

## BROAD CHALKE COFE PRIMARY SCHOOL History Curriculum

<p><i>In the Early Years, pupils' knowledge and understanding of history develops through their understanding of how life has changed for them and their parents. Children enjoy learning about toys that might have been enjoyed in the past and consider how they have changed and developed over time. Pupils ask questions about their own and family history.</i></p>			
<b>Y1</b>	<b>The Moon Landing &amp; Neil Armstrong</b> <i>Changes within living memory Changes to aspects of life as a result</i>	<b>The Great Fire of London</b> <i>Events beyond living memory</i>	<b>Grace Darling</b> <i>Exploring the life of a significant individual in the past who has contributed to national and international achievements</i>
<b>Y2</b>	<b>Florence Nightingale and Mary Seacole</b> <i>Looking at the lives of significant people and comparing them with others Recognise why people did things, why events happened and what happened as a result Recalling and remembering the importance of significant people</i>	<b>The sinking of the Titanic</b> <i>Events beyond living memory Ask and answer questions about the past Identify different ways of life in the past Use historical terms Understand key features of events Use a variety of sources to find out information Describe where people and events fit within a timeline</i>	<b>The Victorians &amp; Inventions</b> <i>Significant historical events, people and places in their own locality and compare aspects of life Local history: Broad Chalke School</i>
<b>Y3</b>	<b>Stone Age to Iron Age</b> <i>Create a time line to show the different eras within the Stone Age from Early Stone Age to Iron Age Why did the different eras become shorter in duration as time passed? What did the life of a Stone Age person look like? (Houses, diet, skills) What skills did the Stone Age people develop to improve their lives? Why and when was Stonehenge built?</i>	<b>Roman Britain</b> <i>Why and how did the Romans invade? Boudica's rebellion How did the Romans keep control?</i>	<b>Monarchs</b> <i>The history of kings and queens in England and the coronation ceremony and its traditions.</i>
<b>Y4</b>	<b>Ancient Egypt</b> <i>How did the civilization of Ancient Egypt wax and wane?</i>	<b>Anglo Saxons</b>	<b>Vikings</b> <i>The Viking Invasion Why did the Vikings invade?</i>

		<p><i>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</i></p> <p><i>How well did the Anglo-Saxons and Vikings get on with each other?</i></p> <p><i>What was life really like in Anglo-Saxon and Viking Britain?</i></p> <p><i>What did the Anglo-Saxons and Vikings leave behind?</i></p>	<p><i>Why do Vikings have such a bad reputation?</i></p> <p><i>What can we learn about a Viking settlement? Make connections to Anglo-Saxons and Alfred the Great.</i></p>
Y5	<p><b>Tudors</b></p> <p><i>To learn who the Tudors were and that Henry VIII was the first Tudor King.</i></p> <p><i>To put the Tudor dynasty into chronological order.</i></p> <p><i>To understand what a family tree is and how the Tudor royal family tree works.</i></p> <p><i>To understand that Henry VIII united the houses of York and Lancaster ending the War of the Roses.</i></p> <p><i>To understand why Tudor ships had figure heads – Mary Rose</i></p> <p><i>To understand how Coats of Arms are significant</i></p>	<p><b>Ancient Greece Enquiry 1</b></p> <p><i>How can we find out about the civilisation of Ancient Greeks?</i></p>	<p><b>Ancient Greece Enquiry 2</b></p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p>
Y6	<p><b>The Maya</b></p> <p><i>Where and when did the Maya live?</i></p> <p><i>What was Maya writing like?</i></p> <p><i>Did the Maya play football like us?</i></p> <p><i>How do we know about the Maya?</i></p>	<p><b>WWII &amp; The Blitz</b></p> <p><i>How significant was the Blitz?</i></p> <p><i>World War II: whose war?</i></p> <p><i>What was the impact of World War II on people in our locality?</i></p> <p><i>How well does a fictional story tell us what it was like to be an evacuee?</i></p> <p><i>Evacuee experiences in Britain: is this all we need to know about children in World War II?</i></p>	<p><b>Local History Study (Old Sarum)</b></p> <p><i>What is Old Sarum like?</i></p> <p><i>Why was there a castle?</i></p> <p><i>Why was there a cathedral? Why is it significant in our locality?</i></p> <p><i>How was Old Sarum used as a centre for government?</i></p>

		<p><i>New opportunities? How significant was the impact of World War II on women?</i></p> <p><i>What did men do in World War II? Did all men have to fight?</i></p> <p><i>When was the most dangerous time to live? How different was the Blitz?</i></p>	
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