



History Curriculum

Curriculum Intent	<p><u>Intent</u> At Field Junior School, our children receive a broad and ambitious History curriculum. We believe it is culturally important that children develop an understanding of the past using a range of artefacts and sources to learn how things have changed over time. Our aim is to spark children’s curiosity, their love and enjoyment of History and enable them to ask and answer valid questions-using their previous knowledge or their own interpretation of the past. We are proud that each class will join in with an immersion day for most history topics and/or will go on a school trip that links with their subject. Our curriculum is entwined with other foundation subjects so that the children get a broad and exciting learning experience, which they should remember through their accumulated knowledge. Vocabulary displays in every classroom support this as well as half termly Cultural Development assemblies, which include an assembly on the history of the country we are focusing on that term. Throughout the year, key historical events are celebrated including Black History Month and Remembrance Day.</p> <p>We want the children at Field to learn about our local history in context of our national past, through studying lives of important people, learning of the impact of significant events on the development of Watford and learning about the history of Field Junior School itself. We want our children to make comparisons with life today and previous time periods studied throughout their time at our school. A clear timeline is displayed in every classroom which enables children to build a solid understanding of when a time period occurs.</p> <p><u>Equal Opportunities</u> All children regardless of age, gender, disability, race or religion should have access to high quality history provision.</p>			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Elements	<p style="text-align: center;"><u><i>British History:</i></u> <i>To learn about the changes in Britain from the Stone Age to the Iron Age</i></p> <p style="text-align: center;"><u><i>World History:</i></u> <i>To study Greek life and learn about their achievements and influence on the Western World</i> <i>Legacy of Greeks</i></p>	<p style="text-align: center;"><u><i>British History:</i></u> <i>To learn about the Roman Empire and its impact on Britain</i></p> <p style="text-align: center;"><u><i>World History:</i></u> <i>To study the achievements of the earliest civilizations – The Ancient Egyptians. To know an overview of where and when they appeared and carry out an in depth study of them</i> <i>Legacy of Romans</i></p>	<p style="text-align: center;"><u><i>British History:</i></u> <i>To learn about Britain’s settlement by Anglo-Saxons and Scots</i></p> <p style="text-align: center;"><u><i>British History:</i></u> <i>To learn about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p style="text-align: center;"><u><i>World History:</i></u> <i>To learn about a non-European society that provides contrasts with British history – Early Islamic Civilisation c. AD 900</i></p>	<p style="text-align: center;"><u><i>British History:</i></u> <i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Victorians)</i></p> <p style="text-align: center;"><u><i>British History:</i></u> <i>A local history study</i> <i>To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Victorians)</i></p>



History Curriculum

	<p>Stone Age</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Stone Age appears in history Understand how our knowledge of the past is constructed from a range of sources Note connections and contrasts over time and develop the appropriate use of historical terms (homes and food) To use historical sources to note changes over time To develop a chronologically secure knowledge of events in the Stone Age, leading to the Bronze age and Iron Age To identify the similarities, differences and change between the Stone Age, the Bronze Age and the Iron Age (tools) To address a historically valid question about change: What is the most significant change throughout these ages on Britain? 	<p>Romans</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Romans appear in history using dates and historic terms (BC, AD, BCE, CE) To understand how our knowledge of the past is constructed from a range of sources (Leaders-Julius Caesar and Claudius) To understand that sources can contradict each other To investigate cause and connections focusing on why the Romans invaded and settled in Britain (including economic reasons) To understand the significance of the impact and change the Roman Empire had on Britain To address a historically valid question about significance: What do you think was the most important impact the Romans had on Britain? To understand and know the causes of the dissolution of the Roman Empire 	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Anglo-Saxons appear in history using historical terms (Revise AD/BC/BCE & CE) To understand the causes of settlement by the Anglo-Saxons in Britain To understand how our knowledge of the past is constructed from a range of sources (focusing on Anglo-Saxon settlements) <p>Vikings</p> <ul style="list-style-type: none"> To address historically valid questions about causes and change: Why did Vikings want to come to Britain? To understand the significance of the Viking invasion of Lindisfarne in British history To devise historical questions To make connections by understanding the causes and consequences of the Viking and Anglo-Saxon struggle for the Kingdom of England To understand the significance of Alfred the Great 	<p>Empire</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where the Victorian era appears in British and world history To select relevant historical information from a range of sources in order to raise and answer questions about the British Empire and Victorian times To compare and make connections between significant aspects of world history including the expansion and dissolution of the British Empire To understand how Britain influenced and was influenced by the wider world during Victorian times through the British Empire <p>Crime and Punishment</p> <ul style="list-style-type: none"> To select relevant historical information from a range of sources in order to raise and answer questions about Victorian justice, crime and punishment To note connections, contrasts and trends over time in justice, crime and punishment between the Victorian era and now To note connections, contrasts and trends over time in women’s rights To study a significant site in the locality dating 1891 (Field Junior School)
--	---	---	---	---



History Curriculum

	<p>Greeks</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where Ancient Greece appears in history (compare to Stone/Iron Age) To understand how our knowledge of ancient Greece is constructed from a range of sources (artefacts) To understand how our knowledge of ancient Greek language is constructed from sources To understand and compare how Britain and the wider world have been influenced by ancient Greek building To note comparisons, contrasts and change over time focusing on politics: How were the ancient Greeks governed compared to today? To note comparisons, contrasts and change over time focusing on the Olympic games To address historically valid questions: What is the most important legacy of the Ancient Greeks? 	<p>Egyptians</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of where Ancient Egypt appears in history using dates and historic term (century, decade, BC, AD) To use sources to compare and contrast the differences between the lives of rich and poor Egyptians and compare to people today To use sources to compare and contrast people's beliefs and attitudes (including religion) in Ancient Egypt to today To study the significance of the achievements of the ancient Egyptians To address a historically valid question: What was the greatest achievement of the Ancient Egyptians? 	<ul style="list-style-type: none"> To understand the cause of the dissolution of the Anglo-Saxon Rule <p>Early Islamic Civilisation:</p> <ul style="list-style-type: none"> To develop a chronologically secure awareness of where the Early Islamic Civilisation appears in history To understand how our knowledge of the past is constructed from a range of sources, focusing on life in the Early Islamic Civilisation/Baghdad and devise historical questions about this To understand what caused the Early Islamic Civilisation to become a major power, focusing on trade links To understand the significance and achievements of the Early Islamic Civilisation in maths and medicine and the impact they have had on modern day Britain To compare and contrast the influence leadership has had on two civilisations (Early Islamic Civilisation and Britain) To compare and contrast Baghdad and Britain in AD 900 	<ul style="list-style-type: none"> To make contrasts over time and select relevant historical information from a range of sources about treatment of pupils in Victorian schools To find out what the local area would have been like in Victorian times To understand the significant impact Prince Albert had in shaping this nation To make connections from the similarities and difference in modern and Victorian Christmas celebrations <p>Electricity:</p> <ul style="list-style-type: none"> To note connections, contrasts and trends over time considering the invention of electricity To understand the significance of the invention of electricity
--	---	---	--	--



History Curriculum

			<ul style="list-style-type: none">To understand how our knowledge of the past is constructed from a range of sources and to devise historically valid questions to interpret sources from the past addressing the fall of the Early Islamic Civilisation	
--	--	--	--	--