



Abbey Primary School – History

Key Stage 1

National Curriculum

- They should develop an awareness of the past using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London,)
- 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 (Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- Significant historical events, people and places in their locality.

YEAR 1	Autumn	Spring	Summer
Topic	How do our favourite toys and games compare with those in the past?	What caused the great fire of 1666?	Who is the Greatest History Maker?
	1. What are our toys like today? 2. What were our parents and Grandparents toys like? 3. How can we tell these toys are old? 4. What were toys like in Victorian times? 5. Why are there no smart toys and games in the past? 6. What was the first teddy bear like? 7. How have toys changed over time? 8. What sort of playground games did children use to play? 9. How can we set up a toy museum to share our learning?	1. When did the Great fire of London happen? 2. What was London in the past like? 3. How can we work out why the fire started? 4. What happened during the Great Fire of London? 5. Who was Samuel Pepys and why is he remembered? 6. How do we know what happened during the Great Fire of London? 7. Could more have been done to stop the fire? 8. What did the King do to make London better?	1. What makes a person significant? 2. Why do you think Florence Nightingale is remembered? 3. How can we find out why Mary Seacole is remembered? 4. Who is Sister Dora and who is the most significant nurse? 5. What did Rosa Parks do to make her famous? 6. What did George Stevenson do and why were his achievements important? 7. Why is Isambard Kingdom Brunel important? 8. Who is the greatest explorer? 9. How can we set up our Greatest History

	10. Assessment	9. Assessment	Maker Exhibition? 10. Assessment
YEAR 2	Autumn	Spring	Summer
Topic	How has life changed for people living in the Local area?	What is a monarch and what makes them significant?	What caused the Titanic to sink?
	- How has our school changed? - What were schools like in the past? - Would you have preferred to be in school in the past or now? - What makes our local area interesting? - How has the area around our school changed? (Comparing maps) - What are the houses like in our local area? - What were homes like in the past? - How have homes changed? - How did the World wars effect people in our area? Remembrance day - Assessment	- What is the role of a monarch? - Why did monarchs build castles? - What was life like in medieval castles? - Who were the Kings and Queens of the past? - Why do we remember William I? - Who was the first Elizabeth? - What changed in the Victorian times? - How similar were Elizabeth and Victoria? - Why was Elizabeth II so significant? - How did life change since Elizabeth I's reign? - Assessment	- When did the Titanic sink? - What do we already know about the Titanic? - What happened to the Titanic? - What was so special about the Titanic and what was life like on board? - Why and how did the unsinkable Titanic sink? - How should we show the sinking? - Why weren't more people saved from the Titanic? - How did they stop a disaster like the Titanic happening again? - Assessment

Key Stage 2

National Curriculum

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

Examples (non – Statutory) a. Late Neolithic hunter-gatherers and early farmers, for example Skara Brae.. b. Bronze Age religion, technology and travel for example Stonehenge. C. Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

Examples (non – Statutory) a. Julius Caesar's attempted invasion in 55-54 BC b. The Roman Empire by AD42 and the power of its army c. Successful invasion by

Claudius and conquest, including Hadrian's Wall d. British resistance for example, Boudica e. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlements by Anglo-Saxons and Scots

Examples (non – Statutory) a. Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire. b. Scots invasion from Ireland to north Britain (now Scotland) c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life d. Anglo-Saxon art and culture e. Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) a. Viking raids and invasion. b. resistance by Alfred the Great and Athelstan, first king of England. C. further Viking invasions and Danegeld. d. Anglo-Saxon laws and justice. E. Edward the Confessor and his death in 1066

A local history study

Examples (non-statutory) a. a depth study linked to one of the British areas of study listed above. B. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). C. a study of an aspect of history or a site dating from a period 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066

Examples (non-statutory) a. the changing power of monarchs using case studies such as John, Anne and Victoria. B. changes in an aspect of social history such as crime and punishment from the Anglo-saxons to the present or leisure and entertainment in the 20th Century. C. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. D. a significant turning point in British history, for example, the first railways or the Battle of Britain

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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece

A study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history

One study chosen from; early Islamic civilization, including a study of Baghdad AD 900, Mayan civilization AD 900, Benin (West Africa) AD 900-1300

YEAR 3	Autumn	Spring	Summer
Topic	Stone Age to the Iron Age	Ancient Civilisations	Ancient Egypt
	- When was the Stone Age and what periods did it include? - What was life like in the Stone Age? - How much did life change during the Stone Age? - What can we learn about the Stone	- What is an ancient civilisation? - Where did the earliest civilisations develop? - What did the ancient civilisations have in common? - Why was Ancient Sumer called the	- What do we already know about Ancient Egypt? - How can we discover what Ancient Egypt was like over 5,000 years ago? - Why was Ancient Egypt the 'Gift of the Nile'?

	Age from Skara Brae? 5. Why did they build Stonehenge? 6. How should we remember the Bronze Age? 7. Who were the Celts and what was life like in the Iron Age? 8. What can a green hill tell us about life in the Iron Age? 9. How did housing change from the Stone Age to The Iron Age 10. How did settlements and beliefs change? 11. Assessment	cradle of civilisations? 5. What were Ancient Sumer's greatest achievements? 6. How do we know about the Indus Valley? 7. What were the Indus' Valleys greatest achievements? 8. What does Fu Hoo's tomb tell us about the Shang Dynasty? 9. What were the Shang Dynasty's greatest achievements? 10. Assessment	4. What sources of evidence have survived and how were they discovered? 5. Who build the Pyramids? 6. What does the evidence tell us about everyday life? 7. What did Ancient Egyptians do for fun? 8. What do the hieroglyphics mean? 9. What did the Ancient Egyptians believe about the afterlife? 10. Who was Cleopatra and how is she remembered? 11. Assessment
YEAR 4	Autumn	Spring	Summer
Topic	Ancient Greece	The Romans	The Anglo-Saxons and Scots
	1. Who were the Ancient Greeks? 2. Why were Athens and Sparta so different? 3. How do we know what life was like in Ancient Greece? 4. What made the Greeks so powerful? 5. What were the key religious beliefs of the Ancient Greeks? 6. What do we know about the achievements of Alexandra the Great? 7. How have the Olympic games changed since they were first held in Ancient Greece? 8. Can we learn anything from Greek myths? 9. What legacy did they leave behind? 10. Assessment	1. Who were the Romans and what is a Roman Empire? 2. When did the Romans invade? 3. Why did the Romans invade? 4. What was the reaction to the Roman invasion? 5. What image do we have of Boudicca today? 6. How were the Romans able to keep control? 7. What was a Roman town like? 8. How did the Roman way of life compare to the Celtic lifestyle? 9. How did beliefs within the Roman Empire impact Britain? 10. What impact did Roman achievements have on Britain? Link to local area. 11. Assessment	1. What does settlement mean and what has it looked like in Britain? 2. Who were the Anglo-Saxons and where were they from? 3. Why did they want to settle in Britain? 4. Who were the Picts and Scots? 5. What happened as a result of Anglo-Saxon and Scot settlement? 6. What was life like in Anglo-Saxon Britain? 7. How did people's lives change when Christianity came to Britain? 8. How did Anglo-Saxon life compare to that of Roman Britain? 9. What sources of evidence do we have about the Anglo-Saxons? Sutton Hoo 10. What sources of evidence are there locally for the Anglo-Saxons? Place names and Staffordshire hoard

			11. Assessment
YEAR 5	Autumn	Spring	Summer
Topic	The Vikings	Maya Civilisation	Local Area study
	1. What was Britain like before the first Viking invasion? 2. Who were the Vikings and why did they come and invade Britain? 3. Why have the Vikings gained such a bad reputation? 4. How did the Viking settlement affect the Anglo-Saxons? 5. Does Alfred deserve to be called great? 6. Would you have preferred to live in the Viking or Saxon societies? 7. Why is the battle of Tettenhall remembered locally? 8. How did England become a unified country? 9. How did the Viking era end? 10. What did the Anglo-Saxon and Vikings leave behind? 11. Raiders or settlers, how should we remember them? 12. Assessment	1. When and where was the Maya civilisation how do they relate to other periods studied? 2. What were Maya's greatest achievements? 3. How were the Maya able to grow so strong? 4. What was Maya society like? 5. What did Maya houses and buildings look like? 6. How did their beliefs compare with other periods? 7. Why was maize and cacao so important to the Maya people? 8. Did Maya play football like us? 9. How do we know about Maya? 10. What is the mystery of the abandoned Maya city? 11. Assessment	1. How far back can we trace the history of our local area? Origin of Bloxwich (dates back to Anglo-Saxons) 2. How has our local area developed? (maps and photos from the past) 3. What do we know about Bloxwich Park including King George's park and why it was built? 4. What does census data tell us about our area? 5. Why should being a part of the Black Country make us proud? 6. Why is the Black country known has the heart of the industrial revolution? (metal work and coal mines) 7. What was life like for children living in the Black Country? 8. What impact did the development in transport have on the local area? 9. Sister Dora, why is she seen as a nursing hero? 10. Victorian Walsall How did people entertain themselves? 11. Who was Pat Collins and why was he significant? 12. What impact did the World Wars have on our area?
YEAR 6	Autumn	Spring	Summer
Topic	Crime and Punishment	Black and British	Beyond Face Value
	1. What impact did the Roams have on current legal systems in Britain? 2. How did crime and punishment	1. How shall we tell the story of the first Black people in Britain? 2. What does the evidence tell us about	1. Would the real Henry VIII please stand up? 2. Why do Elizabeth I's portraits start showing

	change in Britain when the Roman left? - How were criminals punished 800 years ago and how do we know? - What does the legend of Robin Hood tell us about medieval justice? - How did crimes and punishments change between 1500 and 1750? - Why did punishments become so bloody in the 18th century? - Why did so much change happen in the 19th century? - What was life like in Victorian Prisons? - Has the way we catch and punish criminals improved that much in the last 100 years? - When was the best time to be criminal? Pupil initiated study - Assessment	the role of Black people in Tudor society? - What difference did the slave trade make to the experiences of Black people in Britain? - When Black people rushed to enlist why has Black peoples' role in World War one and two rarely been celebrated? - How did the arrival of the Empire Windrush change the way Black people were treated in Britain? - How far has life improved for people living in Britain in the last 60 years? - Assessment	her looking younger towards the end of her reign? - Why is it so difficult to work out what Victorian factory conditions were really like? - Why do we need to be careful when using paintings to find out about Victorian life? - Were the evacuees as happy as they were shown? - Did people believe all the propaganda during the Blitz? - Assessment
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