







Focus Skills: Chronology Continuity and Change Similarity and Difference Cause and Consequence Evidence - Historical Enquiry and Interpretation Historical Significance (individual/event)

Themes: Power | Exploration and Invasion | Community and Society | Conflict and Disaster

Concepts: Civilisation; Trade; Monarchy; Settlement; Empire; Industry

Hawley History Curriculum 2022-2023

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	<p>Nursery Rhymes</p>  <p>EYFS Understanding the world Talk about the lives of people around them and their role 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 storytelling.</p> <p>Key Learning Building a wall for Humpty Dumpty, looking at brick patterns Finding out about spiders Planting bulbs for the spring Role play home corner.</p> <p>Focus skills Similarity and</p>	<p>All About Me</p>  <p>EYFS Understanding the world Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse</p>	<p>A study of Camden Friends & Neighbours</p>  <p>National Curriculum <i>Changes within living memory.</i> <i>Significant historical events, people and places in their own locality.</i></p> <p>Key Learning Comparing new and old buildings and changes in recent history</p> <p>Focus skills Historical Significance</p> <p>Themes Community and Society</p> <p>Enrichment Local area walk</p>	<p><i>Science/Geography</i></p>	<p><i>Science/Geography</i></p>	<p>Stone Age to Bronze Age</p>  <p>National Curriculum <i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p>Key Learning When was prehistory? Stone Age tools and tech Fire and Farming</p> <p>Focus skills Chronology Continuity and Change Cause and Consequence Evidence - Historical Enquiry Historical Significance</p> <p>Themes Community and Society</p> <p>Concepts Settlement; Civilisation</p> <p>Enrichment Hampstead Heath - Stone Age survival Museum of London -</p>	<p>Romans</p>  <p>National Curriculum <i>The Roman Empire and its impact on Britain</i></p> <p>Key Learning When were the Romans? Boudicca Reliability of sources Boudicca rebellion Changes in Britain</p> <p>Focus skills Chronology Significant individual Evidence - Historical Enquiry Cause and Consequence</p> <p>Themes Exploration and Invasion</p> <p>Concepts Civilisation; Trade; Monarchy; Settlement; Empire</p> <p>Enrichment</p>	<p>Anglo Saxons & Scots</p>  <p>National Curriculum <i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p>Key Learning Chronology Why did the Anglo-Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? Just how great was King Alfred, really? Just how effective was Saxon justice?</p> <p>Focus skills Chronology Cause and Consequence Evidence - Historical Enquiry</p> <p>Themes Exploration and</p>

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	<p>Difference</p> <p>Enrichment <i>Settling in to Nursery</i></p>	<p>world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Key Learning Past and present Sequence events in own life and use time related vocabulary: Now I’m in reception; when I was a baby.</p> <p>Focus skills: Continuity and Change</p> <p>Enrichment Local walk to explore different types of housing Walk to the local Library Weekly visits to Rochester Gardens Parents invited in to talk about celebrations and / or reading stories from home/culture</p>				<p>artefact handling</p>		<p>Invasion Community and Society</p> <p>Concepts Migration; Trade: Settlement; Monarchy</p> <p>Enrichment Drama and role play in class</p>
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<p>Aut 2</p>	<p>Wow It's Night time</p>  <p>Key Learning Understanding the world Dark den, exploring darkness Investigating Nocturnal animals Finding out about different species of owls. Celebrations, what festivals are celebrated in the nursery community. looking at pumpkins – life cycle role play corner, celebrating Diwali</p> <p>Focus skills</p> <p>Enrichment Owl Workshop</p>	<p>The World Around Us</p>  <p>Key Learning Past and present using time related vocabulary, link to seasons and the end of the year</p> <p>Focus skills Continuity and change</p> <p>Enrichment Parents invited in to talk about celebrations and / or reading stories from home/culture Magic carpet session at the National Gallery Living Nativity at the Zoo</p>	<p>Science/Geography</p>	<p>Science/Geography</p>	<p>Science/Geography</p>		<p>World War 2</p>  <p>National Curriculum <i>A local history study</i></p> <p>Key Learning Propaganda posters Rationing and its impact on London The Blitz Evacuation Kindertransport Christmas during WW2</p> <p>Focus skills: Chronology Historical Significance Evidence - Historical Enquiry and interpretation</p> <p>Themes Conflict and Disaster</p> <p>Concepts Monarchy; Empire; Civilisation</p> <p>Enrichment RAF Museum</p>	<p>Kingdom of Benin</p>  <p>National Curriculum <i>A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.</i></p> <p>Key Learning Why do YOU think we should study Benin in KS2 history? What sort of place of Benin 500 to 1000 years ago? What sorts of things can we tell about Benin society from images and artefacts that have survived? What changes took place when the European settlers started trading? Case study of one of the Benin bronzes Should the bronzes be returned to Benin? Soap, margarine and tyres: Why did the British get involved in Benin and what were the effects for the Benin people?</p> <p>Focus skills Cause & Consequence Evidence - Historical Enquiry & Interpretation</p> <p>Themes</p>
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								<p>Exploration and Invasion Community and Society</p> <p><u>Concepts</u> Civilisation; Settlement; Trade</p> <p><u>Enrichment</u> British Museum</p>
Spr 1	<p>Transport Off We Go!</p>  <p><u>Key Learning</u> Look at family journeys including looking at London landmarks Looking at how transport has changed, comparing an old and new bus. Finding out about the emergency services.</p> <p><u>Focus skills</u> Continuity and Change Similarity and Difference</p> <p><u>Enrichment</u> London Transport Museum Jenny Wren Visit</p>	<p>To the Rescue!</p>  <p><u>Key Learning</u> Past and present New year – personal timeline and goals for the future, using chronological vocabulary.</p> <p><u>Focus skills</u> Chronology</p> <p><u>Enrichment</u> CLC workshop visit Cartoon Gallery Workshop with cartoonist</p>	<p>Toys</p>  <p><u>National Curriculum</u> <i>Changes within living memory</i></p> <p><u>Key Learning</u> Comparing old and new toys and looking at changes over time, including materials and use.</p> <p><u>Focus skills</u> Similarity and difference</p> <p><u>Themes</u> Community and society</p> <p><u>Concepts</u> Civilisation; Trade; Industry</p>	<p>Victorians</p>  <p><u>National Curriculum</u> <i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p><u>Key Learning</u> <i>Chronology - timeline of myself and then Victorian timeline</i> <i>Compare life then to now</i> <i>Compare use of materials - what things are made of now and then</i> <i>Great Exhibition</i></p> <p><u>Focus skills</u> Chronology</p>	<p>Ancient Egypt</p>  <p><u>National Curriculum</u> <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i></p> <p><u>Key Learning</u> <i>Who were the Egyptians?</i> <i>Where is Egypt?</i> <i>Who discovered the ancient Egyptian tombs?</i> <i>What did the ancient Egyptians look like?</i> <i>What cultures did they have compared to modern day?</i> <i>How did the ancient Egyptians write and</i></p>	Science/Geography	Science/Geography	<p>Vikings</p>  <p><u>National Curriculum</u> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><u>Key Learning</u> What image do we really have of the Vikings? Why have the Vikings gained such a bad reputation? How have recent excavations changed our view of the Vikings? What can we learn about Viking settlement from a study of place name endings? Raiders or settlers: how should we remember the Vikings?</p> <p><u>Focus skills</u></p>

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			<p>Enrichment Trip to the Toy Museum</p>	<p>Historical Significance (individual) Similarity and Difference</p> <p>Themes Power Community and Society</p> <p>Concepts Trade; Monarchy; Settlement; Empire</p> <p>Enrichment Victorian School Workshop Charles Dickens museum Canal Victorian Experience</p>	<p><i>communicate?</i> <i>Why did the ancient Egyptians worship Gods?</i></p> <p>Focus skills Chronology</p> <p>Themes Community and Society</p> <p>Concepts Civilisation; Trade; Monarchy; Settlement; Empire</p> <p>Enrichment Petrie Museum British Museum Egyptian Feast Egyptian poetry</p>			<p>Chronology Cause and Consequence</p> <p>Themes Exploration and Invasion</p> <p>Concepts Migration; Trade; Settlement; Monarchy</p> <p>Enrichment Viking workshop</p>
Spr 2	<p>All About Bears</p>  <p>Key Learning Naming different types of bears: polar bears, pandas and brown bears. Comparing old and new teddy bears.</p> <p>Focus skills Similarity and Difference Continuity and Change</p>	<p>Once Upon a Time</p>  <p>Key Learning Past and present comparing past and present using traditional stories, comparing clothes for example</p> <p>Focus skills Similarity and Difference</p> <p>Enrichment Discovery Centre</p>	Science/Geography	Science/Geography	Science/Geography	<p>Wild About Camden <i>A Local History Study</i></p>  <p>National Curriculum <i>A local Study</i> <i>'A significant turning point in British history, for example, the first railways or the Battle of Britain' (CANALS)</i></p>	Science/Geography	<p>Crime & Punishment <i>'Through the Ages'</i></p>  <p>National Curriculum <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>

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	<p>Enrichment Trip to the Little Angel Puppet Theatre</p>	Theatre performance				<p>Key Learning Why and how Regent's canal was built. Changes over time. Achievements of mankind Local, regional, national, international connections</p> <p>Focus skills Historical Significance Chronology Continuity and Change Cause and Consequence Evidence - Historical Enquiry</p> <p>Themes Community and Society (Economic) Power</p> <p>Enrichment Floating Classroom Pocket adoption site Work with Canal and Rivers Trust - 2 year. Highline Canal Museum</p>		<p>Key Learning How were criminals punished 800 years ago, and how do we know? What does the legend of Robin Hood tell us about medieval justice? More of the same? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years?</p> <p>Focus skills Similarity and Difference</p> <p>Themes Community and Society Conflict and Disaster</p> <p>Concepts Monarchy; Empire; Civilisation; Industry</p> <p>Enrichment Parliament workshop</p>
Sum 1	<p>On the Farm</p>  <p>Key Learning</p>	<p>Nature Detectives 'Down on the Heath'</p> 	Science/Geography	Science/Geography	Science/Geography	<p>Ancient Greece</p>  <p>National Curriculum</p>	Science/Geography	Science/Geography

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	<p>Exploring habitats, focus on the farm- Naming farm animals, mothers and offspring cooking – linked to the farm topic looking at the sources of food how can we look after the environment, caring Planting beans</p> <p>Focus skills Cause and Consequence</p> <p>Enrichment Farm Visit City Farm Visit</p>	<p>Key Learning Past and present Reflect on changing seasons</p> <p>Focus skills Continuity and Change</p> <p>Enrichment Visit to Hampstead Heath, Minibeast Hunt visit to Kew Camley Street Nature reserve</p>				<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Key Learning What was life like in Ancient Greece? <i>Greek mythology</i> <i>Legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day (A midsummer night's dream - literacy link)</i></p> <p>Focus skills Similarity and Difference Historical Significance Evidence - historical enquiry and interpretation</p> <p>Themes Community and Society Exploration and invasion</p> <p>Concepts Civilisation; Trade; Settlement; Empire</p> <p>Enrichment London archaeology - columns Sir John Soames British Museum -</p>		
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