



The History Curriculum

Intent	<p>The history curriculum at Abbey Woods is based on a keen sense of knowledge and progression across subjects and we have devised and will encourage children to make sound links between topics they have studied in previous years. Our history areas of study are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Abbey Woods is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Abbey Woods aims to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the. Pupils should be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. An Abbey Woods child should begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>
Implementation	<p>The curriculum at AWA is blocked into topics which provides an overarching theme for learning. Where possible, history themes are interleaved into these topics to support children to make links to other areas of the curriculum. Teachers use the long term overview for geography along with corresponding skills progression document to plan sequences of lessons. These lessons are designed to revisit key concepts and knowledge and teach new vocabulary, alongside introducing new knowledge. At AWA there is no requirement for teachers to plan lessons in a particular style or deliver them in a specific format. Alongside prescribed schemes of work We encourage teachers to be innovative and creative in their approach and to use strategies that they know will meet the needs of the pupils in their class.</p>
Impact	<p>Outcomes in history books should evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, make connections between historical topics, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>

History – Key Stage 1

EYFS	<ul style="list-style-type: none"> I know about the lives of the people around me and their roles in society. I know some similarities and differences between things in the past and now from a book I have read in class. I know about the past through settings, characters and events encountered in books read in class and storytelling. 		
	<u>Within Living Memory/Local History</u>	<u>Significant Individuals</u>	<u>Beyond Living Memory</u>
Y1	<u>My Family History</u> <ul style="list-style-type: none"> I know what a timeline is and can plot when my grandparents were born on it. I know that my grandparents’ childhood was different from mine. I know some similarities and differences between my childhood and my grandparents’ I know some features of a 1950s/1960s home and can compare it to today. I know some toys are old and some are new and can say which toys we still play with today. I know how shops in Berinsfield have changed since the 1950s. I know how my school has changed since 1950. 	<u>Great Explorers</u> <ul style="list-style-type: none"> I can put the lives of Ibn Battuta, Captain James Cook, Captain Robert Scott, Roald Amundsen, Sunita Williams on our school timeline. I can point to where the people above travelled to on a globe. I know why Ibn Battuta’s journeys were important. I know from what Captain Cook is known for. I know why Amundsen reached the south pole before Captain Scott. I know the achievements of Sunita Williams and can talk about why there are less female explorers. 	<u>Transport</u> <ul style="list-style-type: none"> I know who flew the first aeroplane. I can put the Wright brothers on our school timeline. I know some similarities and differences between a modern plane and The Flyer. I know why the aeroplane was invented. I know what an inventor is. I know, sources, what happened at The Rainhill Trials. I know Robert Stephenson’s key achievement. I know how trains have changed from Stephenson’s time to the modern day.
	<u>Beyond Living Memory</u>	<u>Within Living Memory</u>	<u>Local History/ Significant Individuals</u>
Y2	<u>Bonfire Night and The Great Fire of London</u> <ul style="list-style-type: none"> I know when the Gunpowder plot and GFOL took place and can put it on our school timeline. I know why it is important to look at more than one source. I know the key events of The Gunpowder Plot. I know how to form an argument to decide if Guy Fawkes was a hero or villain. I know why we celebrate Bonfire Night today. I know how the GFOL started and why it spread so quickly. I know why some accounts of the GFOL are different. <i>Pepys and Evelyn’s diaries.</i> I know some negative and positive impacts of the GFOL. 	<u>Holidays</u> <ul style="list-style-type: none"> I know some of the key features of a seaside holiday when our grandparents were children. I can compare a seaside holiday in the past with one today using more than one source to reach a conclusion. I know what objects/souvenirs can tell us about holidays in the past. I know about a range of holiday experiences in the recent past. I know how to use a primary source (photograph) to tell me about a 1950s seaside holiday. I know why holiday experiences were different. I know how to take part in a 1950’s seaside holiday reconstruction. 	<u>Our Local Heroes</u> <ul style="list-style-type: none"> I know what makes someone a hero. I know the achievements of Tim Burner’s Lee I know about the achievements of Emily Davison. I know about the achievements of William Harvey. I know that there are other sources than photographs. I know how to find out about Tim Burner’s Lee, Emily Davison and William Harvey from document sources. I know how to put forward an argument as to who our greatest local hero is and why.

History – Key Stage 2

Y3	<p><u>The Stone Age</u></p> <ul style="list-style-type: none"> • I know and can name the three periods of the stone age: Palaeolithic, Mesolithic, and Neolithic. • I know where The Stone age is on our school timeline. • I know and can describe changes between the Palaeolithic, Mesolithic, and Neolithic periods. • I know how the Neolithic period is different from today. • I know why Stonehenge is important and what it tells us about the past. • I know what Wittenham Clumps tells us about the past. 	<p><u>The Iron Age</u></p> <ul style="list-style-type: none"> • I know where The Iron Age is on our school timeline. • I know the advantages of using Iron. • I know what artefacts from the Amesbury Archer burial can tell me about the Iron Age. • I know about the buildings, crops, animals, people carrying and different roles on an Iron Age Farm. • I know what was found in a typical Iron Age house. • I know the difference between fact and opinion. • I know where and how an Iron age fort was built. • I know what the Lindow man and Maiden Castle can tell me about The Iron Age. 	<p><u>Local History</u></p> <ul style="list-style-type: none"> • I know what a listed building is. • I know the history importance of Blenheim Palace and why it is listed. • I know the history and importance of the Oxford colleges and why they are listed. • I know why people want listed buildings to be saved. • I know how we can save listed buildings. • I know the history importance of Dorchester Abbey . • I know the history and importance of The Bodleian library.
Y4	<p><u>Early Civilisations - Ancient Egypt</u></p> <ul style="list-style-type: none"> • I know where Ancient Egypt is on our school timeline. • I know why The Nile was important to Ancient Egyptians. • I know some key achievements of The Ancient Egyptians. • I know the Egyptian period was divided into Kingdoms and can put them on a timeline. • I know why we have so many Egyptian artefacts in our museum and why they are so well preserved. • I know why the Hieroglyphic system was a major achievement. • I know different roles/jobs in Egyptian society and can rank them. • I know why The Ancient Egyptians had so many gods. • I know why The Ancient Egyptians mummified their dead. • I know why and how the Great Pyramid of Khufu at Giza was built and can compare its construction to that of Stonehenge. 	<p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> • I know when and why The Romans invaded Britain. • I know where Roman Britain is on our school timeline. • I know how the Romans were able to defeat the Celts. • I know why the Vindolanda tablets are such an important piece of evidence. • I know what important things we learnt from The Romans. E.g <i>Latin, our calendar, food, buildings and roads.</i> • I know what life was like for a Roman Soldier and their routines and drills. • I know why life was hard for a Roman soldier and can take part in a re-enactment. 	<p><u>Beyond 1066 – Crime and Punishment</u></p> <ul style="list-style-type: none"> • I know where The Victorians and The Georgians are on our school timeline. • I know how school rules have changed since Victorian times. • I know which punishments are used in Britain today and which are not. • I know what ‘The Bloody Code’ was and can judge if it was a success in preventing crime. • I know how and why criminals like Dick Turpin became infamous. • I know what is meant by ‘transportation’ • I know how prisons became a common method of punishment. • I know why The Suffragettes took action and can assess if they were justified. • I know how attitudes can change over time.

Y5	<u>The Anglo Saxons and Scots</u> <ul style="list-style-type: none"> • I know where The Anglo Saxon period is on our school timeline. • I know why The Anglo Saxons settled in Britain. • I know what objects were found at Sutton Hoo, what it looks like and what it tells us about the past. • I know why opinions change over time. • I know what The Staffordshire Hoard tells us about Anglo Saxon life. • I know the importance of the Lindisfarne Gospels, Beowulf and Bede’s History to The Anglo Saxons and if we can rely on these sources. • I know why The Anglo Saxon period is called a ‘dark age’ and if this is fair. • I know why archaeology is important in learning about the distance past. 	<u>The Vikings and The Anglo Saxon Struggle</u> <ul style="list-style-type: none"> • I know what different sources tell me about the Viking Raid at Lindisfarne on 8th June 793 AD. • I know where The Viking period is on our school timeline. • I know why the Vikings left Scandinavia and settled in specific areas of Britain. <i>Rural, the east and Jorvik.</i> • I know why The Vikings became settlers not raiders. • I know the key events of Alfred The Great’s life and if he deserved the title ‘great’. • I know how Alfred The Great was represented throughout history. • I know why much of the evidence about The Vikings is biased. 	<u>Beyond 1066 – Journeys</u> <ul style="list-style-type: none"> • I know where The Tudors, The Titanic, WW2 and The Windrush migration fits on our school timeline. • I know why Tudors embarked on journeys to other lands. • I know why Sir Walter Raleigh went on a journey and the negative and positive impacts it had. • I know why 3rd class passengers boarded The Titanic. • I know, from various sources, what happened to The Titanic. • I know about The Kindertransport and why Vera Schaufeld became a refugee. • I know from a range of sources life was like on the Empire Windrush. • I know why people sailed on The Empire Windrush. • I know that there are different interpretations of journeys from The West Indies. • I know why people settle in other countries and can compare it to the Romans, Vikings and Anglo Saxons.
Y6	<u>Early Civilisations – The Mayans</u> <ul style="list-style-type: none"> • I know where the Mayan civilisation comes on our school timeline. • I know where The Maya region is today. • I know about Maya pyramids and cities from a range of sources. • I know about The Maya creation story. • I know what Popol Vuh is and what it tell me about the Maya religion. • I know 7 Mayan gods and what they each represent. • I know about one Mayan achievement in depth from: <i>trade number system, writing, agriculture, food architecture, calendar and astronomy.</i> • I know that most Maya disappeared around 900AD. • I know why historians disagree on when The Mayans disappeared and can form my own judgement. 	<u>Early Civilisations - Ancient Greece</u> <ul style="list-style-type: none"> • I know where Ancient Greece comes on our school timeline. • I know why The Ancient Greeks became so important. • I know what a drawing and archaeological remains can tell me about Roman buildings. • I know why Sparta became powerful and can compare it to Athens. • I know what The Pnyx is what ‘democracy’ means. • I know about The Ancient Games. • I know why The Greeks decorated their pots. • I know why myths were important to The Greeks and the significance of Pandora’s box. • I know 13 selected Greek Gods and what they symbolised. • I know why the Hoplites were successful at war from a range of sources. • I know what happened at The Battle of Marathon. 	<u>Local History – The Impact of War</u> <ul style="list-style-type: none"> • I know why we have different sources for WW1 and WW2. • I know why the propeller war memorial in Berinsfield was created and what information it includes. • I know what different sources can tell me about how local children’s lives were affected during World War 2. • I know how daily life changed during World War 2. • I know about the impacts of rationing. • I know the about impact of WW2 on Berinsfield/South Oxfordshire. • I know how to form an argument as to which World War had a greater impact on Berinsfield and Oxfordshire.

Year 1		Key Concepts
Topic:	<u>Main Outcome</u>	
Key Vocabulary	Prior Learning	Next Steps
Key Questions		Weekly Learning objectives
Knowledge to be taught		
Cross Curricular Links		