

## History

<p>The curriculum is progressive and key concepts are the threads that support children to make connections between what they already know and are learning</p>	<p>First lesson of every unit – chronology focus – where does this fit in with periods of time we already know about. Are there any crossovers? What else in the world that we already know about was happening?</p>	<p>First lesson of every unit – chronology focus – where does this fit in with periods of time we already know about. Are there any crossovers? What else in the world that we already know about was happening?</p>	<p>First lesson of every unit – chronology focus – where does this fit in with periods of time we already know about. Are there any crossovers? What else in the world that we already know about was happening?</p>
<p>Year 1.2 B</p>	<p><b>Significant people</b>  <b>Compare and contrast</b>            Florence Nightingale/ Mary Seacole            Exploring events through different points of view            Gunnersbury Park visit and workshop</p> <p><b>Enquiry question</b> – who was more significant – Mary Seacole or Florence Nightingale?</p>	<p><b>Historical Enquiry</b> – how do we know?  <b>Cause and Consequence</b>            The Great Fire of London</p> <p>Gunnersbury Park visit and workshop</p> <p><b>Enquiry question</b> - How did life change after this event?</p>	<p><b>Significant people</b>  <b>Compare and contrast exploration</b>            from two different time periods            Christopher Columbus/ Neil Armstrong</p>
<p>Year 1.2 A</p>	<p><b>Historical Enquiry</b>            Changes within living memory            Toys and Games</p>	<p><b>Significance and impact</b>            Local print and paper industry            William Caxton</p>	<p><b>Historical Enquiry</b>  <b>Cause and Consequence</b>            Titanic</p>
<p>Year 3.4 B</p>	<p><b>Historical Enquiry - War and Invasion</b>            Viking and Anglo-Saxon struggle for the Kingdom of England - Viking raids, with a focus on Viking Raid of Lindisfarne</p> <p><b>Enquiry question – Vikings – Raiders or Settlers?</b></p>	<p><b>Historical Enquiry</b>  <b>War</b>  <b>Cause and Consequence</b>            Tudors (review knowledge from y1.2 - Tudor houses)            Impact of <b>Henry V111</b> on our society</p> <p><b>Enquiry question</b> - How did England change under the Tudors?</p>	<p><b>Historical Enquiry</b>  <b>Settlement/ Civilisation</b>            Ancient Egypt</p> <p>Focus on what we have learnt about the Ancient Egyptian settlements from what they have left behind</p> <p><b>Enquiry Question -</b></p>
<p>Year 3.4 A</p>	<p><b>Historical Enquiry - Settlement/civilisation</b>            Neolithic period            Skara Brae</p>	<p><b>War and Invasion</b>  <b>Cause and consequence</b>            Invasion by the Romans/ Resistance by <b>Boudicca</b></p>	<p><b>Local area study</b>  <b>Civilisation</b>            How the Romans had an impact on our civilisation – links to St Albans</p>
<p>Year 5.6 B</p>	<p><b>Victorians</b></p>	<p><b>Historical Enquiry</b></p>	<p><b>Local History study</b></p>

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	<p>Change and continuity  <b>Compare and contrast</b> rich and poor</p>	<p><b>Civilisation</b>          Ancient Greece          British Museum visit</p>	<p><b>Historical Enquiry</b>  <b>Significance</b>          Rickmansworth (canal, paper and print industry) link to previous learning on Victorian childhood</p>
<p>Year 5.6 A</p>	<p><b>Historical Enquiry</b>  <b>Civilisation</b>          Benin  <b>Compare and contrast</b> to previously studied civilisations</p>	<p><b>War and Invasion</b>  <b>Cause and Consequence</b>          Battle of Britain –impact of war from this historical perspective          Compare and contrast</p>	<p><b>Local History study</b>  <b>Historical Enquiry</b>          Cassiobury Park          Links to civil war/ Victorians</p>