



Curriculum Synopsis: History



EYFS

History in the EYFS threads through various topics. The skills of being a historian develop through the understanding the world curriculum area, specifically the past and present early learning goal (ELG – 13). Children's communication and language skills (ELG 1 – listening, attention and understanding and ELG 2 – speaking) develop through discussions about the past and present and the comparisons that can be made.

Big talk sessions contribute to meaningful discussions, often about different places, and different times. Children discuss what they see, think, and wonder about the images, scenarios and experiences shared and make links between these and their own experiences.

Through discussions about celebrations and different cultures, children begin to develop a sense of their own families and their family history. Through stories explored, such as the Nativity story at Christmas, children begin to discuss and make comparisons about now and then; e.g. discussing why Mary and Joseph travelled on a donkey and not in a car.

Children discuss the roles of people in society and how these have changed over time. They begin to make some comparisons about the world now and how it may have looked before. Most links for children come through stories and topic explorations; for example, discussing fairy tales and comparing the settings and how these have changed over time.

Yr 1

In the **'Victorian school child'** topic, children will develop their understanding of what life was like in the past and how this is similar and different to how people live now. The topic will focus on the life of Queen Victoria and comparing her achievements with other people that the children are aware of. Children will explore what toys were like for Victorian children and compare them to the toys they play with now. We will discuss the differences between rich and poor children's lives during the Victorian times and consider some of the traditions we still engage in now, that began in the Victorian era.

In the 'Digging for dinosaurs' topic, children will use their chronological understanding to sequence the different parts of the era, where different dinosaurs lived and how they have been discovered. The children will learn about the study of paleontology and the role that paleontologists have played in discovering dinosaurs by excavating bones and use them to work out how the dinosaurs lived.

In summer 1, year 1 use knowledge of the royal family during the 'Kings and Queens' topic. This topic has a focus of castles and knights and how the royal family has changed. Children will use common words and phrases relating to the passing of time and place key events and objects on a timeline. By the end of this topic, children will know what Castle life was like, know the purpose of a castle/why they were built and learn about the different types of castles and how they evolved.

Yr 2

In the **'London's burning'** topic, the children will learn about the 1666 Great Fire, they will use sequencing to investigate the events that lead to the fire and what it was like for people at that time. The children will also look at Samuel Pepys and the historical significance of his diaries as a basis of our current knowledge of the events. The children will link this to their human geography knowledge and discuss why the fire spread so quickly due to population and building factors and debate whether it could occur in current times. A visiting theatre company will run a day long workshop to allow children to experience the way of life and how people reacted to the Fire.

In Year 2 the children will look at famous people that have changed the world in some way and be able to talk about their achievements. They carry out independent research and compare hospitals from then and now for Florence Nightingale. The children look at Malala and develop an understanding of her achievements through living history. This topic builds on the learning from People Who Help Us (Nursery) and Passports to the Past (Year 1).



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Yr 3

In the Stone Age topic in year 3, we move on from learning on timelines (Year 2 Space Race - 3, 2, 1 Blast Off topic) onto ordering different events of the past. Year 3 order and compare different periods across the Stone, Bronze and Iron Age. This is used for pupils to consider how the different inventions and discoveries have impacted their own lives.

In their study of The Mayans and Chocolate, skills using timelines to identify how long-ago events occurred and comparing different eras are continued to be explored by researching an ancient civilisation from a different continent. This prepares the children for their Walk like an Egyptian topic in Summer 1 and Year 4's study of Ancient Greece and The Romans. This further embeds the sequence of learning from KS1 and prepares them for future learning.

In Walk Like an Egyptian, Year 3 put skills gathered over the year into place to research life in Ancient Egypt. A high focus is put on inventions and technologies developed and how these affected life over different periods. This work is furthered in Year 4, where the children add Ancient Rome and Greece to their timelines and compare different civilisations.

Yr 4

In the 'A taste of Maya' topic, the children will learn about a civilisation from outside of Europe and how people live in other parts of the world. The children will look at the Maya civilisation and how they lived and had their own number and writing systems and comparing these to the system that are used now. The children will experience the Maya culture to empathise with how they lived, worshipped, and ate and how this was affected by their environment. This topic understanding will be supplemented by a visitor who specializes in Maya archeology.

We also study the invaders and Settlers of Britain. We learn about the Roman's and how their Empire expanded over time. We also learn about how their invasion of Britain changed our life today with the introduction of Roman roads, aqueducts etc and how sources of evidence contradict each other by studying Boudicca and the Battle of Mons Graupius. In the second half term, we learn about the Anglo-Saxons and Vikings and how their invasion of Britain influenced our life today. We look at the different settlements and the 7 kingdoms ruled by different kings, how the Anglo-Saxons introduced Christianity to Britain and how the Viking invasion changed life in Britain even further. Children are introduced to the power-struggle for the Kingdom of England when Alfred the Great was King and how the events following this led to the Battle of Hastings in 1066.

In Year 4, we study the Ancient Greek civilisation in the topic Ancient Greece is the Word, acquiring skills and knowledge about the life and achievements of the Ancient Greeks and their influence on the modern world. Developing the concept of chronology by placing this period on a timeline of human history but also looking at key events during this time, pupils build on their knowledge gained in Year 3 from their studies of the Ancient Egyptian Civilisation. Children will learn about what life was like for the Ancient Greeks, including their beliefs, how life differed for some people living within that time (rich/poor, boys/girls, Athenians/Spartans). They will also learn how the Ancient Greeks have influenced our life today which includes democracy, the Olympics, and the Battle of Marathon.



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Yr 5

During their 'Voyage of Discovery' topic, children will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through the history of exploration, including the Space Race and Shackleton's Endurance Expedition. Children will learn about early exploration and how it shaped the world they now live in, linking back to learning about the Tudors in Year 4. Children will then discover how space was explored, thematically linking across the curriculum with science lessons. To conclude this topic, children will learn how Shackleton and his crew survived when exploring Antarctica in 1914.

In the 'Invaders and Settlers' topic, the children will look at the period of history from the end of the Roman occupation of Britain and the peoples that settled in England that became known as the Anglo-Saxons. They will look at the settlements that they had around England, what these looked like and how we can use archeology to discover the way that they lived. The children will link their learning to the Year 4 Roman topic, and develop their chronological understanding with the geographical features of where the periods of history originated. Children will use and develop their understanding of English pre-1066 and integrate it with the Vikings and their invasions and conflicts that they had with the native Anglo-Saxons and the struggles that they had over control of England. The children will look at the developments that the Vikings brought and how these can still be seen as influences in modern day Britain.

During this term our pupils study the life of a Victorian child using historical enquiry skills looking at primary and secondary sources of information, which follows on from their work on the Anglo Saxons and Vikings. We then move onto how key historical figures from that period of history have affected/changed our lives today using novels that were written at this time such as Oliver Twist and Frankenstein. These form a basis for our English work. Children will also study local aspects of history through exploring how Derby was changed and developed during the industrial revolution, including the mills, railways, and canals.

Yr 6

In the 'Was it only soldiers who helped their country in the Great War?' topic, the children will look at the First World War and the impact that it had on both mainland Europe and in Britain. They will look at the causes of war and how each country was involved in the conflicts. The children will investigate the various ways that people helped the war effort as well as those who were fighting by working together, working in factories, farming and other forms of support. The children will supplement their understanding with a visit to the National Arboretum to help them to understand the impact of the war.

In Year 6, our pupils study World War 2, predominantly from a child's perspective. We will start our lessons by exploring evacuation, linking to our writing in English also. To understand the chronology of the war, the children will complete a timeline which places key events in order. Many of the sessions that follow are based on these key events. We will also look at the countries involved and their leaders. The Holocaust will also be studied as well as the Battle of Britain. We will then finish our sequence of lessons by studying D-Day and VE Day.

In the 'Are all crimes committed by criminals?' topic, the children will look at the way that crime and punishment has been viewed throughout history. This will include the various punishments that certain crimes carried, the way that we punish crimes now, corporal punishment that has been used in schools, and the various views on the death penalty. This topic will link to multiple different topics that the children will have learnt during their time at Lakeside, and it will start in the Anglo-Saxon era and be carried up to present day.