

# Roxbourne Primary School History Curriculum



Year Group					
Year 1	Term	HT2		HT3	
	Unit	Toys in Time		Transport and Travel	
	Objectives	<ul style="list-style-type: none"> <li>• How to distinguish between old and new</li> <li>• An understanding of chronological order</li> <li>• How to order artefacts on timelines</li> <li>• How toys have changed over time – going back two generations</li> <li>• How the materials toys are made of can tell us how old they are</li> <li>• How toys have changed due to technology – mechanical vs battery powered</li> </ul>		<ul style="list-style-type: none"> <li>• How people used to travel in the past</li> <li>• How to compare and contrast old modes of transportation with how we travel today</li> <li>• An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air</li> <li>• Significant events and people, such as the Wright brothers and the first space flight in 1961</li> <li>• How transport might change and what it could look like in the future</li> </ul>	
				Our Seaside: Then and Now	
Year 2	Term	HT1		HT2	
	Unit	Kings and Queens		The Great Fire of London	
	Objectives	<ul style="list-style-type: none"> <li>• What a monarch is</li> <li>• Why King William is known as 'William the Conqueror'</li> <li>• Why King John is known as 'Bad King John'</li> <li>• Comparison of who was more powerful King Henry VIII or Queen Elizabeth I</li> <li>• How the Stuarts battled for power</li> <li>• How the Hanoverians and Windsor's shared power with the government.</li> </ul>		<ul style="list-style-type: none"> <li>• What London was like in 1666</li> <li>• The key events of the Great Fire of London</li> <li>• How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn</li> <li>• Why the fire spread so quickly</li> <li>• The damage the fire caused</li> <li>• How London changed after the fire.</li> </ul>	
				They Made a Difference	
Year 3	Term	HT1		HT3	
	Unit	Stone, Bronze and Iron Age Britain		Ancient Egypt	
	Objectives	<ul style="list-style-type: none"> <li>• What life was like in early Stone Age Britain – how they lived and who the people were</li> <li>• How life changed within Stone Age Britain – farming and a study of Skara Brae</li> <li>• How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age</li> <li>• How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age</li> <li>• What the Stonehenge tells us about prehistoric Britain – why it was built and how it was used</li> <li>• How prehistoric Britain compares to the earliest world civilisations.</li> </ul>		<ul style="list-style-type: none"> <li>• To know when and where Ancient Egypt was</li> <li>• To understand the importance of the river Nile</li> <li>• To know who ruled Ancient Egypt</li> <li>• To know why the Ancient Egyptians built pyramids</li> <li>• To understand how Ancient Egyptian society was structured</li> <li>• To know what hieroglyphics were and how they were written</li> <li>• To discover what gods the Ancient Egyptians believed in and how they worshipped them</li> <li>• To discover what the Ancient Egyptians believed about the afterlife</li> <li>• To know what mummification is</li> <li>• To explain how we know about the Ancient Egyptians</li> <li>• To know what Ancient Egyptians discovered.</li> </ul>	
	Term	HT1		HT2	
	Unit	The Romans		Roman Britain	
				HT4	
				Maya Civilisation	

Year 4	Objectives	<ul style="list-style-type: none"> <li>• What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia</li> <li>• Who the Celts were and what happened to Claudius when he invaded in 41AD</li> <li>• The strength of the Roman military</li> <li>• The resistance from Boudicca and her tribe</li> <li>• The building of Roman forts and Hadrian's Wall</li> <li>• The causes of decline of Roman rule in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain</li> <li>• What life was like in a Roman town and how those towns were connected – Roman town buildings, Roman bathhouse, Roman roads</li> <li>• Roman beliefs – Gods and Goddesses and Christianity</li> <li>• How the Roman's linked Britain to the rest of the Empire – trade and slave trade</li> <li>• Influence of the Romans on our words and numbers – Latin and Roman Numerals</li> <li>• What we can learn about Roman Britain from an archaeological site - Caerwent.</li> </ul>	<ul style="list-style-type: none"> <li>• The Mesoamerica region - climate and conditions at the time</li> <li>• How people lived - structure of Maya society</li> <li>• Ancient Maya beliefs</li> <li>• How they wrote, counted and told the time</li> <li>• Daily life – food and drink</li> <li>• The decline of the Maya – many factors including the arrival of European invaders</li> <li>• Descendants of Maya people.</li> </ul>
Year 5	Term	HT1	HT2	HT5
	Unit	Anglo-Saxons and Scots	Vikings	Baghdad and the Middle East
	Objectives	<ul style="list-style-type: none"> <li>• The Seven Kingdoms</li> <li>• Anglo-Saxon tribes</li> <li>• The invasion of Britain</li> <li>• The structure of Anglo-Saxon society</li> <li>• Laws and Justice</li> <li>• Anglo-Saxon village life</li> <li>• Art and culture – jobs</li> <li>• Anglo-Saxon beliefs including the gods they believed in and the how/when they converted to Christianity</li> <li>• In depth study of 'Alfred the Great'</li> <li>• The myth of the 'Dark Ages' – lack of historical evidence of Anglo-Saxons</li> <li>• Sutton Hoo discovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Who the Vikings were and where they came from – the role of longships in battle, travel and trade</li> <li>• Viking raids and invasion – where they raided, what they took, how they fought</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England - The Danelaw</li> <li>• Life in Viking Britain – homes, jobs, laws, societal structure</li> <li>• Unification of England – the role of Edward the Elder, Aethelflaed and Athelstan in defeating the Vikings</li> <li>• Further Viking invasions – King Cnut</li> <li>• Edward the Confessor and his death in 1066 – the outcomes of The Battle of</li> <li>• Hastings and the view the Bayeux Tapestry provides.</li> </ul>	<ul style="list-style-type: none"> <li>• How the round city of Baghdad was built</li> <li>• The technological advances made during the Golden Age of Islam</li> <li>• How Baghdad become a centre of learning: focusing on the House of Wisdom, astronomy and the Arabic number system</li> <li>• Analyse a range of primary sources to learn about Baghdad's art and culture</li> <li>• Comparison of the capital city of Baghdad to London at AD. 1000</li> <li>• Understanding Baghdad's decline.</li> </ul>
Year 6	Term	HT1	HT3	HT4
	Unit	Ancient Greece	Conflict and Resolution	
	Objectives	<ul style="list-style-type: none"> <li>• Who were the first Greek civilisations and how do we know about them?</li> <li>• How was Ancient Greece ruled?</li> <li>• Why were the Persian Wars and democracy part of the Golden Age of Greece?</li> <li>• Who were the Athenians and Spartans, and how did they compare?</li> <li>• What did Alexander the Great achieve and why was he influential?</li> <li>• Why are some of the achievements of the Ancient Greeks still important today?</li> </ul>	<ul style="list-style-type: none"> <li>• How WW1 began</li> <li>• The role of the British Empire in WW1</li> <li>• Who fought in WW1 – representing the soldiers that fought</li> <li>• The role of women in WW1</li> <li>• How WW1 ended and the lasting effects it had on soldiers and civilians</li> <li>• Who Hitler was and how WW2 began</li> <li>• Who was persecuted during WW2 – focusing on the Holocaust</li> <li>• The impact of the war on Britain – Churchill, evacuation, local history study</li> <li>• How Britain was rebuilt after WW2 – focusing on the reason for, the impact of and the later scandal of the Windrush generation.</li> <li>• How countries maintain peace – League of Nations vs United Nations, reference to modern conflicts, how war is not inevitable.</li> </ul>	