



History at Furzeffield Primary School

As historians, our children will learn how to investigate and understand the past and how this can shape the future. They will learn how to examine information from different sources, allowing them to structure arguments and debates clearly. We aim to equip our pupils with the ability to ask perceptive questions, think critically, collate evidence and develop their own perspective and judgement to better understand the world we live in today as well as develop their knowledge of the past.

We provide an engaging history curriculum which is rich in knowledge and vocabulary and enriched by educational visits and visitors and links to Forest School units.

The following pages outline the history topics taught in each year group.





Year Group	Topic	Links to other curriculum areas	Links to books	Curriculum enrichment	Key ideas and vocabulary	How does this topic prepare children for future learning?
EYFS	All about me. Around the world – where they have been? Festivals – what have they celebrated?	Writing Reading Communication – recounts Art	Gunpowder plot Diwali story Chinese New Year story Nativity story	Photos of themselves and adults. Forest school	Understanding there is a past and a future. Past, present and future tenses. Olden days, when I was little, yesterday, before, after, morning, afternoon, evening.	Developing the children’s vocabulary so they are ready to use language to compare historical figures for year 1 and understand there is a past and present.
1	Kings, Queens and Castles	Science: castles – materials and their properties, Literacy: labelling, questions for a monarch, recount of trip, nonfiction texts Music: history songs PE: Dance linked to history D&T: design and build a castle Art: coats of arms, draw the Queen Geography/RE: local area history – walk to St Katharine’s Church	What the ladybird heard on holiday. Ron the royal guard. The Queen’s Knickers Non – fiction texts- castles, knights, royal family etc	Hever Castle in March – Self guided tour. Mrs Hayward – reenactor leading a workshop on ‘heraldry, what a knight wears, and weapons’	What is history? Timelines and ‘chronological order’ Family trees/royal family -Monarchy Monarch, kings, Queens, royal/royalty, royal family, Castles: turrets, tower, ramparts, drawbridge, moat, portcullis, Coronation – robe, orb, sceptre, throne, crown, rules Knights – shield, sword, armour, coat of arms, battle Timelines, chronological order, past Comparing hygiene, living conditions in the past to in the present.	Learning what history is – foundation for future learning. Developing concept of past, present, and comparing. Fitting Queen Victoria into a timeline.
2	The Stuarts	English – Non-Chronological Report Writing about the Great Fire of London DT – 3D Stuart Houses PSHE – Hygiene, lifestyle PE – Dance on iMoves	Anniversary Edition of The Great Fire of London E-book Sammy the Street Dog	DT – Burn the 3D models of Stuart houses to re-enact The Great Fire of London Baking bread	Timeline, chronological order The Great Plague - disease, rats, symptoms, infected, Plague Doctor, red cross, remedies The Great Fire of London- Pudding Lane, Wattle & Daub, Wooden Frame, Jetty, Steep, Samuel Pepys, The Gun Powder Plot – Guy Fawkes, Houses of Parliament	Links an important event (Fire of London) with a specific person (Samuel Pepys). Children develop their sense of chronology and consider why the Fire happened, its results and different ways it is represented.



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3	Ancient Rome	English – Hercules myths. Forest School – ancient Roman recipe and links to myths of Hercules and the Hydra and the Golden Hind. Art – mosaic and clay pots PE – dance based on battle formations	Hercules and the Hydra Hercules and the Golden Hind Romulus and Remus	Forest School	Invasion and settlement. Historical enquiry – using artefacts and evidence from Roman archaeological sites to interpret history. Roman way of life: hypocaust, forum, basilica, mosaic, chariot, troops, legion Settlement: invade, settle, emigration, immigration, conquest	Children consider the effects of the invasion and settlement of Romans in Britain and develop the concept of invasion. Learning about key figures and their influence: Boudicca and Julius Caesar. Developing concept of archaeology as evidence.
3	The Stone Age to Iron age – the changing landscape	Geography – locate ancient sites e.g. Skara Brae on a map; consider why they were settlement sites. Art – appreciate, describe and imitate stone age cave paintings.	The Stone Age Boy UG Boy Genius	Stone Age Day at Forest School including flint knapping and recreating rock art. Visit to Butser Ancient Farm	Stone tools, flint knapping Neolithic Hunter/gatherer societies Hill forts, tribal kingdoms, rock art Skara Brae, Stonehenge	Children develop their understanding of the timeline of the history of Britain and are able to compare what was happening here to elsewhere in the world. Developing concepts of history and prehistory and archaeology.
4	Ancient Greeks	English – Greeks Myths DT – making Greek pots and copper bangles PE – Greek Olympics Geography – locating Greece on map, also Persia in relation to the battle of Marathon. Understand that country borders and names change.	Theseus and the Minotaur	Greek Day Forest School with Greek food and making copper bangles.	City state, empire, democracy, government, slave, citizen Temple, theatre, Parthenon, stadium, gymnasium, Enemies, hoplite, armour, weapons, Persian, Marathon Inventions and their influence Debating the question of returning the Elgin Marbles	Greeks: Understanding the effects the Ancient Greeks had on today's society e.g. Olympics games and inventions, democracy, philosophy Making comparisons with another ancient civilisation (Rome)



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4	Ancient Mayans (English link)	This topic is taught partly through English with a focus on reading to find out and on writing influenced by the myth of the quetzal bird and writing instructions for a Mayan game. Maths – the discovery of zero and how it changed maths; making models of pyramids. D&T – making feather headdresses, cooking Mayan hot chocolate drink PE – ball control and communication with teammates through playing a Mayan game.	Mayan Myths: The Quetzal Bird The Rain Player The Chocolate Tree	Forest School including recreating ancient Mayan farming methods in miniature and making feather headdresses.	Civilisation Artefacts and investigation – the difference between primary and secondary sources Hieroglyphs Different farming methods	Gain an in depth understanding of non-European society, the Mayan civilisation, and recognise the contrasts it provides with British history. Further understand how archaeologists and historians use evidence to piece together a view of life in the past. Formulate their questions and deductions using images and other sources they choose themselves.
5	Victorians	Maths – Timelines, data (graphs) English – diary entry, information text, fact file Geography – Victorian empire DT - sewing, making games based on Victorian parlour games	Street Child	Victorian Schoolroom trip	Life in the Victorian Era Inventions and inventors through time Compare and contrast rich and poor Education, jobs, family life: comparing to modern day. Workhouse, factories, chimney sweep, orphan, philanthropist, industrialisation, mechanisation, urbanisation	Appreciate the impact of the Victorian era – especially inventions/human rights Exploring how attitudes towards children and childhood have changed over time.



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5	The Indus Valley	This topic is taught partly through English with a focus on reading to find out, understanding new words in context, descriptive writing and writing a first-hand account from the point of view of an inhabitant of the Indus Valley. Geography – locating the Indus Valley and understanding why ancient civilisations were often in river valleys. D&T – use clay to make models of merchant’s seals.	The Indus Valley e book. Story from the British Museum website		Placing civilisations in a wider historical timeline. Understanding why ancient civilisations were located in river valleys. Continuity and change – why did the civilisation come to an end? Integrating primary and secondary sources and thinking about what they can tell us. Understanding excavation and how we find out about ancient cultures. Archaeology, settlement, town planning, citadel, migration.	Overview of ancient civilisations. Understanding that the Indus Valley civilisation was contemporary with the stone age here. Further understanding of how we find out about historical civilisations.
6	WW2	English (see books listed) Art: Viking shields and silhouette art inspired by war poetry. DT: making Anderson shelters Geography: mapping the war.	Rose Blanche Friend or Foe Evacuee Carrie’s War	WW2 – Henley Fort Cooking	WW2: Blitz, air raid, allies, axis, evacuee, gas masks, ration books, black out,	Introducing children to a major event in world history. Develops children’s understanding of reasons for and results of events.
6	The Vikings	Art/DT: making Viking shields, cooking Viking recipes Geography: mapping the Viking Invasion	Beowulf Norse Mythology Viking Raiders	Vikings – Go to Battle Viking re-enactment group	Vikings: Runes, Anglo-Saxons, Thor, Raid, Long ship, Longhouse, Norseman, warrior, saga, Valhalla	Developing understanding that people from other societies have been coming to Britain for a long time and each has influenced our culture. Developing understanding of why people leave their homeland to settle elsewhere.