



# HISTORY

## SUBJECT NARRATIVE (Dec'19)

<b>Key Stage 1</b>	
Changes within living memory	
Events beyond living memory	
Significant individuals	
Significant events	

<b>Key Stage 2</b>	Br theme beyond 1066
Changes in Br. SA-IA	Achv of Early Civ
Roman Empire	Ancient Greece
Anglo-Saxons and Scots	Con- trasting non- European
Viking and Anglo-Saxon struggle	Local History

### Key Stage 1: Year 1/2 (Cycle A)

<p><b>Topic:</b> How have homes changed over time?</p> <p><b>Key Themes:</b> Invention Timelines Changes Toys Rich and Poor Life in UK</p>	<p><b>Topic:</b> Once Upon a Time</p> <p><b>Key Themes:</b> Queen Victoria and Queen Elizabeth Monarchy Coronation Who is in charge and how? Family trees Guy Fawkes</p>	<p><b>Topic:</b> Frozen</p> <p><b>Key Themes:</b> Explorers Ernest Shackleton Settlement and Migration Nationality Inventions Ordering time</p>	<p><b>Topic:</b> How does your garden grow?</p> <p><b>Key Themes:</b> UK countries Ports and cities- why do they grow London- what is a capital city- why does it grow?</p>	<p><b>Topic:</b> Nature Detectives</p> <p><b>Key Themes:</b> A significant historical figure – Sir David Attenborough Timeline of a life What are key events in a life? What makes someone important in history?</p>	<p><b>Topic:</b> I do like to be beside the seaside!</p> <p><b>Key Themes:</b> Seaside holidays then and now (Victorian focus) Henry Blogg (RNLI local hero)</p>
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### Key Stage 1: Year 1/2 (Cycle B)

<p><b>Topic:</b> Superheroes!</p> <p><b>Key Themes:</b> Changing childhood Interview a grandparent How is life different in UK? Leisure and games. School life changes. How do we know past?</p>	<p><b>Topic:</b> Space</p> <p><b>Key Themes:</b> Neil Armstrong and the Space Race, Tim Peake—a significant individual</p>	<p><b>Topic:</b> Weather</p> <p><b>Key Themes:</b> Geography topic</p>	<p><b>Topic:</b> Fighting Fit</p> <p><b>Key Themes:</b> Florence Nightingale &amp; Edith Cavell (significant figures)</p>	<p><b>Topic:</b> Blue Planet</p> <p><b>Key Themes:</b> The Titanic</p>	<p><b>Topic:</b> Go Wild! (Africa)</p> <p><b>Key Themes:</b> Geography topic</p>
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### Lower Key Stage 2: Year 3/4 (Cycle A)

<p><b>Topic:</b> Stone Age Bone Age</p> <p><b>Key Themes:</b> Chronology of Stone Age through to Iron Age Life in the Stone Age – farming, hunter/gatherer, homes and settlements, travel/migration... Significant places – Skara Brae and Stonehenge Evidence of Stone Age – cave paintings</p>	<p><b>Topic:</b> Norwich Through The Ages</p> <p><b>Key Themes:</b> Studying how a city has changed through significant periods of history – chronological order using timeline Changes within significant buildings – eg Norwich castle and cathedral</p>	<p><b>Topic:</b> Rainforests</p> <p><b>Key Themes:</b> Geography topic</p>	<p><b>Topic:</b> Volcanoes &amp; Earthquakes</p> <p><b>Key Themes:</b> Geography topic</p>
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### Lower Key Stage 2: Year 3/4 (Cycle B)

<p><b>Topic:</b> Ancient Egypt</p> <p><b>Key Themes:</b> Placing Ancient Egypt within chronology and comparing to other periods of history. Key features of life in Ancient Egypt – mummification, hieroglyphs, pharaohs and dynasties, Gods, pyramids and important landmarks etc....</p>	<p><b>Topic:</b> Around the World in 80 Days</p> <p><b>Key Themes:</b> Geography topic</p>	<p><b>Topic:</b> The Power of Monarchs: Henry VIII</p> <p><b>Key Themes:</b> Chronology and time line to place Tudors and key events during Henry VIII reign Key events: War of the Roses, Break from</p>	<p><b>Topic:</b> The Power of Monarchs: Victoria</p> <p><b>Key Themes:</b> Chronology and time line to place Victorian and key events during Victoria's reign Life in Victorian Britain – schools, factories/</p>
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### Upper Key Stage 2: Year 5/6 (Cycle A)

<p><b>Topic:</b> Let There Be Dragons! <b>Key Themes:</b> Anglo-Saxons, Vikings Invasion-why and how. Settlements and place names. First English King. Where is Scandinavia. What settlements looked like. Wattle and daub. Where early settlements were located and why.</p>	<p><b>Topic:</b> Mayan Civilization <b>Key Themes:</b> Ancient civilizations and their cultures. Locate different countries in the world.</p>	<p><b>Topic:</b> Romans <b>Key Themes:</b> Invasion and settlement. The Roman Army. Boudicca and the Britons. Legacy of Roman rule.</p>	<p><b>Topic:</b> The Water Cycle <b>Key Themes:</b> Describe and understand key aspects of the water cycle. Physical geography— water and its effects—such as erosion (Local—North Norfolk coast); human geography: Pollution and Climate Change</p>
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### Year 5/6 (Cycle B)

<p><b>Topic:</b> Technological World <b>Key Themes:</b> A study of British history that extends pupils knowledge beyond 1066 including to the present day. In depth research into changes in Leisure and Entertainment since 1901.</p>	<p><b>Topic:</b> Natural World <b>Key Themes:</b> Climate Zones, Biomes and Vegetation Belts; Time zones across the world and the meaning behind Greenwich Mean time/the Meridian Comparison of 3 different regions from around the world: One from—UK/Europe and South or North America</p>	<p><b>Topic:</b> All Things Greek <b>Key Themes:</b> Know and understand significant aspects of the history of the world: including the nature of ancient civilizations. A study of Greek life and achievement's and their influence on the modern world</p>
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**Key subject specific vocabulary (Tier 3 vocab) embedded and revisited during study of history in Little Melton:** agriculture, ancient, archaeology, aristocracy, artefact, AD, BC, century, change, chronology, colony, conquest, decade, democracy, discovery, emigrant, emperor, empire, execution, explorer, global, hunter-gatherer, immigrant, international, invasion, invention, local, migration, missionary, monarchy, nation, oral history, parliament, prehistory, primary evidence, rebellion, republic, revolt, sacrifice, secondary evidence, settler, slave, traitor, treason.

### We believe these skills are important for life because:

- ◆ We want children to have developed an informed sense of the time and place of their lives, and an appreciation of the story and position of their country within a changing world. We want them to have empathy and respect for others from all backgrounds.
- ◆ We want children to have begun to grow to be curious citizens who can ask informed critical questions about the society in which they live and navigate a safe path through the 'jungle' of (mis)information available to them through the multiplicity of sources in the modern world.