



## Subject: History

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
My family Bonfire Night Guy Fawkes		Planets and space travel  Sorting dinosaurs Why did dinosaurs become extinct?  Fossil Workshop	Pirates and Galleons <i>Famous Pirates – Blackbeard, Mary Reid and Anne Bonny, Calico Jack</i>	Castles and Medieval Life William the Conqueror  Sleaford local study <i>William Alvey – history of our school.</i>		Christopher Columbus  Matthew Flinders  Grace Darling  Amy Johnson  The Great Plaque  The Great Fire of London		Jethro Tull	Life in Ancient Egypt		Viking settlers	Local History- Local walk Cogglesford Mill & Navigation House, transport.	Victorians – Rich vs Poor  Important Victorian people. Victorian Legacy. Industrial Revolution	Ancient Greece and its impact on the modern world.	The Roman Empire and its impact on Britain- Boudicca revolt.  History of Space Travel	Anglo- Saxons		Stone Age to the Iron Age  Handling artefacts from prehistory and dating them.  To identify the features of settlements in prehistory.  Field work to identify local pre-historic sites.  To identify significant advancements  To understand beliefs in prehistory.	WW11 and its impact beyond.  To identify key people and places in WW2.  Impact of aircraft and The Blitz.  To understan d how society changed men and women.  Propagand a  WW11 Independent study.  Comparing the speed of this moment of history to prehistory.	

### Alvey Values

Developing the skills of historical enquiry is an important part of the curriculum. Understanding British history within a global context is also a key part of our history curriculum.

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

