

Perton Primary Academy  
History

Term	Year 1	Year 2	Year 3	Year 4
Autumn A	Childhood	Movers and shakers	Through the Ages	Invasion!
Spring	Bright Lights, Big City	Coastline	Rocks, Relics and Rumbles	Windy River, Misty Mountain
Summer	School Days	Magnificent Monarchs	Empires and Emperors	Ancient Civilisations

## Year 1 Curriculum

In Key stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### **Change within living memory**

Pupils should be taught to:

- notice changes within their living memory and where appropriate use these to spot similarities with the changes in life

Autumn B – childhood

### **Events beyond living memory**

Pupils should be taught to:

- know events beyond living memory nationally or globally – for example, the great fire of London
- know when these events have taken place
- what makes this event significant

Autumn B - childhood  
Spring – Bright lights, big city  
Summer – school days

### **Significant people**

Pupils should be taught to:

- what makes this event significant
- about lives of significant individuals in the past who have contributed to national and international achievement
- some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder

Autumn B - Childhood  
Summer – school days

<p>and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	
<p><b>Significant events</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• significant historical events, where they took place</li> <li>• look at historical events in their own locality</li> <li>• who was involved in these vents</li> </ul>	<p>Spring –Bright lights, big city Summer – school days</p>
<p><b>Year 2</b></p>	
<p>In Key stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
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<p><b>Year 3</b></p>	
<p>In Key stage 2, 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. They should 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	

<p><b>Changes in Britain from the Stone Age to Iron Age</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae,</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>Autumn – Through the Ages</p>
<p><b>The Roman Empire and its impact on Britain Examples (non-statutory)</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC – brief</li> <li>• the Roman Empire by AD 42 and the power of its army – Britain focus</li> <li>• successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• British resistance, for example, Boudica</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>Summer – Emperors and Empires</p>
<p><b>Britain’s settlement by Anglo-Saxons and Scots</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<p>Summer – Emperors and Empires</p>

<p><b>The Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p>Covered in Year 4</p>
<p><b>A local History study</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p>Summer – local study</p>
<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>• a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>	<p>Spring – Emperors and Empires</p>

<p><b>The achievements of the earliest civilizations</b></p> <p>Students should be taught about:</p> <ul style="list-style-type: none"> <li>an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<p>Covered in Year 4</p>
<p><b>Ancient Greece –</b></p> <p>Students should be taught about:</p> <ul style="list-style-type: none"> <li>a study of Greek life and achievements and their influence on the western world</li> </ul>	<p>Not covered – check with middle school</p>
<p><b>A non-European society that provides contrasts with British history</b></p> <p>Students should be taught about:</p> <ul style="list-style-type: none"> <li>One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p>Not covered – check with middle school</p>
<p><b>Year 4</b></p>	
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<p><b>The Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor</b></p>	Autumn – Invasion!



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<p><b>Ancient Greece –</b></p> <p>Students should be taught about:  a study of Greek life and achievements and their influence on the western world</p>	<p>Check with middle school</p>
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