



# Asfordby Hill Primary School

*Individual Value; Valuing Individuals*

## Curriculum Plan: History



		EYFS	KS1		LKS2		UKS2	
		YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Units</b>	<b>Unit 1:</b>	<p><b>History is not taught as a discrete subject in the EYFS, but vocabulary and experiences developed around "Understanding the World" which will build historical foundations.</b></p> <p>Bonfire Night/Guy Fawkes</p> <p>Dinosaurs</p> <p>Me and my family</p> <p>Toys</p> <p>WW1: Why do people wear poppies?</p>	<p><b>How have homes changed?</b></p> <p>changes within living memory-aspects of change in national life</p>	<p><b>Great Fire of London</b></p> <p>events beyond living memory that are significant nationally or globally</p>	<p><b>Pre-history: Stone Age to Iron Age</b></p> <p>changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Anglo-Saxons &amp; Scots</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p><b>Ancient Civilisations/Ancient Egypt</b></p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>	<p><b>Civil Rights</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
	<b>Unit 2:</b>		<p><b>How have schools changed?</b></p> <p>changes within living memory-aspects of change in national life</p>	<p><b>Significant People-explorers</b></p> <p>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</p> <p>Ernest Shackleton Dr Mae Jemison</p>	<p>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>World War 2</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
	<b>Unit 3:</b>		<p><b>Significant People-Nurses</b></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Mary Seole Florence Nightingale Edith Cavell</p>	<p><b>Castles and Robin Hood</b></p> <p>significant historical events, people and places in their own locality</p>	<p><b>Roman Britain</b></p> <p>the Roman Empire and its impact on Britain</p>	<p><b>Richard III</b></p> <p>a local history study</p>	<p><b>Ancient Greeks</b></p> <p>a study of Greek life and achievements and their influence on the western world</p>	<p><b>The Maya</b></p> <p>a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>



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