

Hawkesley Church Primary Academy

'let your light shine'
Matthew 5:16



History Curriculum

Curriculum impact in chronology

Progression in

| EYFS | | Year 1 | Year 2 |
|--|----------------------|--|---|
| <p>Early Learning Goals</p> <p>http://www.hawkesley.bham.sch.uk/Early-Years/</p> | NC Objectives | <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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality | |
| <p>Talking about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books and read in class and stories in class</p> | Within living memory | <p>Know that the toys their grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p> | |
| <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | Beyond living memory | | <p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p> |

Whole School

Progression in

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|
| Chronology - stone age to 1066 - beyond 1066 - relating the chronology of the Maya to Europe of the same time | <p>Know how Britain changed between the beginning of the stone age and the iron age</p> <p>Know the main differences between the stone, <u>bronze</u> and iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p> <p>Romans Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudicca</p> <p>Know about at least one famous Roman emperor</p> | <p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a <u>time line</u> to show when the Anglo-Saxons were in England</p> <p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p> | <p>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p> <p>Know why they were considered an advanced society in relation to that <u>period of time</u> in Europe</p> | <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>Know how Britain has had a major influence on the world</p> |

Whole School

Nursery



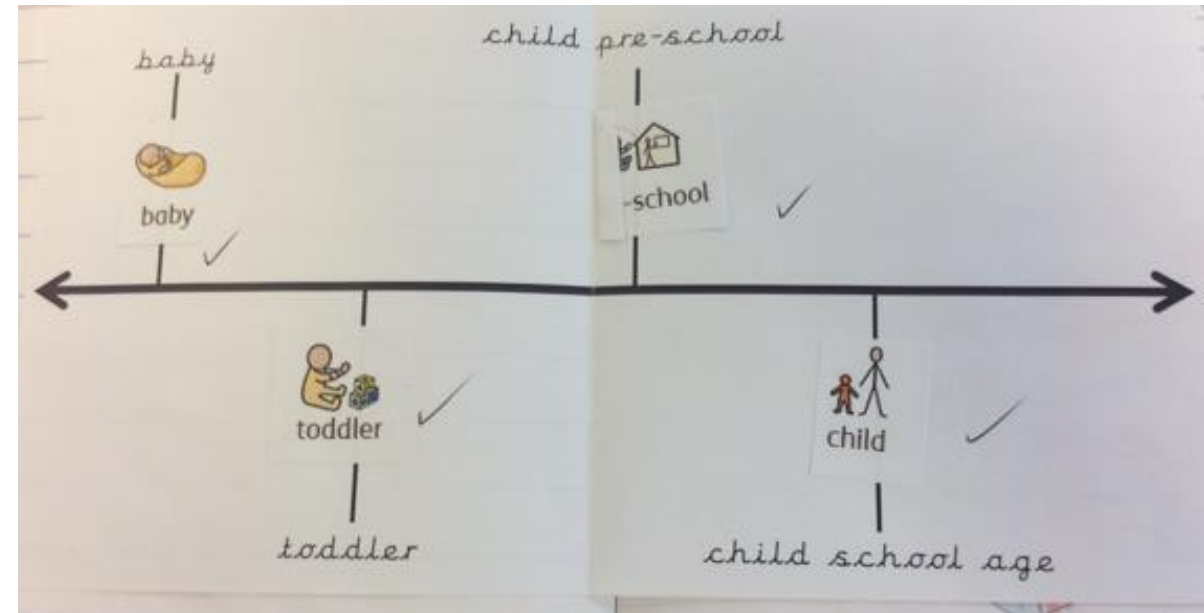
Nursery expectation: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Reception



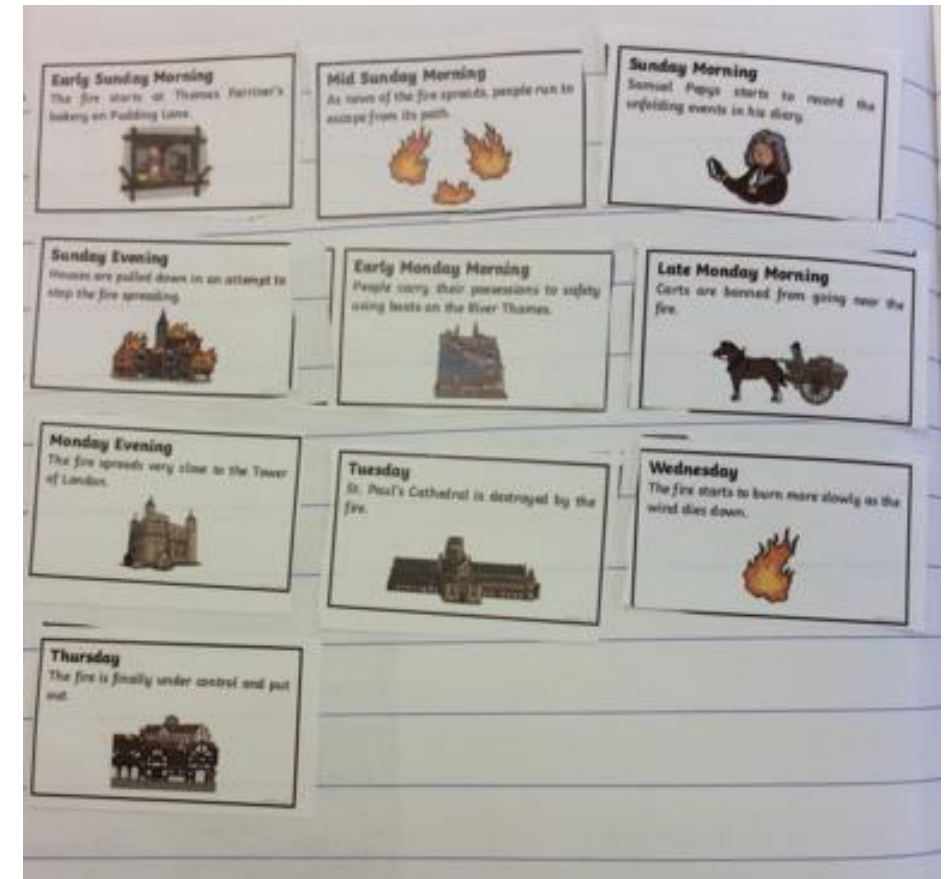
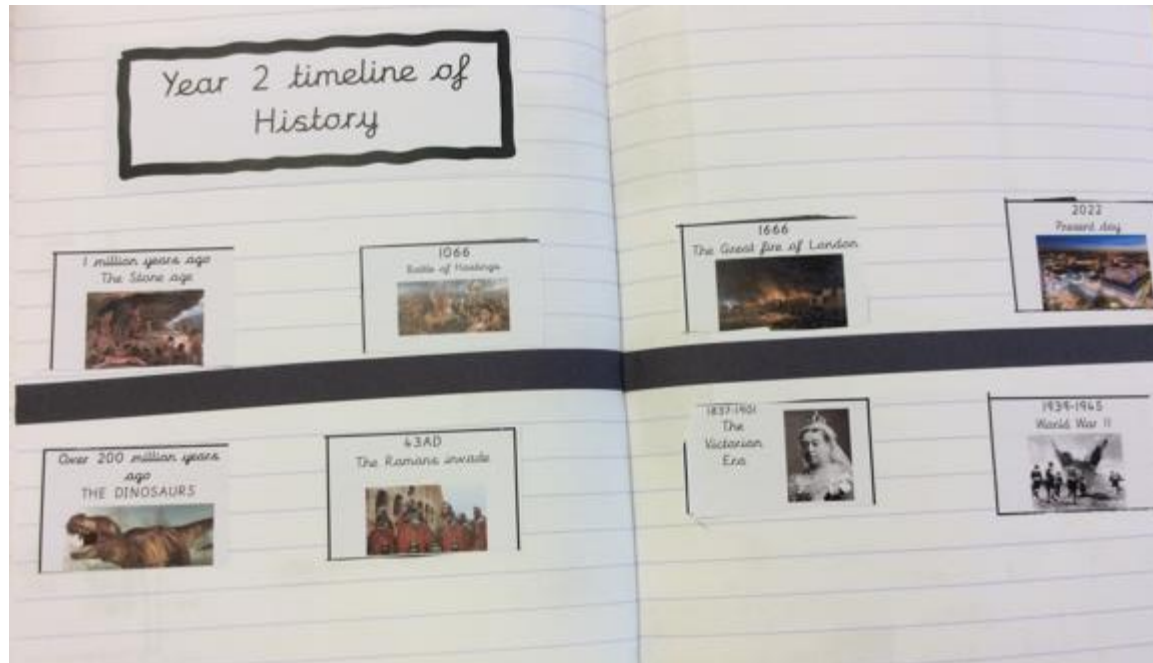
Reception expectation: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Year 1



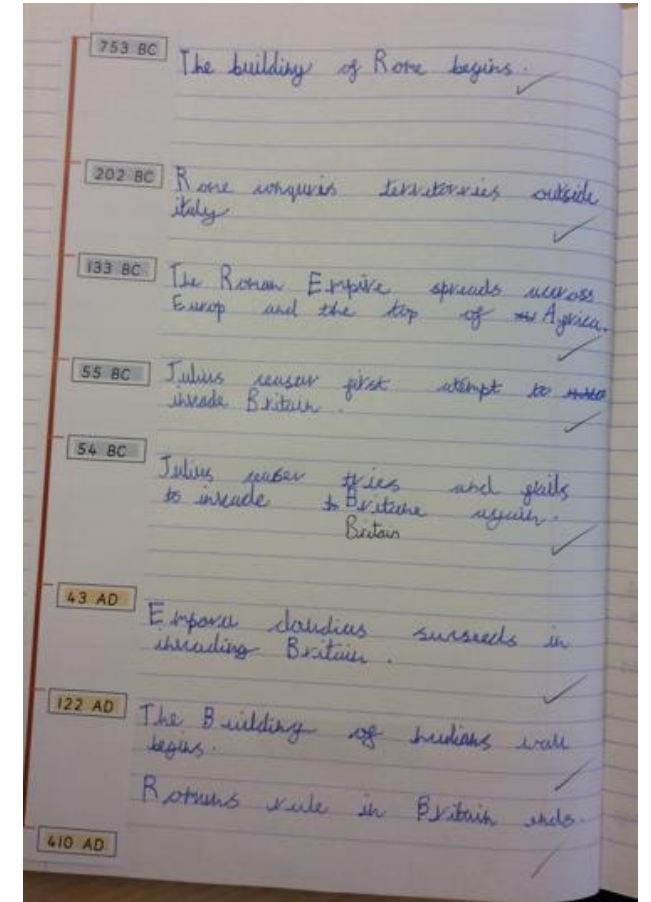
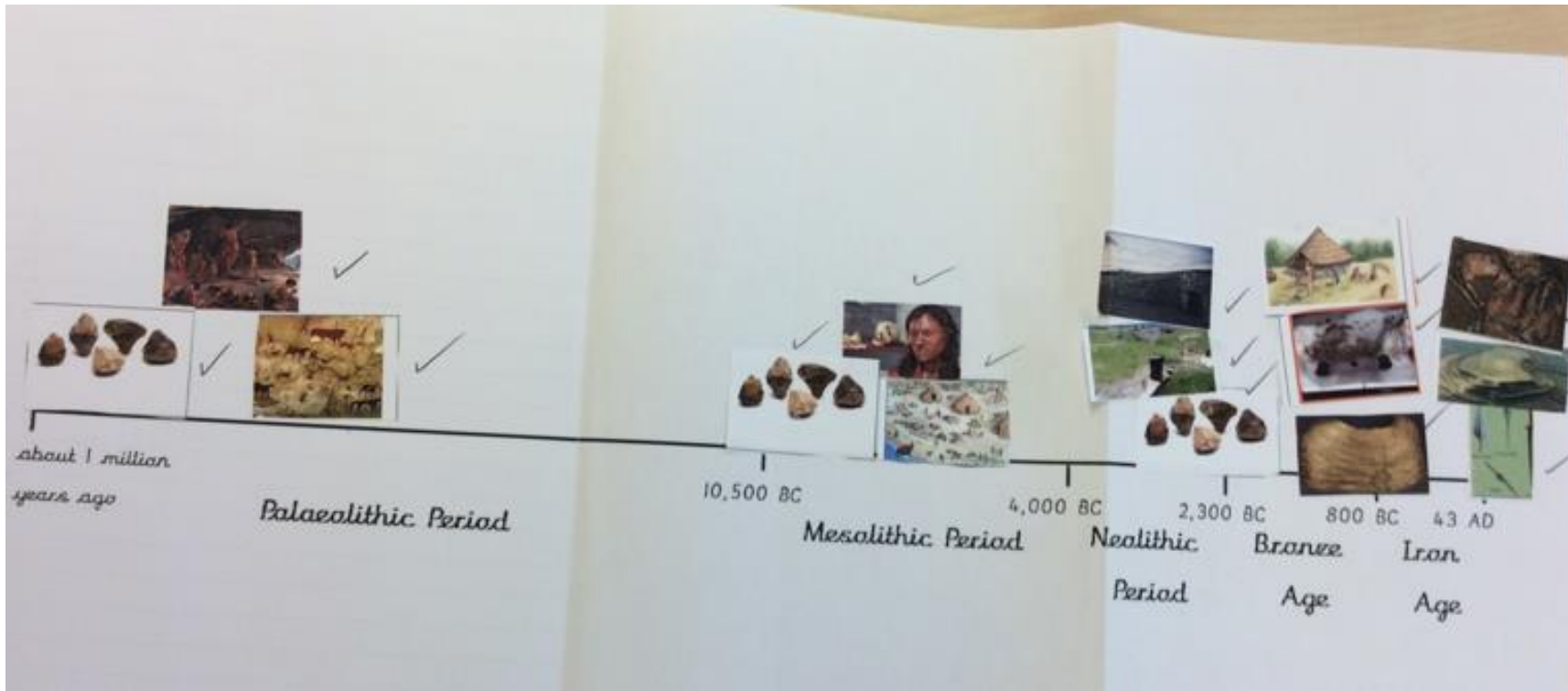
Year 1 expectation: organise a number of artefacts by age.

Year 2



Year 2 expectation: know about an event that happened a long time ago, even before their grandparents were born.

Year 3



Year 3 expectation: know how Britain changed between the beginning of the stone age and the iron age.

Year 4

Retrieval focus

Task 1: March 2022
 L.O. To identify key periods of British history.
 Reading: I explore how British history started. Identify the key dates in British history. Identify where the Ancient Egyptians fit into the timeline.

Task 2:
 Name the three countries that the Vikings came from.
 1. Denmark
 2. Norway
 3. Sweden

Task 3:
 Name the seven Anglo-Saxon Kingdoms.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____

Which period of British history does the Ancient Egyptians fit into?
3100 BC - 30 AD

The timeline on the right page shows the following events and images:

- Stone Age (About 7 million years ago)
- Bronze Age (about 10 000 BC)
- Iron Age (about 800 BC)
- Roman Britain (43 AD - 410 AD)
- Anglo-Saxons and Britons (450 AD)
- Vikings and Britons (793 AD)
- Battle of Hasting (1066 AD)
- King of East Saxons (1000 - 1000)
- King of Wessex (1000 - 1000)
- World War I (1914 - 1918)
- World War II (1939 - 1945)

AD 410
 Romans leave Britain ✓

~~The Scots and Picts raided~~
 The Scots and Picts raided Southern Britain ✓

Britons asked Germanic Warriors for some help ✓

The Anglo-Saxons arrived and fought off Scots and Picts for their money and land ✓

The Anglo-Saxons settled into Britain ✓

Year 4 expectation: Know how Britain changed between the end of the Roman occupation and 1066.

Year 5

11000 BC Maya civilisation

Dinosaurs



65+ Million years ago. ✓

Iron age



1000 - 800 BC. ✓

Roman Britain



AD 43 -

Viking age



800 - 1066. ✓

Stone age



3 million years ago. ✓
6000 BC.

Iron age



800 BC - AD 43 - 410 ✓


Anglo Saxons




AD 410 - 800. ✓

| | |
|--|---|
| <p>Thursday 17 October 2021</p> <p>L.O. To identify the significant events in the Mayan history</p> <ol style="list-style-type: none"> Order the chronology of the Mayan civilisation Identify any cultural developments Compare the chronology with what was happening in Britain at the same time | <p>Maya Knowledge</p> <p>Know how Britain changed between the end of the Roman occupation and 1066</p> |
| <p>Do Now</p> <p>Describe where the Maya were from</p> <p>The Maya civilisation was from Mesoamerica which means middle America.</p> | <p>Maya Knowledge Retrieval</p> <p>How long did the Romans occupy Britain for?</p> <ol style="list-style-type: none"> four hundred years ✓ six hundred years ten thousand years |
| <p>Exit Ticket</p> <p>1. What does Mesoamerica mean?</p> <p>Mesoamerica means middle America</p> <p>2. Archaeologists think that the Maya civilisation thrived from about ... to about ...</p> <ol style="list-style-type: none"> AD 250 - AD 500 ✓ AD 250 - AD 900 ✓ AD 250 - AD 750 | |


The social structure adapts to include Kings.




The first pyramids are built.




Tikal dominates the central lowlands of Mesoamerica.




Patrick the Great of Palenque dies.




The first hunter gatherer settlements on the Pacific coast.




Village farming and herding become established.




Sites in the highlands are abandoned.




Mayan writing is developed in Mesoamerica.



Earliest solar calendars are invented.



First contact with Europe.



Year 5 expectation: know that the Maya were considered an advanced society in relation to that period of time in Europe.

