



Homefield Primary Curriculum – Sequence Overview



HISTORY					
R	Aut	Children will talk about members of their immediate family and community. They will compare and contrast characters from stories, including people from the past. They will look at the story of Rama and Sita as well as the Christmas story and begin to gain a simple understanding that these stories are very old and life was different in those times. Children will find out about Remembrance Day and why we wear poppies to celebrate it.			
	Spr	Children will talk about members of their immediate family and community. They will compare and contrast characters from stories, including the Easter story			
	Sum	Through the text Queen Victoria's Bathing Machine, children will find out about seaside holidays in the past. They will look at some pictures of seaside holidays in the past and sort them from present day images, talking about their choices. Children will continue to talk about members of their immediate family and community, comparing ages and changes over time.			
		Power	Invasion, Settlements and Migration	Civilisations	Achievements of Mankind
1	Aut				How Were Toys Different In the Past? Children will look at a range of artefacts and sort them into 'now and 'then. They will make comparisons of how toys have changed over time at our Old and New Toy Museum, focusing on what toys are made from and how they move. They will communicate their findings through drawing and writing.
	Spr			What Happened In Pudding Lane? Children will discover a buried box of artefacts and use the contents to unpick the events of the Great Fire of London. They will use historical sources to find out about the life of Samuel Peyps and about the causes of the fire, beginning to create a simple pictorial timeline. Children will have a visit from a fire fighter to help compare modern and olden day firefighting methods.	
	Sum	Why Is the British Monarchy So Special? Children will use historical resources to find out and ask questions about changes over time in the Royal family . They will watch historical footage of Royal ceremonies from the past and the present to note royal traditions and key artefacts that feature in them. A class timeline will be created to show key points in the King's life.	Pirates and Smugglers – Fact or Fiction? Children will find out about the lives of the famous pirates Captain Blackbeard and Mary Read . They will ask questions and use sources to find out about pirate life. A local smuggler William Cowerson will be studied and through drama, children will re-enact how Cowerson was caught. A timeline will be created ordering objects and events.		
2	Aut			How Did the Victorians Live? Children will visit Weald and Downland museum to see the Victorian houses and school. Following this they will use a range of resources to find out more about life in the Victorian times and about Queen Victoria . They will look at different bicycles from the Victorian times to the present day and place them on a simple timeline. Children will study Mary Seacole , where she fits in the timeline and the importance of what she did.	
	Spr				How Can we Look After Our World? Children will find out about the lives of Greta Thunberg and David Attenborough , communicating their findings through talking and writing. They will make comparisons of the work of these influential people and the messages they deliver.
	Sum				



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3	Aut		<p>The Stone Age to the Iron Age</p> <p>Children are introduced to timelines and learn the difference between BC and AD. They physically use a long piece of string that winds around the playground so that they can see the grand scale of time. They organise the key Stone Age dates alongside their own birth dates, parents birth dates and grandparents birth dates to help them contextualise scale.</p>	<p>The Stone Age to the Iron Age</p> <p>Children create an understanding of Worthing in its earliest forms and how it was key for mining and how it was a starter for industry that encouraged settlements around</p>	
	Spr				
	Sum		<p>The Romans</p> <p>Children will recap the knowledge of timelines so far. Children place selection of key dates and organise on to the timeline. Explore the cross over between BC and AD and ensure the children have a strong understanding of which comes first.</p>	<p>The Romans</p> <p>The children will take part in a relevant trip to Fishbourne to look at Roman influence in Sussex.</p>	
4	Aut		<p>The Dark Ages</p> <p>Children will make a continued analysis of how/where the country has changed over time, and the impact of the Saxon invasion.</p> <p>The Saxons</p> <p>Recap when the Romans left to make links between the arrival of the Anglo-Saxons to give meaning behind dates.</p>	<p>The Saxons</p> <p>Real, relevant trip to Weald and Downland to explore what life was like in comparison to today.</p>	
	Spr	<p>The Vikings</p> <p>Through the topic children look at the impact of the Viking invasion, the fight for land in Britain and how Britain changed over time</p>	<p>The Vikings</p> <p>Children will revisit Britain as they know chronologically and the changes that have taken place so far. Building on this with key dates from the stone age, iron age, Romans and Saxons before exploring and ordering key events that led to the Battle of Hastings.</p>		
	Sum		<p>Crime and Punishment</p> <p>Reviewing a timeline of a variety of events but starting to strongly compare and contrast different time periods and the features of crime and punishment. Being able to evaluate change for the better or worse so that dates become increasingly meaningful.</p>		
5	Aut		<p>Ancient Greeks</p> <p>Children will make comparisons to what is happening in Britain at this time. Contrast and compare with the start of the Iron age and then later on the Roman invasion.</p>	<p>Ancient Greeks</p> <p>Throughout the topic they will compare the lives of those in Ancient Greece to that of Britain, considering advancements and the Roman Invasion</p>	
	Spr		<p>Mayans</p> <p>Children will review what they know of timelines so far. Building on the current timeline with dates of Maya settlement. Explore the theme of invasion and reasons for wanting to invade.</p>	<p>Mayans</p> <p>Children will explore the collapse of the Mayan civilisation. Compare the Roman invasion in England to the Spanish invasion of the Maya</p>	
	Sum		<p>Me and My Town</p>		



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			Children will learn how Worthing changed over time from small rural farming and village to building development and celebrity endorsement from Amelia, Jane Austin and other famous authors/playwrights.		
	Sum		<p>British Empire</p> <p>Children will look at what stayed the same and what changed over a period of time. Link back to what they know of invasion so far and the reasoning behind it.</p>	<p>British Empire</p> <p>Children will cover the reasons and the impact of invasion throughout the Empire.</p>	
6	Aut		<p>Ancient Egyptians</p> <p>Children are independently able to link cause and effect through chronology. Children are given sources from the time period and use them to compare and contrast locations during a period of time to answer the question “Where would you have rather lived?”. Children use sources to compare the lived of Egyptians and British settlers.</p>		
	Spr		<p>WW2</p> <p>Children are independently able to link cause and effect through chronology. They explore the impact of invasion.</p>	<p>WW2</p> <p>Real and relevant trip to Michelham Priory to explore what life was life for children evacuated to Sussex. Make comparisons between local areas such as London and the Sussex Downs</p>	
	Sum				