History Curriculum

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| Year 1 | Changes within living memory – To understand how technology has changed over recent time |
| Year 1 | To recognise that things change over time |
| Year 1 | To sequence events |
| Year 1 | To know and understand the key contribution of significant individuals different periods- (Christopher Columbus and Neal Armstrong) |
| Year 1 | To ask and answer simple literal questions when examining information |
| Year 1 | To demonstrate curiosity about aspects of life in the periods in which these individuals lived |
| Year 1 | To be aware of significant historical events in the local area: canals and transportation change |
| Year 1 | To observe and make comparisons between past and present |
| Year 2 | To know and understand significant national and international events beyond living memory: WWI WWII and Rememberance |
| Year 2 | Make links between events places and people |
| Year 2 | To recognise that the past can be represented in different ways and to ask questions |
| Year 2 | To know about the lives and contributions of: Charles Darwin Florence Nightingale and Beatrix Potter |
| Year 2 | To be aware of ife in their different times and so understand the National / International impact of their contributions |
| Year 2 | To be able to give reasons for changes observed |
| Year 2 | To understand significance of the Rothschild family on the history of the local area. |
| Year 2 | To ask deductive questions and draw basic conclusions |
| Year 3 | To know and understand changes in Britain from the Stone Age to the Iron Age |
| Year 3 | To place changes in chronological order and make comments on specific periods |
| Year 3 | To demonstrate an understanding of the achievements of Ancient Egyptian civilization through an in-depth study |
| Year 3 | To ask questions of and find answers from more than one source |
| Year 4 | To know about the Roman Empire and understand its impact on  life in Britain at the time |
| Year 4 | To be aware of the legacy of the Roman occupation of Britain |
| Year 4 | To compare sources and representations of the past and to explain why they differ |
| Year 4 | To understand the growth of Cheddington through a local history study over time from  ancient times to present: |
| Year 4 | To identify cause and effect and make comparisons between different periods |
| Year 5 | To understand and explore Britain’s settlement by Anglo-Saxons and Scots |
| Year 5 | To follow a line of enquiry selecting and analysing a range of sources |
| Year 5 | To be aware of the Viking and Anglo Saxon struggle for England up to the time of Edward the Confessor |
| Year 5 | To make links between different periods of time |
| Year 5 | To show an awareness of the reasons for some changes and the consequences of those changes |
| Year 6 | To understand that the Industrial Revolution was a significant turning point in British History. |
| Year 6 | To explain how national events and everyday life had an effect on the features of this period. |
| Year 6 | To make links between evidence and peoples views of life from a range of sources |
| Year 6 | To be able to question the purpose and reliability of sources of evidence |
| Year 6 | To carry out a study of Mayan civilisation as an example of a non-European society |
| Year 6 | To select a sequence of questions and sources evaluating their content and reliability. |
| Year 6 | A study of Ancient Greek life their achievements and their impact on the western world |
| Year 6 | To discuss  long and short effects of change giving reasons from evidence |