

History Curriculum Overview

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation						
Year 1	Significant event - Guy Fawkes Significant event - Remembrance		Changes within living memory - homes		Life of significant individual -e.g Neil Armstrong	
Year 2	changes within living memory - Remembrance Royal wedding/Future King		events beyond living memory that are significant nationally or globally e.g Great Fire of London First aeroplane Events commemorated through festivals		The lives of significant individuals in the past who have contributed to national and international achievements e.g. Mary Sea Cole? Florence Nightingale Significant historical events people and place in the locality	
Year 3	Changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture		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		Local study Local study this can be linked to e.g One of the British areas of history studied Or aspects of national history reflected in the locality beyond 1066 Or aspect of history or site dating beyond 1066 significant in the locality Walton and local History study Visit Walton Canals.	
Year 4	Roman Empire and its impact on Britain This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall		Ancient Greece and the study of Greek life and achievements and their influence on western world.		Local study Local study this can be linked to e.g One of the British areas of history studied Or aspects of national history reflected in the locality beyond 1066 Or aspect of history or site dating beyond 1066 significant in the locality	

History Curriculum Overview

	<ul style="list-style-type: none"> - British resistance, e.g. Boudica - "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		Walton and local History study Visit Walton Canals.
Year 5	<p>Anglo-Saxons Anglo-Saxon invasions, settlements and kingdoms: up to 1066</p> <p>Roman withdrawal</p> <p>Anglo Saxon art and culture</p> <p>Christian Conversion</p>	<p>A non-European society - that provides contrast with British History one study chosen from:</p> <ul style="list-style-type: none"> - Early Islamic civilization, c. AD 900; - Mayan civilization c. AD 900; - Benin c. AD 900-1300 - - 	<p>Local study Local study this can be linked to e.g</p> <p>One of the British areas of history studied</p> <p>Or aspects of national history reflected in the locality beyond 1066</p> <p>Or aspect of history or site dating beyond 1066 significant in the locality</p>
Year 6	<p>Invasions and Raids.</p> <p>What impact did the Vikings have on the future of Britain? Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice <p>- Edward the Confessor and his death in 1066</p>	<p>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066-</p> <p>For example:</p> <ul style="list-style-type: none"> - the changing power of monarchs using case studies such as John, Anne & Victoria - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the C.20th - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, e.g. the first railways or the Battle of Britain 	<p>Local study Local study this can be linked to e.g</p> <p>One of the British areas of history studied</p> <p>Or aspects of national history reflected in the locality beyond 1066</p> <p>Or aspect of history or site dating beyond 1066 significant in the locality</p>

History Curriculum Overview

History	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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History Curriculum Overview

Chronological		<p>Develop awareness of the past, using common words and phrases relating to the passing of time - old , new young, days months</p> <p>sequence events of 2 related objects in chronological order</p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time. Recently before now later</p> <p>sequence artefacts closer together in time sequence events</p> <p>sequence photos etc from different periods of their life describe memories of key events in own lives</p>	<p>place the time studied on a time line</p> <p>sequence events or artefacts use dates related to the passing of time century decade</p>	<p>place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD</p>	<p>place current study on time line in relation to other studies eg local national and international</p> <p>know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history place</p>	<p>Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline</p>
Knowledge and understanding of past events, people and changes in the past		<p>begin to describe similarities and differences in past and present</p>	<p>Uses information to describe the past</p> <p>- confidently describe similarities</p>	<p>find out about everyday lives of people in time studied compare with our life today</p>	<p>use evidence to reconstruct life in time studied</p> <p>identify key</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture</p>

History Curriculum Overview

			<p>and differences - recounts main events and uses evidence to explain why people acted as they did</p> <p>drama - develop empathy and understanding (hot seating, sp. and listening)</p>	<p>Uses evidence to identify reasons for and results of people's actions understand why people may have had to do something</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>	<p>features and events look for links and effects in time studied offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied (e.g. Benin, Shang Dynasty, Egypt) find</p>	<p>and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life</p>
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History Curriculum Overview

							today. Makes links between some features of past societies.
Interpretations of History		Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	Compare pictures or photographs of people or events in the past able to identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period - museum, cartoons etc	Look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history confident use of the library etc. for research
Historical Enquiry		Sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to	Use a source - why, what, who, how, where to ask questions and find answers sequence a collection	Use a range of sources to find out about a period observe small details - artefacts, pictures select and record	Use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in	Begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and

History Curriculum Overview

		<p>literacy) to ask and answer questions related to different sources and objects</p>	<p>of artefacts Use of time lines discuss the effectiveness of sources</p>	<p>information relevant to the study begin to use the library, e-learning for research ask and answer questions</p>	<p>time past ask a variety of questions Suggest sources of evidence to provide answers- the library, e-learning for research</p>	<p>relevant sections of information Sources of evidence with confidence Realises that there is often not a single answer to historical questions.</p>	<p>accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p>
Organisation and Communication		<p>Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT</p>	<p>Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past</p>	<p>Communicate knowledge and understanding in a variety of ways - Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience</p>	<p>Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms</p>

History Curriculum Overview