



King Athelstan History Curriculum

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Year 1	<u>'Marvellous Me'</u> Linking recent birthdays to those of parents and grandparents. Comparing pictures, presents, clothes and cakes.	<u>'Time Travellers'</u> Introducing the link between the past and local area. Comparing buildings, shops and transport.	<u>'All Creatures Great and Small'</u> Introducing the link between the past and family holidays. Comparing pictures, objects and experience.
Year 2	<u>'Where do we belong?'</u> Chronology by way of ordering items. Comparing different iterations of the phone and linking with current. Build on Year 1 understanding of Kingston in the past.	<u>'Diary of a London Kid'</u> Introducing date significantly in the past by way of link to locality. Comparing Tudor Houses in Kingston with Tudor/Stuart period of 1666. Comparing items, accounts and dates. Introducing dates.	<u>'Brave Explorers'</u> Developing idea of chronology with dates. Linking with previous topic through accurate scaling. Comparing palace with houses of the time and current existing palace.
Year 3	<u>'Dawn of Mankind'</u> Developing idea of chronology by introducing dates farther back than recorded history. Developing accurate sense of scale. Introducing understanding of origin of humankind.	<u>'Wild at Heart'</u> Developing idea of civilisation by linking cradle of civilisation to Western African cultures, such as Benin.	<u>'Do Machines dream of Electric Sheep?'</u> Developing idea of civilisation by analysing history of technology and the innovations made in human history. Link to further historical ideas of using history to determine future.
Year 4	<u>'Revolting People of Planet Earth'</u> Developing idea of civilisation through link of Africa to first 'great' civilisation. Introducing concept of 'power' through building of great monuments, such as Pyramids.	<u>'Age of Empire'</u> Developing concepts of civilisation and power to another key historical civilisation. Introduce concept of 'Empire'. Link to Britain and locality; London's role within the Roman Empire. The effects of Roman rule on Britain we still see today.	<u>'Tales of the Bearly Believable'</u> Developing concept of civilisation with South American cultures. Develop concept of 'Empire' through invasion of Spanish. Link chronology with other empires or civilisations studied this year.

<p>Year 5</p>	<p><u>'The Great Invaders'</u> Introducing concept of invasion, power and the amalgamation of civilisations such as Anglo-Saxon and Viking. Developing chronology with Kings.</p>	<p><u>'Clash of the Titans'</u> Revisiting civilisation with Ancient Greeks and introduce concept of 'Democracy'. Introducing 'Conflict' concept.</p>	<p><u>'The Adventures of my Other Self'</u> Developing twin concepts of Empire and Civilisation through Victorian Study and by comparing to other studied civilisations. Link to locality (London) and revisit concept of Revolution (industrial).</p>
<p>Year 6</p>	<p><u>'The Unexplained'</u> Developing idea of civilisation and empire through study of early Islamic period. Develop chronology by using dates of main innovations and constructions.</p>	<p><u>'Into the Forest'</u> Developing idea of community, civilisation and Empire through immigration. How has immigration shaped this country? Link to locality. Revisiting concept from Year 5 Autumn. Analysing immigration against all areas of history taught in school.</p>	<p><u>'Battles that have shaped our World'</u> Developing concept of 'Conflict'. Link to community and locality through study of Kingston accounts. Chronology to visit the key dates within war. WW2</p>