history that we know about and have studied?</p>	<p>democracy to ours today. Was the Athenian democracy truly democratic? Why do you think this? Do you think our democracy today is truly democratic? What would you change if you could?</p>			<p>What did they do that was different?</p>	<p>ensure the information we learn is trustworthy?</p>	
Year 5								
Autumn 1	<p>To know and sequence different historical periods (historical chronology) What periods of history have we studied in school? In what order do you think these occurred? Why do you think this? What has changed between the different periods studied? What has stayed the same between the periods studied?</p>	<p>To understand why the Anglo-Saxons invaded England. Where did the Saxons come from? Why did they invade? Which of the reasons seem more plausible/implausible? Which of these reasons are push factors and which are pull factors? Do people today still have push and pull factors that force them to leave their</p>	<p>To investigate where the Anglo Saxons settled and why they settled here. What areas did the Saxons settle in? How would the native Britains have felt? What places are still named after original Saxon names? Can we see examples of Anglo-Saxon history in these places today? What types of things</p>	<p>To understand what life was like in an Anglo Saxon village and discuss the differences between the lives of men and women. What was life like in an Anglo-Saxon village? What was the role of different classes/genders? Does this seem fair? What other historical periods have you studied that this seems similar to? What is</p>	<p>To compare crime and punishment between the Anglo Saxons and modern day. What is crime and punishment? Why is it important? What types of punishments were given out in Anglo-Saxon Britain? Do you think these were fair? Would these punishments act as a deterrent to stop people committing a crime? What types</p>	<p>To understand Anglo-Saxon religion and beliefs and how they converted to Christianity. What is this source showing us? What would people seeing this picture in Anglo-Saxon times think? What evidence can we find to support our ideas? What difference did Christianity make to the lives of Anglo-Saxons?</p>	<p>To understand the importance of Alfred the Great and what he did for the Anglo Saxons. Who was Alfred the Great? What did he do that was so great? What did he do that was not so great? Why is he considered to be such a great leader? Why do people want to consider a person's actions in a particular way?</p>	

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	Which of these things have changed between then and now?	homes? How might these people feel?	might we see/not see? Why is this?	different about Anglo-Saxon life compared to today?	of punishment do we have in modern day Britain? Are these fairer than those in Anglo-Saxon Britain? Is there still the possibility of people being punished when they shouldn't be?	What is similar/different to the Christian Church in England today?		
Autumn 2								
Spring 1	<p>To know and sequence the key events that led to the sinking of <i>The Titanic</i>. <i>Why was the Titanic so significant? Are historical events only counted as significant if a lot of people dies, famous people died, they become films/TV shows etc. and should this be the case? What do you already know about The Titanic? Are films and stories written about The Titanic historical fact? Which of the things that we know are historical fact and which are opinions? What is the difference between opinion and historical fact? Which is more accurate?</i></p>	<p>To begin to identify primary and secondary sources and offer reasons for why accounts may differ in various sources. To generate and research the answers to further questions. <i>How do we know what happened to The Titanic? What different sources of information could we use to find out more information? What is the difference between a primary and secondary source? Which of these is most reliable? Why might this be? What does this particular source tell us about the sinking of The Titanic? How do you think people would react to</i></p>	<p>To use different historical sources to build up a picture of what life was like on board <i>The Titanic</i>. <i>What was life like aboard The Titanic? How could we answer this question? What primary sources could we use? What secondary sources could we use? Why do you think some first class passengers paid so much money for their tickets? How do you think people in each of the different classes would feel? Why do you think different people were sailing on The Titanic? Do you think the different classes of people had different reasons for being on board the ship? What</i></p>	<p>To use different historical sources to study the difference between people of different classes who were sailing on board <i>The Titanic</i>. <i>Who was on board The Titanic? What other questions could we ask based around this question? How could we find out about the people that were aboard The Titanic? What kind of sources could we use? What were the issues at the time with knowing who was on board The Titanic? Why is there not as much information about certain classes of people on board?</i></p>	<p>To examine the causes that led to the sinking of <i>The Titanic</i> and decide what was the most important reason for the major loss of life, backing up their opinions with evidence. <i>Why were so many lives lost on the 'unsinkable' Titanic? Is there a simple answer to this question? Is any one person to blame? Why might someone lie, be unwilling to talk about or withhold the truth when being asked about their story on board The Titanic? Could the fate of The Titanic have been avoided? What do you think was the most important reason why the ship sank with such loss of</i></p>	<p>To reflect on the changes that resulted from the sinking of <i>The Titanic</i> and how this particular event changed the course of history. <i>In what ways do you think The Titanic changed history? What do we mean by 'changed history'? What lessons do you think people learnt from the disaster? What changes were made after the event to ensure that something similar didn't happen again? What other events at the beginning of the 20th Century might have changed history? Do you think that these had a bigger impact on the course of history? What</i></p>		

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		newspaper reports about the sinking of <i>The Titanic</i> ? Can you tell any differences about headlines from different days, why might this be the case?	further questions could you ask? How could you investigate these questions?		life? Why do you believe that this is a more important reason than the others?	would be different today if these events hadn't taken place? Was a disaster like <i>The Titanic</i> inevitable? Why is it important that we study history like this so long after the original event?		
Spring 2	To speculate and make deductions from a range of visual clues (Why do you think we study the Maya empire in school) What was life like at the height of the Maya civilisation and how does this differ from the lives of people in Britain at this time (comparing the Maya and the Anglo Saxons)	To examine the causes and results of great events (the decline of the Maya Empire).						
Summer 1								
Summer 2								
Year 6								
Autumn 1	To understand where the Roman Empire fits onto a timeline of world history. <i>What do you already know about the Roman Empire in Britain?</i> <i>How many years ago did the Romans live?</i>	To explain why the Romans came to Britain. <i>What factors influenced the Romans to invade Britain?</i> <i>Are there any similarities between this and the reasons people emigrate today?</i>	To explain how Britain became part of the Roman Empire. <i>What was Britain like before the Romans invaded?</i> <i>What were the possible reasons for against fighting back against the Romans?</i>	To know how the Roman military organised themselves. <i>What made the Roman army so powerful?</i> <i>How were the Romans able to keep control over such a large empire?</i>	To know how the Romans were resisted and who resisted them. <i>Who were the Romans' enemies?</i> <i>Why is the story of Boudicca so important in British history? Why are there different views of Boudicca?</i>	To understand why the Roman Empire came to an end. <i>How were the Romans eventually defeated?</i>	To explore foods served and eaten in Roman Britain, how these foods were eaten and find similarities and differences in diet between different groups in Roman society.	To recognise the lasting impact the Romans left on Britain. <i>How have Roman inventions influenced our life today?</i> <i>Which inventions do we still use?</i> <i>What can be said about the Romans</i>

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	<i>For how long did Rome occupy Britain? What would life have been like at this time?</i>	<i>What did Britain have that the Romans wanted?</i>	<i>What are the similarities and differences between the Romans' different attempts to invade Britain?</i>	<i>Why were they successful in extending their empire? How did their social structure enable them to extend?</i>				<i>if we are still using their inventions 2000 years later? Why is this such an important aspect of British history?</i>
Autumn 2								
Spring 1								
Spring 2								
Summer 1	<i>To begin to understand the reasons for the beginnings of the war. What was the Second World War? Where and when did it take place? Why did Britain and Germany feel they had to go to war? Why do you think we study WW2?</i>	<i>To know characteristic features of the Blitz and who was affected. What was the Blitz? What defences were made against it? Why is the Blitz a significant event during the war in Britain? To know why shelters were important. Why were shelters built in WW2? What were the best materials and shapes? What type of shelter would you rather have?</i>	<i>To understand why children were evacuated in WW2. To explore the feelings and experiences of evacuees. Why and how were children evacuated? Where were children evacuated to? Do you think evacuation was a good idea? What were the consequences of evacuation? What do you think it was like to be an evacuee?</i>	<i>To explore the roles of men and women in the second world war. What were the roles of men and women prior to the war beginning? How did these roles change during the war? What was the women's land army? After the war, did women see lasting changes to their roles in society? How are roles during wartime different to those performed by men and women today?</i>	<i>To know how the war affected the local area. What evidence of WW2 exists in our local area? What does this tell us about what happened at the time? To explore how WW2 affected different groups of people. What were the experiences of the children in Europe? How were they similar or different to British children?</i>	<i>To know how the end of WW2 was celebrated. Was VE day the end of WW2 in every country? What does VE stand for? How was VE day celebrated? What would the atmosphere have been like at street parties? What has happened as a result of WW2? Why is VE day still acknowledged today?</i>		
Summer 2								