Cheddon Fitzpaine Church School

Our Learning in History

Our broad, inspiring and ambitious curriculum is designed to develop confident, happy and curious individuals who flourish through perseverance and a love of learning. This reflects our vision of 'where we all belong, believe in ourselves and others, and build for our future.'

Our history curriculum intent:

- To ensure that pupils have a deep-rooted understanding of history in their local area, Britain, the wider world and where they belong within it.
- Children consider how lives have changed as a result of significant individuals, ancient civilisations and historical eras.
- To ensure that children build on their knowledge of the chronology of historical periods, all classes will review previous learning, discussing periods of history already learnt.
- Inspire children to be curious and take ownership of their own learning.

Subject Overview:

Class 1 & 2 – Year R, 1 & 2

	Autumn	Spring	Summer
Cycle A	What is the monarchy?	Why do we remember the great fire of London?	How has our school changed over time? (locality)
Cycle B	How were my grandparents' toys different? (locality)	How did Florence Nightingale and Mary Seacole help people?	How have houses and homes changed over time? (locality)
Cycle C	Who was Guy Fawkes? (locality)	How did the first flight change the world?	Why was the Titantic famous?

Class 3 – Year 2 & 3

	Autumn	Spring	Summer
Cycle A	How did the Stone Age people leave their mark on the world? (locality)	Why did the Romans invade Britain? (locality)	Why did the Battle of Hastings happen?
Cycle B	Who were the Vikings?	What happened in the Victorian era?	What is an evacuee? (locality)

Class 4 & 5 – Year 4,5 & 6

	Autumn	Spring	Summer
Cycle A	How much did the Ancient Egyptians achieve?	Why should we thank the Ancient Greeks?	What happened during the industrial revolution? (locality)
Cycle B	Why should we remember the Mayans?	What did the Romans do for us? (Local link)	What was life like in World War 2?(Local link)
Cycle C	Bronze to Iron Age: what's changed? (local link)	Why did the Vikings invade Anglo-Saxon Britain?	Why did Henry VIII have six wives? (local link)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Skills as a Historian	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Answer questions using artefacts, photographs and other historical resources. Share their opinion and their opinion of others. Give an opinion based on evidence they have looked at. Describe some of the many changes over time that have happened since they were born. Give examples of things that were different when my grandparents were children.	Answer questions by using a specific source such as an information book. Give an opinion about an historical event, based on the evidence they have studied (primary sources). Give an opinion on whose achievements have had the greatest effect. Research the life of someone who used to live in their area and the difference they have made. Find out about the past by talking to an older person.	Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions and to piece together information about a period of history (primary and secondary sources). Give opinions and challenge the opinions of others in order to answer an enquiry question. Identify similarities and differences about different periods of history. Research to find answers to specific historical questions about their locality.	Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Identify similarities and differences between given periods in history and understand the causal links between them. Research two versions of an event and say how they differ.	Give more than one reason to support an historical argument. Communicate knowledge and understanding of sources orally and in writing and offer points of view based upon what they have found out. Compare the lived experiences of different historical periods objectively. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint	Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint. Describe a key evet from Britain's past using a range of evidence from different sources. Use a range of sources to support their point of view. Evaluate impact of new technology through historical periods. (wheel, flint, steam engine, computer)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	now then today yesterday tomorrow day week long ago old/new parent grand parent lifetime calendar memory remember	the present the past the future date month year modern recent long ago timeline order similar different important clue living memory grandparents' time great grand parents' time memories artefact I know…	decade century generation era/period circa period chronological order significant king/queen rule reign nation investigate research historian museum evidence source similarities differences I know…because	ancient/modern B.C (Before Christ) A.D (Anno Domini) thousands of years millennium prehistory/history archaeologist archaeology ancient conquest invasion civilisation Emperor Empire sources importance significance legacy impact effects reason change continuity I think…because Historians think…because This suggests… Perhaps…	B.C.E (Before the Common Era) C.E (The Common Era) culture achievements legacy democracy reliable/unreliable source consequences cause/s I can infer… My conclusion is that….	extent of change extent of continuity turning point legislation experiences oral history primary evidence secondary evidence eye witness that… impression interpretation On one hand… On the other hand… However… This source suggests that… This source doesn't show…	variety of sources the purpose bias propaganda one sided biased motive extent of continuity extent of change The source omits to mention… could have been might have been may

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	**Curriculum Overview (BWMAT EYFS Planning progression document & National Curriculum)**	Pupils in Reception will be learning to: • I can talk about the lives of the people around me and their roles in society • I can tell you some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. • I can understand the past through settings, characters and events encountered in books read in class and storytelling	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 • 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		Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • 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 contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300			