



# Barcombe - Hamsey – Plumpton – Iford & Kingston Skylark Federation

## Skylark Curriculum- KS1- Discover

## Discover- KS1

**Treasure**  
2023-24

**Conflict**  
2024-25

**Ancestors**  
2025-26

**History**

**History**

**History**

### Working Historically

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Significant historical events, people and places in their own locality.

Events beyond living memory that are significant nationally or globally

**Year A**

**Year B**

**Year C**

Term 1  
Y1/2 Pirates

Term 1

Term 1  
Y1/2 personal and family history

Y2/3 Ancient Egypt	Y1/2 Castles Y2/3 The Romans and Britain	Y2/3 Ancient Greeks
<u>Term 2</u> Y1/2 Great Fire of London Y2/3 Three Queens: Treasure and Tiaras (Elizabeth I, Elizabeth II and Victoria)	Term 2 Y1/2 Gunpowder Plot Y2/3 Romanisation of Britain and British Resistance	<u>Term 2</u> Y1/2 Three women: Nightingale, Seacole, Davison Y2/3 Flight: Wright Brothers to Tim Peake
<b>Black History Month</b>	<b>Black History Month</b>	<b>Black History Month</b>
<p>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.</p> <p style="text-align: center;">Rosa Parks</p>	<p>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.</p> <p style="text-align: center;">Martin Luther King</p>	<p>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.</p> <p style="text-align: center;">Mary Seacole</p>
<b>Discover- KS2</b>		
<b>Treasure</b> 2023-24	<b>Conflict</b> 2024-25	<b>Ancestors</b> 2025-26
<b>History</b>	<b>History</b>	<b>History</b>
<b>Working Historically</b>		

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p>Pupils should be taught about the Roman empire and its impact on Britain.</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Pupils should be taught about an aspect of local history.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world.</p> <p>Pupils should be taught about 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.</p>
<p><b>Year A</b></p>	<p><b>Year B</b></p>	<p><b>Year C</b></p>
<p><u>Term 1</u> Y2/3 Ancient Egypt Y4/5 Anglo Saxons and Scots Y5/6 Tudors</p>	<p><u>Term 1</u> Y2/3 Roman Empire Y4/5 Benin Y5/6 1066</p>	<p><u>Term 1</u> Y2/3 Ancient Greeks Y4/5 Ancient Maya Y5/6 Stone Age to Iron Age</p>

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<u>Term 2</u> Y2/3 Three Queens: Treasure and Tiaras (Elizabeth I, Elizabeth II and Victoria) Y4/5 Viking raids, invasion and settlement Y5/6 Aztecs	<u>Term 2</u> Y2/3 Romanisation of Britain and British Resistance Y4/5 World War 2 Y5/6 World War 1 – Commonwealth soldiers; World War 2	<u>Term 2</u> Y2/3 Flight: Wright Brothers to Tim Peake Y4/5 Lewes – Battle of Lewes and Black Death Y5/6 Victorian Britain
<b>Black History Month</b>	<b>Black History Month</b>	<b>Black History Month</b>
Rosa Parks and Claudette Colvin  also Y5/6 Jacques Francis (Tudor)	Martin Luther King and Malcolm X  also Y5/6 Commonwealth soldiers second world war	Ignatius Sancho