

Barnes Primary School Subject Map – History

	Autumn Term	Spring Term		Summer Term	
Year 1	Homes	Kings, Queens & Spies	Pirates, Plans & Adventures	Africa	
	<p>Learning Theme: Homes</p> <p>Enquiry: Were household objects different in the past? (artefacts)</p> <p>Content: Ham House visit, looking at household objects from the past, comparing homes of the past and homes today.</p> <p>Key skills developed: An awareness of the past; using common words and phrases relating to the passing of time; looking at homes in their own locality.</p> <p>Trip to Ham House</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Significant historical places in their locality - Changes within living memory 	<p>Learning Theme: Kings, Queens and Spies</p> <p>Enquiry: Who was the more effective Queen?</p> <p>Content: Learning about Queen Elizabeth 1 and Queen Victoria, comparing their effectiveness and having a year group debate.</p> <p>Key skills developed: Developing an understanding of chronology; identify similarities and differences between people and ways of life in different time periods; learning about historical sources, representation of events and how reliable a source is.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Lives of significant individuals in the past - Events from beyond living memory 			

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	Autumn Term		Spring Term		Summer Term	
Year 2	Battles, Burns and Bandages		Japan		Barnes and beyond	
	<p>Topic: The Great Fire of London</p> <p>Enquiry: Was the ‘Great Fire’ a blessing or a curse?</p> <p>Content: When and where did the fire start? Why did it start? Why did it spread so rapidly and far? Why was it difficult to put the fire out? How did people escape from the fire? When and how did the fire end? Was the Great Fire a Blessing or a Curse?</p> <p>Key skills developed: Place events in chronological order; use words and phrases relating to the passing of time; recognise why people did things, why events happened and what happened as a result; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past.</p>	<p>Topic: Florence Nightingale and Edith Cavell</p> <p>Enquiry: Who was the most influential nurse?</p> <p>Content: Who was Florence Nightingale? Who was Edith Cavell? What difference did they make? Who was the more influential nurse?</p> <p>Key skills developed: Fit people / events into chronological framework; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; sort and weigh up conflicting accounts of the past; find out about the past from a range of sources of information and develop their own perspective; ask and answer enquiry questions about the past.</p> <p>Trip: The Florence Nightingale Museum</p>			<p>Topic: Life in Barnes.</p> <p>Content: History of local area (e.g. Barnes Pond) – learning about significant people and places in their own locality</p> <p>Key skills developed: Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past.</p> <p>Link to National Curriculum: Significant historical events, people and</p>	

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	<p>Trip: Great Fire of London workshop at the National Archives</p>				places in their own locality.	
	<p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally - Lives of significant individuals in the past who have contributed to national and international achievements 					
KS1 as a whole					<p>Topic: Local History Day (every two years)</p> <p>Content: Study a historical event, person or place from the Barnes area.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - changes within living memory - significant historical events, people and places in their own locality. 	
KS1 as a whole	<p>Topic: KS1 Assemblies</p> <p>Famous Faces assemblies: significant individuals from the past (scientists, artists, inventors, sporting heroes, designers and local significant individuals); changes within living memory.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. - significant historical events, people and places in their own locality. 					

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Year 3	Deer, Walls and Parks	Pre-history: The Stone Age and Beyond	The Romans
	<p>Learning Theme: Deer, Walls and Parks History focus: research and order the history of Richmond Park from Charles I through to 2012.</p> <p>Link to National Curriculum: - Local history – a local study</p>	<p>Learning Theme: Stone Age, Bronze Age and Iron Age Enquiries: Is it true to say that Stone Age people were just simple hunter-gatherers? What was new about the New Stone Age? Who was the Amesbury Archer? (Bronze Age) Comparison between copper, bronze and iron. The Iron Age: what changed? What stayed the same? Content: significant changes from the Palaeolithic through to the Iron Age (including the Mesolithic, Neolithic and Bronze Ages). Focus upon changes in technology and the impact upon lifestyle. Key skills developed: asking questions about the past; fitting both BC and AD dates into a chronological framework; understanding how knowledge of the past is constructed from a range of sources; understanding concepts of continuity and change.</p> <p>Trips/workshops:</p> <ul style="list-style-type: none"> • Trip to the British Museum – prehistory and the Romans • Trip to Butser Ancient Farm – prehistory • Stone Age workshop <p>Link to National Curriculum: - changes in Britain from the Stone Age to the Iron Age</p>	<p>Learning Theme: The Romans Enquiries: Who were the Romans? What was the impact of the Roman Empire on Britain? Why was the Roman army so powerful? Content: the expansion of the Roman Empire; reasons for the Roman invasion of Britain; Roman technology and lifestyle; how Romans cooked and dined.</p> <p>Key skills developed: asking questions about the past, fitting both BC and AD dates into a chronological framework; understanding how knowledge of the past is constructed from a range of sources.</p> <p>Trip/workshop: Whole day Roman workshop in school</p> <p>Link to National Curriculum: -The Roman Empire and its impact on Britain</p>

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	Autumn Term	Spring Term	Summer Term
Year 4	Conflict	Civilisations	Change
	<p>Learning theme: Conflict</p> <p>Britain at War – A Significant Turning Point in British History</p> <p>Enquiries: What was the impact of World War 2 on the lives of children (locally, nationally and internationally)?</p> <p>Content: the causes of the Second World War and the impact of the war on people locally, nationally and internationally. The Blitz, rationing, the Battle of Britain and evacuation.</p> <p>Key skills developed: interpreting primary and secondary sources (objects, documents, maps, posters, photographs, film clips, audio recordings, buildings in the local area, interviewing of ‘real evacuees’); identifying bias in photographs; chronology of twentieth century.</p> <p>Trips:</p> <ul style="list-style-type: none"> - HMS Belfast - Imperial War Museum - Theme Day (dressed as evacuees) <p>Link to National Curriculum: - a significant turning point in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p>Learning theme: Civilisation</p> <p>Content: Ancient Greece and its legacy on the western world</p> <p>Enquiry: What was the legacy of Ancient Greece?</p> <p>Key skills developed: What does Ancient Greek pottery tell us about their civilisation? Children to interpret primary and secondary sources. Improve understanding of chronology, researching the city states of Ancient Greece. Investigate famous Greek achievements and their influence on the western world</p> <p>Trip: The British Museum</p> <p>Link to National Curriculum: – Ancient Greece: a study of Greek life and achievements and their influence on the western world</p>	
LKS2 as a whole	Assemblies: changes within living memory – used to reveal aspects of change in national life		

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	Autumn Term	Spring Term	Summer Term
Year 5	Space	India	Exploration and journeys
	<p>Topic: Barnes: from past to present</p> <p>Enquiries:</p> <ul style="list-style-type: none"> - When was the area around the school built? - How has it changed since 1745? - What caused the change? <p>Content and key skills developed: In this unit the children investigate how the local area changed during the Victorian era, due to the industrial revolution. Children will go on a local history walk to spot historic features (such as Flemish brick bonding) and compare it with old photographs. They will build on their map reading skills, using historic maps, to source information. This will allow them to answer ‘When was this area [Westfields] built?’ and ‘How did land use change over time?’ They will use primary and secondary sources to investigate the main cause of these changes, exploring these ideas through role play, and will discover the significance of the railway that was built through the area.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - A local history study (KS2) <p>Topic: Space</p> <p>Enquiry: How have our ideas about space developed over time?</p> <p>Content / key skills developed:</p> <p>What were the similarities and differences between the ideas of Ptolemy, Copernicus and Galileo?</p> <p>What was the Space race?</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Lives of significant individuals in the past who have contributed to national and international achievements. 		<p>Topic: Journeys: Vikings and Anglo-Saxons</p> <p>Journeys: Vikings and Anglo-Saxons</p> <p>Enquiries:</p> <ul style="list-style-type: none"> Who were the Vikings? How did people live in Viking Britain? Who were the Anglo Saxons? How did people live in Anglo- Saxon Britain. <p>Link to National Curriculum:</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>

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	Autumn Term	Spring Term	Summer Term
Year 6	Dangerous Earth	The Maya	Ancient Egyptians
		<p>Topic: The Maya</p> <p>Enquiry Who were the Maya and what caused the urban decline of the 9th Century.</p> <p>Content: A range of activities designed are undertaken to build an understanding of the Maya's place in history, their way of life and the causes of the demographic changes that occurred in the 9th century CE. Links are drawn between other ancient civilisations, both contemporary and not.</p> <p>Key skills developed: children use a chronological framework to order historical periods; children establish a narrative across the Classic Period and investigate a trend over time; in doing this, they address valid historical questions about change, cause and significance.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Non-European society that contrasts with British history (Maya civilisation c. 900 AD) 	<p>Topic: Ancient Egyptians</p> <p>Enquiry: What can we find out about the Egyptians from what has survived?</p> <p>Content: constructing a timeline, observing photographs and making careful sketches of artefacts, looking at photos and video material of the River Nile, using art work from Nebuman's tomb to understand his way of life</p> <p>Key skills developed: to use a chronological framework to order historical periods; to make inferences and deductions about the past and their way of life based on surviving artefacts, looking at photos and video material of the River Nile; to use secondary sources to extract evidence about a family living in Ancient Egyptian times.</p> <p>Trip: British Museum</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - The achievements of the earliest civilizations (Sumer, Indus Valley, Egypt, Shang Dynasty); depth study of Egypt.
LKS2 as a whole	Assemblies: changes within living memory – used to reveal aspects of change in national life		