

Chilham St Mary's CEP

History Curriculum



Year 1 and Year 2 History

Cycle A

The Great Fire of London

National Curriculum links

1. To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.
2. To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.
3. To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.
4. To understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire.

Fieldwork opportunities/ wider learning.

1. Workshop from parent historian- Mr Davis.
2. Kent Life Workshop

Learning Questions:	<ol style="list-style-type: none"> 1. How has London changed over time? 2. How is life today different to life in London in 1666? 3. How did the Great Fire of London start and how did it spread? 4. How do we know about the Great Fire of London? 5. How was London rebuilt after the fire? 6. Can I show what I have learned about the Great Fire of London? (Writing opportunity- Newspaper Report)
Cycle B	Kings and Queens
National Curriculum links	<ol style="list-style-type: none"> 1. To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods 2. To understand key features of events, choosing and using parts of stories and asking and answering questions 3. To know and understand key features of an event beyond living memory that are nationally significant
Fieldwork/learning opportunities	Dover castle visit
Learning questions	<ul style="list-style-type: none"> · What is the role of a Monarch? · What are the names of important British Monarch's? · How is the title of King or Queen inherited?

	<ul style="list-style-type: none"> · Who was Richard III? · What happened at a medieval banquet? · Can I compare Queen Victoria and Elizabeth I?
Cycle B	Significant Explorers
National Curriculum links	<ol style="list-style-type: none"> 1. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant. 2. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time. 3. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston's polar exploration with Matthew Henson's around a hundred year earlier. 4. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory. 5. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing

	the achievements and legacy of Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.
Fieldwork opportunities/ wider learning.	The Drama Hut- Great Explorers Workshop https://thedramahut.com/workshops/great-explorers-school-workshop/
Learning Questions:	<ol style="list-style-type: none"> 1. What makes someone a significant person? 2. How can we find out about an explorer who lived a long time ago? 3. What were Matthew Henson's main achievements? 4. Can I compare the experiences of Felicity Aston and Matthew Henson? 5. Can I explore and discuss the achievements of Neil Armstrong? 6. Can I show that I know about some significant explorers and how they are remembered?
Cycle B	Toys
National Curriculum links	<ol style="list-style-type: none"> 1. To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources.

	<ol style="list-style-type: none"> 2. To learn about changes within living memory by about toys from the past. To use sources to ask and answer questions in the context of finding out about toys from the past. 3. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods. 4. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys. 5. To identify changes in living memory by understanding how toys have changed over time. 6. To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys
Fieldwork opportunities/ wider learning.	Beane Museum Canterbury- Victorian Toys & Games Workshop
Learning Questions:	<ol style="list-style-type: none"> 1. How can we find out about toys from the past? 2. Can I use historical sources to help me find out about toys from the past? 3. Can I compare similar toys from different times? 4. Can I compare Victorian toys to modern toys? 5. Can I recognise how toys have changed over time? 6. Can I use words that show the passing of time, when talking about toys?

Cycle B	Seaside Holidays
National Curriculum links	<ul style="list-style-type: none"> • 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
Fieldwork opportunities/ wider learning.	Visit to beach- Margate?
Learning Questions:	<p>.Why did seaside holidays become so popular?</p> <ul style="list-style-type: none"> · What did a Victorian Seaside holiday look like? · What does a seaside holiday look like today? · Can I compare seaside holidays today and in the past?

Year 3 and Year 4 History

Cycle A	Riotous Royalty
National Curriculum Links	<ol style="list-style-type: none">1. To study many aspects or themes in British history that extends pupils' chronological knowledge beyond 1066.2. To take part in a local history study
Fieldwork opportunities/ wider learning.	Visit Leeds Castle or Dover Castle.
Learning Questions:	<ol style="list-style-type: none">1. How did the Normans come to rule Britain in 1066?2. Why is King John the most important King in British history?3. Why did King Henry VIII want an heir?4. Why was Queen Ann important in the creation of the UK?5. What did the British Empire mean to the Victorian people?6. Can I answer questions about our current Royal Family?

Cycle A	Ancient Egypt
National Curriculum Links	<ol style="list-style-type: none"> 1. Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived. 2. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people. 3. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians. 4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun. 5. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems. 6. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods
Fieldwork opportunities/ wider learning.	Kent Life- Egyptian Themed Day
Learning Questions:	<ol style="list-style-type: none"> 1. Who were the Ancient Egyptians? 2. What was life like in Ancient Egypt? 3. What was the mummification process?

	<p>4. How was the tomb of Tutankhamun discovered?</p> <p>5. How did Egyptians write?</p> <p>6. Who were the Egyptian Gods?</p>
Cycle A	Scots and Anglo Saxons
National Curriculum Links	<ol style="list-style-type: none"> 1. Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal. 2. Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the Anglo-Saxons settled and what they named the places they settled in. 3. Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon settlements and village life. 4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture. 5. Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped.

	6. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.
Fieldwork opportunities/ wider learning.	St Augustine's Abbey- Canterbury
Learning Questions:	<ol style="list-style-type: none"> 1. Why, where and when did the Scots and Anglo-Saxons invade Britain? 2. How did the Anglo-Saxons have influence Britain? 3. Can I describe a typical Anglo-Saxon village and explain what jobs the people did? 4. What do Anglo-Saxon artefacts teach us about Anglo-Saxon culture? 5. What were the religious beliefs of the Anglo Saxons? 6. How and why dd the Anglo Saxons convert to Christianity?
Cycle B	Stone Age to Iron Age
National Curriculum Links	<ol style="list-style-type: none"> 1. Develop an awareness of changes in Britain from the Stone Age to the Iron Age. 2. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 3. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. 4. Develop the appropriate use of historical terms. 5. Note connections, contrasts and trends over time. 6. Understand how our knowledge of the past is constructed from a range of sources.

	7. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Fieldwork opportunities/ wider learning.	Canterbury Museums & Galleries- Prehistoric People Workshop.

Learning Questions:	<ol style="list-style-type: none"> 1. How did people survive during the Stone Age? 2. What changed for people living in Stone Age Britain? 3. How do we know about life in the Stone Age? 4. How did life change in the Bronze Age? 5. What do we know about Britain's prehistoric tombs and monuments? 6. Who were the Celts and how did they make iron in the Iron Age? 7. How did they build hillforts in Iron Age Britain?
Cycle B	The Romans
National Curriculum Links	<ol style="list-style-type: none"> 1. Develop an awareness of the Roman Empire and its impact on Britain. 2. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. 3. Develop the appropriate use of historical terms. 4. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 5. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 6. Understand how our knowledge of the past is constructed from a range of sources. 7. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Fieldwork opportunities/ wider learning.	Canterbury Roman Museum

Learning Questions:	<p>Who Were the Romans and How Did They Build Their Empire?</p> <p>Why Did the Romans Invade Britain?</p> <p>Why Did the Romans Build New Roads and Towns?</p> <p>Who Was Boudicca and Why Did She Lead a Rebellion?</p> <p>Why Was Hadrian's Wall Important and Who Lived There?</p> <p>What Was Life like in a Roman Villa?</p> <p>Why Do We Remember the Romans?</p>
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Year 5 and Year 6 History

Cycle A

Crime and Punishment

National Curriculum Links

1. To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain.
2. Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.
3. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era.
4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.
5. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons
6. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of

	crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.
Fieldwork opportunities/ wider learning.	Tower of London
	<ol style="list-style-type: none"> 1. What did the Romans believe about Crime and Punishment? 2. How did the legal system work in Anglo- Saxon Britain? 3. What punishment methods were popular during the Tudor time? 4. Who was Dick Turpin? 5. What was it like to be a prisoner in Victorian times? 6. Can I compare punishments in the past with punishments today?
Cycle A	Homefront Britain
National Curriculum Links	<ol style="list-style-type: none"> 1. Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. 2. Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.

	<ol style="list-style-type: none"> 4. Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II. 5. Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II. 6. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.
Fieldwork opportunities/wider learning.	Kent Life- WW2 Experience
Learning Questions:	<ol style="list-style-type: none"> 1. Why did WW2 begin? 2. When, where and why were children evacuated? 3. What was the average diet like during WW2? 4. What was the role of women in WW2? 5. What happened during the Holocaust? 6. Can I order the key events of WW2?
Cycle A	Ancient Greece
National Curriculum Links	<ol style="list-style-type: none"> 1. Develop an awareness of ancient Greece - a study of Greek life and achievements and their influence on the western world. 2. Note connections, contrasts and trends over time.

	<ol style="list-style-type: none"> 3. Develop the appropriate use of historical terms. 4. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 5. Understand how our knowledge of the past is constructed from a range of sources.+
Fieldwork opportunities/ wider learning.ve	The Beaney Canterbury- Ancient Greeks- Object Handling Session.
Learning Questions:	<ol style="list-style-type: none"> 1. Who Were the Ancient Greeks? 2. What were the effects of Alexander the Great's Empire? 3. What was daily life like in Ancient Greece? 4. Can I compare life in ancient Athens and ancient Sparta? 5. What was the Olympics like in ancient Greek times? 6. What were the beliefs of the ancient Greeks? 7. What did the ancient Greeks believe about the Trojan War?
Cycle B	Mysteries of the Maya
National Curriculum Links	<ol style="list-style-type: none"> 1. Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived. 2. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.

	<ol style="list-style-type: none"> 3. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system. 4. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them 5. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. 6. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.
Fieldwork opportunities/ wider learning.	Kent Life- Maya Workshop
Learning Questions:	<ol style="list-style-type: none"> 1. Who were the Maya people? When and where did they live? 2. What were the religious beliefs of the Maya? 3. How did the Maya number system work? 4. What can evidence sources tell us about the Maya? 5. What was the Maya writing system? 6. What did the Maya eat?
Cycle B	The Vikings and Anglo Saxons

<p>National Curriculum Links</p>	<ol style="list-style-type: none"> 1. Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain. 2. Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings. 3. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld. 4. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. 5. Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain. 6. Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign.
<p>Fieldwork opportunities/ wider learning.</p>	<p>Visit from Mr Davis- Parent Helper</p>

Learning Questions:	<ol style="list-style-type: none"> 1. Where did the Vikings come from and why did they invade Britain? 2. What was the significance of Anglo-Saxon Kings during this period? 3. Why was Danegeld introduced? 4. What were the key aspects of Viking life? 5. How did the legal system work in Anglo-Saxon Britain and Viking times? 6. How did Anglo-Saxon kings shape Britain?
Cycle B	Canterbury
National Curriculum Links	<ol style="list-style-type: none"> 1. Develop a chronologically secure knowledge of local, British and world history; understand how people's lives have shaped the nation. 2. Understand the significance of key sites and individuals in shaping history. 3. Understand how knowledge of the past is constructed from a range of sources. 4. Study of a local history theme that shows how Britain has been influenced by the wider world. 5. Understand how events from beyond the local area affected it. 6. Understand historical significance and legacy.
Fieldwork opportunities/ wider learning.	Walking Tour of Canterbury
Learning Questions:	<ol style="list-style-type: none"> 1. How has Canterbury changed from Roman times to the present day? 2. Why is Canterbury Cathedral such an important place in British history? 3. What can we learn about life in medieval Canterbury from historical sources? 4. How did pilgrimage and religion affect the development of Canterbury as a city?

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| | <ol style="list-style-type: none">5. How have key events in British history (such as the Reformation or World War II) affected Canterbury?6. What makes Canterbury's history important to the story of Britain today? |
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