



History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Our History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS. Clear progression between EYFS and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands Substantive (abstract) concepts, Disciplinary knowledge, Historical enquiry) from EYFS (Reception) through to Year 6.					
Y1/2 (A)		<p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>		<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>		<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>
Y1/2 (B)		<p>What is history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.</p>		<p>How was school different in the past?</p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>		<p>What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
Y3/4 (A)		<p>British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze Age and Iron Age.</p>		<p>British history 2: Why did the Romans settle in Britain?</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>		<p>British history 3: How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>
Y3/4 (B)		<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.</p>		<p>What was important to Ancient Egyptians?</p> <p>Discovering what was important to Ancient Egyptians; investigate the River Nile, Ancient Egyptian god and goddesses, rulers and beliefs about death and the Afterlife</p>		<p>How did the achievements of the Ancient Maya impact their society and beyond?</p> <p>Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>
Y5/6 (A)		<p>Y5/6: British history 4: Were the Vikings raiders, traders or something else?</p> <p>Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.</p>		<p>British history 5: What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>		<p>What was the impact of World War 2 on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; the roles of women and migration Post WWII - evaluating the effectiveness of primary sources.</p>
Y5/6 (B)		<p>What can the census tell us about local areas?</p> <p>Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>		<p>What is the legacy of the Ancient Greek civilization?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>		<p>The Sikh Empire</p> <p>Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.</p>