

Buxton Primary History Curriculum

	Autumn 1	Autumn 2	Spring 1
EYFS	<p>In the Moment Planning means that where history is taught, it is developed from the interest of the individual children. The outcome of this teaching is documented by teachers and adults through observation and assessment ‘in the moment’.</p> <p>Adult led history teaching may include;</p> <ul style="list-style-type: none"> <li>- ‘My Life So Far’- to develop children’s understanding of chronology and the major milestones within their life, to date.</li> <li>- Significant Events that are celebrated/remembered within their communities will be explained and activities planned based on the children’s interests</li> </ul>		
Year 1	<ul style="list-style-type: none"> <li>● <b><u>Everyday life- Then and Now</u></b> (NC ‘within living memory- aspect of change &amp; comparison’)</li> <li>- Houses</li> <li>- Shops</li> <li>- Toys</li> <li>- Transport</li> <li>- Technology</li> </ul>		<ul style="list-style-type: none"> <li>● <b><u>Explorers</u></b> (NC ‘beyond living memory &amp; significant people- national/international achievements)</li> <li>- Christopher Columbus</li> <li>- Neil Armstrong</li> <li>- Robert Falcon Scott</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● <b><u>Victorians</u></b></li> <li>- Queen Victoria’s life</li> <li>- Victorian children at work</li> <li>- Victorian children at school</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>War &amp; Remembrance</u></b></li> <li>- World War 1; when, why, how long?</li> <li>- Remembrance</li> <li>- Walter Tull</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Great Fire of London</u></b> (NC ‘significant event beyond living memory’)</li> <li>- Where, why &amp; how?</li> <li>- Samuel Pepys</li> <li>- Fighting Fires (comparison)</li> </ul>

Key Stage 2 history to be taught chronologically. This is to enable pupils to continue to develop chronologically secure knowledge/understanding of British, local and world history, establishing clear narratives within and across the periods of study.

<p>Year 3</p>	<ul style="list-style-type: none"> <li>● <b><u>Stone Age to Iron Age</u></b>- Changes in Britain; Stone Age, Bronze Age, Iron Age</li> <li>* <i>NEED this book! A Street Through Time: A 12,000 Year Journey Along the Same Street</i></li> <li>- Surviving the Stone Age</li> <li>- Skara Brae</li> <li>- Copper Mining in the Bronze Age- tools</li> <li>- Stonehenge</li> <li>- Hillforts</li> <li>- The impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Ancient Egypt</u></b></li> <li>(Begin with an overview of where &amp; when the first civilizations appeared (Indus, Sumer, <b>Egypt</b>, China)</li> <li>- Ancient Egypt- Where &amp; When?</li> <li>- Pyramids &amp; rulers</li> <li>- Religion</li> </ul>
<p>Year 4</p>	<ul style="list-style-type: none"> <li>● <b><u>Ancient Greece</u></b></li> <li>- Wars and Battles; 1200 Trojan, Persian 490, Alexandra G 336, Spartan 404)</li> <li>- Olympics;</li> <li>- Impact; Achievements and influences on the Western World</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Roman Empire</u></b></li> <li>- Invasions by Caesar and Claudius</li> <li>- British Resistance (Boudicca)</li> <li>- Roman Empire and its impact on Britain</li> </ul>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>● <b><u>Anglo Saxons- Scots and Vikings ‘Britain’s Rulers’</u></b></li> <li>- Scottish Invasions</li> <li>- Anglo Saxon settlements</li> <li>- Viking Raids</li> </ul>	<ul style="list-style-type: none"> <li>● <b><u>Mayans AD 900</u></b></li> <li>- Wealth Divide- Reasons for different lifestyles (Slaves, Farmers, Nobles)</li> <li>- Inventions (astrology, numerical system, calendar)</li> <li>- Foods (chocolate, maize/corn, link to the America’s-geography)</li> </ul>

Year 6

- **Norman Conquest**

- (NC- local history)
  - Castles (Norwich)
  - Reign and Death of King Harold
  - The Plague

- **Crime and Punishment throughout British History**

- Judge and Juries
- Forensic crime scenes; solving crimes through time
- Punishments through the ages