

Haseltine History Curriculum

Skills and Knowledge	Learning Focus
<p data-bbox="204 378 368 412"><u>Key Stage 1</u></p> <ul data-bbox="261 450 778 1406" style="list-style-type: none"><li data-bbox="261 450 778 546">• Develop an awareness of the past, using common words and phrases relating to the passing of time.<li data-bbox="261 555 778 719">• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.<li data-bbox="261 728 778 786">• Use a wide vocabulary of everyday historical terms.<li data-bbox="261 795 778 958">• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.<li data-bbox="261 967 778 1095">• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.<li data-bbox="261 1104 778 1133">• Changes within living memory<li data-bbox="261 1142 778 1200">• Events beyond living memory that are significant nationally or globally<li data-bbox="261 1209 778 1337">• Investigate the lives of significant individuals in the past who have contributed to national and international achievements<li data-bbox="261 1346 778 1406">• People and places in their own locality	<p data-bbox="809 378 900 412"><u>Year 1</u></p> <p data-bbox="809 450 1246 546">Christmas traditions through time Space Heroes Dinosaurs</p> <p data-bbox="809 584 900 618"><u>Year 2</u></p> <p data-bbox="809 656 1142 752">The Great Fire of London Pioneering People The British Seaside</p>

Skills and Knowledge	Learning Focus
<p><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • Pupils should 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. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • 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 • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history 	<p><u>Year 3</u></p> <p>Ancient Greece Roman Empire Stone Age</p> <p><u>Year 4</u></p> <p>Anglo Saxons Ancient Mayans Vikings The Kingdom of Kush</p> <p><u>Year 5</u></p> <p>Victorians Ancient Benin Ancient Egypt</p> <p><u>Year 6</u></p> <p>WW1 WW2 The British Empire</p>

