







# Our Vineyard History Curriculum:

## Connecting to the ‘bigger picture’ through our themes.

	<h3>Chronology</h3>	<p>By the time children finish year 6, they must be able to organise dates, identify historical periods and visualise a British timeline <b>from the Stone Age up until 1066</b>. Language used to describe the passing of time is developed into language used to measure time.</p>
	<h3>Lifestyles and beliefs</h3>	<p>By the time children finish year 6, they must be able to <b>compare and contrast</b> lifestyles and beliefs between key periods studied. They must be able to discuss where our historical knowledge of <b>key features of lifestyles and beliefs</b> comes from. They must be able to think about <b>different perspectives</b>.</p>
	<h3>Power</h3>	<p>By the time children finish year 6, they must be able to define the terms: ‘monarch’ and ‘government’. They will be able to explain how <b>power and governance has changed</b> through British history.</p>
	<h3>Invasion</h3>	<p>By the time children finish year 6, they must be able to <b>retell stories of invasions</b> and give reasons as to why Britain is hard to invade. This has played a big part in <b>British history (from the Stone Age up until 1066)</b>.</p>
	<h3>Transport</h3>	<p>By the time children finish year 6, they must understand that <b>British society has evolved and will continue to evolve</b>. Children will look at this through the lens of transportation.</p>
	<h3>Legacy</h3>	<p>By the time children finish year 6, they must be able to discuss how different groups of people have <b>influenced</b> our world today. They will be able to discuss (and question) <b>‘significance’</b>.</p>

	The Vineyard History Curriculum Overview: Years Reception to 6		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>EYFS</b>	<u>All About Me</u> Children are introduced to history by developing a personal sense of <b>chronology</b> .	<u>Superheroes</u> <i>The children focus on 'important people' who helped others as a precursor to 'significant people' (KS1), as a precursor to <b>legacy</b>.</i>	<u>Growth and Change:</u> The concept of <b>chronology</b> is developed as children look at the family tree of the royal family.
<b>Year 1</b>	<u>Beyond living memory: Time to go back to school</u> <i>How different is my life from a Victorian child's?</i> Children are introduced to the concept of 'beyond living memory', further developing a sense of <b>chronology</b> . Children will compare school, <b>lifestyles and transport</b> then with today.	<u>Within living memory: Mighty Monarchs and 1950s</u> <i>Queen Elizabeth's coronation and King Charles' childhood</i> Children are introduced to the concept of 'within living memory' and consider how <b>lifestyles</b> in Britain has changed since 1950s. They also learn about the <b>power</b> through the British Royal Family.	<u>Significant events and people:</u> <i>Flight through the ages</i> Children are introduced to 'significance' and explore the <b>legacy</b> of key events and people that shaped the world of aviation, with a focus on <b>transport</b> .
<b>Year 2</b>	<u>Significant people: Mary Seacole and Marcus Rashford</u> <i>Heroes that have made history</i> Building on from EYFS, children develop their understanding of significance and consider how individuals leave a <b>legacy</b> .	<u>Significant event: the Great Fire of London</u> <i>How did one small mistake lead to the rebuild of London?</i> Children develop their understanding of significance and consider how events can change the course of history and leave a <b>legacy</b> .	<u>Local history: Royal Richmond</u> <i>Tudor Palaces and the River Thames</i> Children explore <b>local history</b> , questioning why Tudor palaces are often built along the River Thames.
<b>Year 3</b>	<u>Prehistory Britain: major changes!</u> <i>The Stone Age to the Iron Age</i> Children will develop their sense of <b>chronology</b> as they study the major changes that transformed early Britain. Children are introduced to 'archaeology' and other historical skills.	<u>Beyond 1066: The tudors</u> <i>Stories from the Seas</i> Revisiting Year 2 learning, children will extend their understanding of Tudor Britain whilst developing their understanding of British <b>chronology</b> beyond 1066.	<u>Early civilisation: Ancient Egypt</u> <i>What did Howard Carter's discovery teach us?</i> An in depth study into an ancient civilisation- where children will develop their understanding of archaeology and its importance within history.
<b>Year 4</b>	<u>British history: The Romans</u> <i>Romans in Britain</i> Building upon British <b>chronology</b> and the Iron Age, children will study the Roman <b>invasion</b> and how their settlements changed Britain.	<u>British history: Anglo Saxon</u> <i>The arrival of the Saxons</i> Developing their <b>chronology</b> of British history, children will focus on the 'next chapter' from Roman Britain and discover Anglo Saxon <b>lifestyles and beliefs</b> .	<u>Contrasting histories: The Iron Age</u> <i>Britain and Egypt</i> Linking to Year 3 learning, children will develop their understanding of how the British Iron Age compared and contrasted with Ancient Egypt, with a focus on <b>power</b> .
<b>Year 5</b>	<u>British history: turbulent times</u> <i>Viking invasions</i> Children will delve into the 'next chapter' of British history and consider the challenges Anglo Saxons faced as vikings attempted to <b>invade</b> .	<u>Contrasting histories: Ancient Greece</u> <i>Expanding Empires: the Greeks</i> Emphasising concepts of <b>legacy</b> , children will consider the significance of Ancient Greece whilst developing their understanding of civilisations and empires.	<u>Local history: Richmond and WW1</u> <i>Remembrance and Richmond</i> Children will develop their understanding of our <b>local</b> history, to explore the <b>legacy</b> of WW1 within Richmond.
<b>Year 6</b>	<u>Turning Point in British history: WW2</u> <i>The Battle of Britain</i> The children will study the Battle of Britain as a turning point in British history, reinforcing learning about significant events and extending <b>chronology</b> .	<u>A non-European society: The Kingdom of Benin</u> <i>Why was the Kingdom of Benin burnt to the ground?</i> An in-depth study of non-european history that enables children to build upon their understanding of key historical concepts such as ' <b>invasion</b> '	<u>British history: Anglo Saxon Struggle</u> <i>The Last of the Anglo Saxon Kings</i> Through this accumulative unit, the children will complete their chronological journey, looking at Anglo-Saxon <b>power</b> struggles up until 1066.