

Lyminster Primary School's History Curriculum

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1		<p>-a significant point in British history -how people's lives have shaped this nation To gain an understanding of how knowledge of the past is constructed from a range of sources.</p> <p>To look closely at old toys and identify how they have changed over the past.</p>	<p>Cycle A Where have all the cavemen gone? For the children to develop chronological awareness of historical periods. The children should develop a wide historical vocabulary including devising historically valid questions. Significant historical events, people and places in their own locality.</p> <p>Cycle B Cycle C Local Study</p>	<p>Cycle A Where have all the cavemen gone? For the children to develop chronological awareness of historical periods. The children should develop a wide historical vocabulary including devising historically valid questions. Changes in Britain from Stone Age to Iron Age.</p> <p>Cycle B Cycle C Local Study</p>	<p>Cycle A Where have all the cavemen gone? For the children to develop chronological awareness of historical periods. The children should develop a wide historical vocabulary including devising historically valid questions. Changes in Britain from Stone Age to Iron Age.</p> <p>Cycle B Cycle C Local Study</p>	<p>Cycle A Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <ul style="list-style-type: none"> - Understand historical concepts e.g. continuity and change, cause and consequence - Knowledge of the past is constructed from a range of sources. <p>Historical recount – life as an Anglo-Saxon (use trip to Butser as inspiration). Chn begin to understand the history of Britain and continue to develop their chronological knowledge of British history.</p> <p>Cycle B Gunpowder Plot and Democracy Why did the plotters plan fail? Is democracy the best form of government? -a significant point in British history -how people's lives have shaped this nation To gain an understanding of how knowledge of the past is constructed from a range of sources.</p>	<p>Cycle A Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <ul style="list-style-type: none"> - Understand historical concepts e.g. continuity and change, cause and consequence - Knowledge of the past is constructed from a range of sources. <p>Historical recount – life as an Anglo-Saxon (use trip to Butser as inspiration). Chn begin to understand the history of Britain and continue to develop their chronological knowledge of British history.</p> <p>Cycle B Gunpowder Plot and Democracy Why did the plotters plan fail? Is democracy the best form of government? -a significant point in British history -how people's lives have shaped this nation To gain an understanding of how knowledge of the past is constructed from a range of sources.</p>
AUTUMN 2	<p>Sort artefacts into 'now' and 'then'. Describe simple similarities and differences between artefacts. Ask and answer relevant basic questions about the past. Talk, draw or write about aspects of the past.</p>	<p>Sort artefacts into 'now' and 'then'. Describe simple similarities and differences between artefacts. Ask and answer relevant basic questions about the past. Talk, draw or write about aspects of the past.</p>	<p>Cycle A Cycle B Cycle C Great Fire of London Samuel Pepys</p>	<p>Cycle A Cycle B Cycle C Great Fire of London Samuel Pepys</p>	<p>Cycle A Cycle B Cycle C Great Fire of London Samuel Pepys</p>	<p>Cycle A Cycle B</p>	<p>Cycle A Cycle B</p>
SPRING 1			<p>Cycle A Cycle B Cycle C</p>	<p>Cycle A Cycle B Cycle C</p>	<p>Cycle A Cycle B Cycle C</p>	<p>Cycle A Ancient Greece Cycle B</p>	<p>Cycle A Cycle B</p>

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<p>SPRING 2</p>			<p>Cycle A</p> <p>Cycle B Continue to learn about significant historical events, people and places in their own locality.</p> <p>Cycle C</p>	<p>Cycle A The Mayans</p> <p>Cycle B The Mayans</p> <p>Cycle C The Mayans</p>	<p>Cycle A The Romans</p> <p>Cycle B The Romans</p> <p>Cycle C The Romans</p>	<p>Cycle A Ancient Greeks</p> <p>Cycle B</p>	<p>Cycle A</p> <p>Cycle B</p>
<p>SUMMER 1</p>	<p>Identify similarities and differences between ways of life in different periods. Understand key features of a historical event Relate his/her own account of an event and understand that others may have a different version. Place known events in chronological order. Sequence events and recount changes within living memory.</p>	<p>Identify similarities and differences between ways of life in different periods. Understand key features of a historical event Relate his/her own account of an event and understand that others may have a different version. Place known events in chronological order. Sequence events and recount changes within living memory.</p>	<p>Cycle A</p> <p>Cycle B Victorian Britain – what did the Victorians do for us? Florence Nightingale – comparison of everyday life</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B Victorian Britain – what did the Victorians do for us? Queen Victoria, Industrial Revolution</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B Victorian Britain – what did the Victorians do for us? Queen Victoria, Industrial Revolution</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B</p>	<p>Cycle A</p> <p>Cycle B</p>
<p>SUMMER 2</p>			<p>Cycle A</p> <p>Cycle B Victorian Britain – what did the Victorians do for us? How has the local area changed since the Victorians? Seaside.</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B Victorian Britain – what did the Victorians do for us? How has the local area changed since the Victorians? Lyminster School/local area</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B Victorian Britain – what did the Victorians do for us? How has the local area changed since the Victorians? Lyminster School/local area</p> <p>Cycle C</p>	<p>Cycle A</p> <p>Cycle B</p>	<p>Cycle A</p> <p>Cycle B</p>