

History Year 1

The **NC AIMS** are that all children should:

Be taught about

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

The **EASTCOURT ATTAINMENT TARGETS** can be tabulated as follows:

Chronology

Stories

Chronology

'All About Me'

- timeline of recent or future events - e.g. holidays
- timeline of personal growth, physical and skills-based, gathering and using family records and documents

'Toys'

- old and new - two points apart on a timeline
- information: what toys were popular and when
- comparison between two periods

'Houses and Homes'/Victorians

- Victorian houses (visit: Valentines Mansion)
- Specific features (kitchen, washday)
- Rich and poor
- Comparison with modern homes: two points apart on a timeline
- Victorian clothes and schools
- Victorian jobs

Stories

'People'

Choice from six, based on commemoration (Guy Fawkes), science and technology (Mary Anning, George Stephenson), health (Mary Seacole - link w. black history, Dr Barnardo - link with local history) and travel and exploration (Amy Johnson)

History Year 2

The **NC AIMS** are that all children should:

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- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

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Chronology

Stories

Chronology

'A Seaside Holiday from the Past'

Old and new - two points apart on a timeline; documentary evidence (film clip) to focus on physical (pier, promenade, beach huts) and human features (styles of dress); popular resorts reasons for a seaside visit ('medicinal?'); methods of travel to the seaside (home and abroad)

'Two Queens'

Elizabeth I and Victoria: two points apart on a timeline; differences in power and lifestyle of monarchy.

Stories

'People'

The life of Grace Darling - north coast, lighthouse, rescue narrative, differences between upbringing in early 19th century and now.

Scott of the Antarctic - exploration at the beginning of the 20th century, technological developments, training, dangers, narrative of 1912 expedition.

'Events'

The Great Plague - the last of many London plagues, how it began and how it was thought to have begun, extent of devastation in London and outlying villages (link with local history), attempted remedies, why they did not work, and why the disease is (virtually) extinct today.

The Great Fire of London - how it began, how it was eventually contained, where and why destruction took place (incl. St Paul's), Samuel Pepys' description, Christopher Wren's reconstruction of the City.

History Year 3

The **NC AIMS** are that all children should:

Be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

The **EASTCOURT ATTAINMENT TARGETS** can be tabulated as follows:

Stone Age	Iron Age	Roman Empire	Ancient Civilisation	Historical Skills
<i>Changes in Britain from the Stone Age to the Iron Age</i>				
Cave-dwellers, hunter-gatherers, early farmers; Bronze Age, Stonehenge; Iron Age hillforts, tribal kingdoms, arts and culture				
<i>The Roman Empire in Britain</i>				
Caesar's first invasion 55BC; Claudius' conquest 43AD, Hadrian's Wall, British resistance (Boudica), Romanisation of Britain, technology, culture, religion.				
<i>Compare different ancient civilisations</i>				
Compare similarities and differences between the Mauryan, Celtic and Roman empires.				
<i>Historical Skills - essential throughout the Key Stage</i>				
<ul style="list-style-type: none"> • note connections, contrasts and trends over time. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.				

History Year 4

The **NC AIMS** are that all children should:

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The **EASTCOURT ATTAINMENT TARGETS** can be tabulated as follows:

Britain's Settlement

UK 870 - 1066

Historical Skills

Britain's Settlement by the Anglo-Saxons and Scots

Roman withdrawal from Britain, AD410; Scots invasions from Ireland, Anglo-Saxons from continent; Anglo-Saxon social, cultural and religious history, incl. place names, metalwork, illuminated MS, literature; famous people, conversions to Christianity.

The Struggle for the Kingdom of England 870-1066

Viking raids; defence of Wessex by Alfred; conquests of Athelstan; Danegeld and the Danish kings; Edward the Confessor and the succession in 1066

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History Year 5

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The **EASTCOURT ATTAINMENT TARGETS** can be tabulated as follows:

Ancient Egypt

The Victorians

A non-European Society

Historical skills

Ancient Egypt'

River Nile dependency; farming; beliefs and myths; hieroglyphs; society structure; religion and life after death; burial sites, pyramids, Tutankhamun; everyday life in Ancient Egypt

The Victorians - the Empire and the quality of life for children and those from different social situations.

The continuing impact of the industrial revolution and the impact on the development of and cities inventions.

What was Britain's position in the world.

To Include how the 'Transport and the Development of the Railways' had a major impact on the local area and the outskirts of London (History of railways in Britain; development of and effects on local area due to eastward extension of main London - East Anglia line.)

A non-European society that provides contrasts with British history'

Mayan civilisation AD900

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History Year 6

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The **EASTCOURT ATTAINMENT TARGETS** can be tabulated as follows:

WWII

Ancient Greece

Historical Skills

The Second World War - the global impact and how the world was connected through historic ties

Make connections between WW1 and WW2

Reflect on events of the past and impact on today's events

Examine significant turning points of Britain's role during the war including the Battle of Britain

The impact of WW2 on housing and the population.

Ancient Greece

Early myths; influence of geography on struggle between city-states (Athens, Sparta) and opposition to incursions from the east (Persia); development of history, philosophy, science, architecture, drama and their continuing influence on western civilisation; concept of democracy; brief rise of Macedonia and Alexander the Great; eventual decline, Roman and Christian hegemony.

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