

History Curriculum

Communication

Collaboration

Curiosity

Turnham
ACADEMY

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered	My family, growth and change, my community, comparing objects, patterns.	My family, growth and change, my community, friends, comparing objects, similarities and differences, patterns and change, the seasons and time.	The Tudors <i>Significant figures from history</i>	The Stewarts <i>BHM: People who made my world special from the past.</i>	Stone age to iron age <i>Awesome Ancient Egypt</i>	Life in Ancient Greece London Through Time: Londinium and beyond	<i>Ancient Benin: Who was making History in far away places?</i> A History of Protest: how have different groups of people become enfranchised?	South America WW2 The blitz
	<ol style="list-style-type: none"> 1. Notice differences between people. 2. Begin to make sense of their own life-story and family's history. 	<ol style="list-style-type: none"> 1. Comment on images of familiar situations in the past. 2. Talk about members of their immediate family and community. 3. Compare and contrast characters from stories, including figures from the past 4. Name and describe people who are familiar to them. 	<ol style="list-style-type: none"> 1. Pupils should be able to discuss prior historical learning and the areas covered. 2. Pupils should be able to make links between topics, discussing how these link and the purpose of this. 3. Pupils should be taught changes within living memory. 4. Taught events beyond living memory that are significant (the great fire of London etc.) 5. The lives of significant individuals who contributed to national and international achievements. 6. Significant historical events, people and places in their own locality. 7. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 8. They should begin to know where the people and events they study fit within a chronological framework. 9. Identify similarities and differences between ways of life in different periods. 10. They should begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 11. They should use a wide vocabulary of everyday historical terms. 	<ol style="list-style-type: none"> 1. Pupils should be able to discuss prior historical learning and the areas covered. 2. Pupils should be able to make links between topics, discussing how these link and the purpose of this. 3. Pupils should be taught changes within living memory. 4. Taught events beyond living memory that are significant (the great fire of London etc.) 5. 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Pupils should be able to make links between topics, discussing how these link and the purpose of this. 3. They should use a wide vocabulary of everyday historical terms. 4. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 5. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 6. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 7. They should understand how our knowledge of the past is constructed from a range of sources. 	<ol style="list-style-type: none"> 1. Pupils should be able to discuss prior historical learning and the areas covered. 2. Pupils should be able to make links between topics, discussing how these link and the purpose of this. 3. 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