



## History - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn	Spring	Summer
Nursery	family mum dad sister brother grandma grandad friends yesterday last week a long time ago morning afternoon night day old past Guy Fawkes		<u>Understanding the World:</u> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> </ul>		
Reception	past present before long ago old new		<u>Understanding the World:</u> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past</li> </ul>		<u>Understanding the World (ELG):</u> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>



## National Curriculum Objectives

### Key stage 1

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ significant historical events, people and places in their own locality. History - key stages 1 and 2 3

### Key stage 2

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ♣ changes in Britain from the Stone Age to the Iron Age
- ♣ the Roman Empire and its impact on Britain
- ♣ Britain's settlement by Anglo-Saxons and Scots
- ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ♣ a local history study
- ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ♣ 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
- ♣ Ancient Greece - a study of Greek life and achievements and their influence on the western world
- ♣ 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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



<p><b>Year 1</b></p>	<p>plot Parliament gunpowder bonfire London rebel King imprisoned</p> <p>invention modern old-fashioned similarities differences materials technology mechanism electricity</p> <p>bakery Samuel Pepys diary River Thames Tower of London Pudding Lane survival</p>	<p><b>Guy Fawkes</b></p> <p><b>Frank Hornby</b></p> <p><b>Samuel Pepys</b></p> <p><b>BHM – Nelson Mandela</b></p>	<p>Autumn Term 2</p> <p><b>The Gunpowder Plot</b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <ul style="list-style-type: none"> <li>- To understand the importance of safety when near fireworks.</li> <li>- To re-enact the events of the Gunpowder Plot, through role play.</li> <li>- To understand and recite the rhyme 'Remember, Remember the fifth of November'.</li> </ul> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> <li>- To understand who Guy Fawkes was and why he is significant during Bonfire Night.</li> </ul>		<p>Spring Term 1</p> <p><b>Toys</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>- To sort old and new toys and to discuss the similarities and differences.</li> <li>- To compare toys from the present today to those in the past.</li> <li>- To explore the important changes in the making of toys over time.</li> <li>- To explore toys from the Victorian era.</li> </ul> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Summer Term 1</p> <p><b>The Great Fire of London</b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <ul style="list-style-type: none"> <li>- To explore life in the 17<sup>th</sup> century and compare it to our lives today.</li> <li>- To explore and timeline the events of the Great Fire of London.</li> <li>- To explore what happened after the Great Fire of London.</li> </ul> <p>Significant historical events, people and places in their own locality.</p>
<p><b>Year 2</b></p>	<p>travel transport steam engine electric cars petrol cart technology hot air balloon invention penny farthing</p> <p>exploration Neil Armstrong Buzz Aldrin significant</p>	<p><b>Karl Benz</b></p> <p><b>George Stephenson</b></p> <p><b>Neil Armstrong</b></p> <p><b>Florence Nightingale</b></p> <p><b>Elizabeth II</b></p> <p><b>Josiah Wedgwood</b></p>	<p>Autumn Term 1</p> <p><b>Travel &amp; Transport</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>- To explore how transport has changed over the years.</li> </ul>	<p>Autumn Term 2</p> <p><b>Space</b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>Spring Term 1</p> <p><b>Florence Nightingale</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> <li>- To explore the individual Florence Nightingale and why she is</li> </ul>	<p>Spring Term 2</p> <p><b>Our local area</b></p> <p>Significant historical events, people and places in their own locality.</p>	<p>Summer Term 2</p> <p><b>Kings and Queens</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> <li>- To explore the role of a monarch.</li> <li>- To read and respond to understand the significance of King Charles III.</li> <li>- To compare the lives of Queen Elizabeth I and Queen Victoria.</li> </ul>



	<p>asteroid Space Race Astronaut gravity danger risk survival</p> <p>campaign superintendent wounds soldiers Lady of the Lamp oil Royal Red Cross medical care</p> <p>pottery industry income development bottle kiln firing glaze detail decoration demand iconic employment export royalty reign throne power influence family tree laws Parliament duty</p>	<p><b>BHM – Mae Jemison</b></p>	<ul style="list-style-type: none"> <li>- To compare the development of cars in the past to the present day.</li> <li>- To explore the history of cars.</li> <li>- To compare how transport has changed over time and use this to help us invent transport in the future.</li> </ul> <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> <li>- To explore different methods of transport and their purpose.</li> <li>- To explore the development of steam engines and George Stephenson</li> <li>- To explore the history of flight and the Wright Brothers.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore the story 'Back to Earth with a Bump' to help us understand what it is like in Space.</li> <li>- To create a timeline of what we have found in Space from the past to current day.</li> <li>- To discuss our thoughts of animals being sent into Space.</li> </ul> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> <li>- To explore the achievements of Tim Peake and Neil Armstrong.</li> <li>- To explore the 'Race to Space'.</li> <li>- To understand the importance of Helen Sharman.</li> </ul>	<p>significant in History.</p> <ul style="list-style-type: none"> <li>- To compare the similarities and differences of hospitals today to those during the Victorian times.</li> <li>- To understand the chronology of events during Florence Nightingale's life.</li> <li>- To explore Florence Nightingale's greatest achievements.</li> </ul>	<ul style="list-style-type: none"> <li>- To use artefacts to explore Kings and Queens of the past.</li> </ul>
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<p><b>Year 3</b></p>	<p>evacuee Chamberlain Churchill Hitler Blitz gas mask target Star of David Nazi barrage balloon strategy tactics ration Anderson Shelter power driven leadership</p> <p>child labour workhouses breadline dunce Industrial revolution pauper poverty sovereign hierarchy independence income scrimp survival deprivation</p> <p>culture industry dynamic dialect tradition</p>	<p><b>Winston Churchill</b></p> <p><b>Lord Kitchener</b></p> <p><b>Queen Victoria</b></p> <p><b>Thomas Barnardo</b></p> <p><b>BHM - Ruby Bridges</b></p>	<p><b>Topic - WWII</b></p> <p>A local history study.</p> <ul style="list-style-type: none"> <li>- A significant turning point in British history.</li> <li>- How the war shaped our country including present day.</li> <li>- To explore the importance of Remembrance and how we remember those in our local area.</li> <li>- To explore the lives of evacuees and compare our rural location to an urban setting, during the war.</li> <li>- To compare our lives today, to those children during the war.</li> <li>- To explore how our local area would have been used during the war e.g. Womens Land Army.</li> </ul>	<p><b>Topic - Victorians</b></p> <p>To explore the changing power of monarchs on our local area, using case studies: Queen Victoria.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>-To compare the use of child labour during the Victorians to that used in Stoke in the pottery industry.</li> <li>- To compare the factories and workhouses, to those used in the pottery industry and to working conditions in the present day.</li> <li>- To explore how health care has changed over time.</li> <li>- To explore the significance of Thomas Barnardo.</li> <li>- To compare our lives to those during the Victorian era.</li> <li>- To explore Victorian inventions and the importance of infrastructure.</li> </ul>	<p><b>Topic - UK</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>- To understand and apply the chronology of Britain.</li> <li>- To explore how the UK was/is divided.</li> <li>- To compare how British culture and attitudes have changed over time e.g. cultures, traditions, transports, jobs, health.</li> </ul>
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<p><b>Year 4</b></p>	<p>monarchy behead divorce heir male dominance hierarchy taxes influence gallows Protestant Christianity conflict literature</p> <p>Vikings Anglo-Saxons Romans Empire ruler influence conversion religion combat struggle raid invasion ownership brutality withdrawal weaponry kingdom Lindisfarne Edward the Confessor law justice</p>	<p><b>Henry VIII</b></p> <p><b>Queen Elizabeth I</b></p> <p><b>Boudicca</b></p> <p><b>Edward the Confessor</b></p> <p><b>BHM – Rosa Parks</b></p>	<p><b>Topic – Tudors</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>- To investigate Tudor life and the works of Shakespeare.</li> <li>- To research and compare the Tudor kings and queens.</li> <li>- To explore the clear differences between rich and poor people and society.</li> <li>- To explore the significance of Henry VIII and his six wives.</li> <li>- To discuss the two main religions during that period: Protestant and Catholic.</li> <li>- To create a chronological timeline of The Tudors.</li> <li>- To explore how have the Tudors influenced our lives in the present world.</li> </ul>		<p><b>Topic – Invaders and Settlers</b> The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> <li>- To explore Julius Caesar's attempted invasion in 55-54 BC.</li> <li>- To understand The Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall.</li> <li>- To investigate British resistance, for example, Boudicca.</li> <li>- To understand the Romanisation' of Britain: sites such as Caerwent.</li> <li>- To explore the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> <li>- To explore the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>- To understand the reasoning behind the Scots invasions from Ireland to North Britain (now Scotland).</li> <li>- To understand the impact of Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>- To compare Anglo-Saxon art and culture.</li> <li>- To understand the Christian conversion - Canterbury, Iona and Lindisfarne.</li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>- To understand the impact of Viking raids and invasion resistance by Alfred the Great and Athelstan</li> <li>- To explore the First King of England</li> <li>- To research further Viking invasions</li> </ul>
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Year 5	<p>empire architecture Olympics nobleman tunic Parthenon Corinthian column Doric column archaic classical philosophy chariot hierarchy invention legacy</p> <p>civilization cacao beans astronomy warrior experimentation survival</p>	<p><b>Socrates</b></p> <p><b>Aristotle</b></p> <p><b>Christopher Columbus</b></p> <p><b>BHM - Martin Luther King</b></p>	<p><b>Topic - Ancient Greeks</b></p> <p>- To explore the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> <li>- To understand the meaning and messages portrayed in Greek myths.</li> <li>- To explore the story of the Battle of Marathon.</li> <li>- To compare the use of the Olympics back then, to today and how the sports have evolved over time.</li> <li>- To make links to words and numbers: what we use today.</li> <li>- To understand the importance of philosophy, by researching the life of Socrates.</li> <li>- To acknowledge Greek life and achievements and how they have contributed to our lives today.</li> </ul>	<p><b>Topic - The Mayans</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A non-European society that provides contrasts with British history.</p> <ul style="list-style-type: none"> <li>- To create a chronological timeline of the different eras after the Mayans, to show how society evolved.</li> <li>- To compare between life as an Ancient Greek and Mayans - religion and customs. Mayan Life and achievements.</li> <li>- To understand the impact of the Spanish on their way of life.</li> <li>- To use our understanding of persuasive texts and apply the story behind the founding of chocolate to create adverts.</li> </ul>	
Year 6	<p>pharaoh sphinx canopic jars hieroglyphics mummification tomb cartouche</p>	<p><b>Cleopatra</b></p> <p><b>Neanderthals</b></p> <p><b>Child choice:</b></p>	<p><b>Topic - Ancient Egypt</b></p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.</p>	<p><b>Topic - Ages Ago</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>- Stone Age tools and survival.</li> </ul>	<p><b>Topic - North and South America</b></p> <p>A non-European society that provides contrasts with British history.</p> <ul style="list-style-type: none"> <li>- To research significant explorers.</li> <li>- To explore pre discovery.</li> </ul>



	<p>Tutankhamun Cleopatra civilization rebellious archaeologist</p> <p>Neolithic Skara Brae Neanderthal evolution adaptation development fur pelt tribe</p> <p>revolution dynamic society economy development agriculture native</p>	<p><b>Gandhi</b></p> <p><b>Mother Teresa</b></p> <p><b>Anne Frank</b></p> <p><b>BHM - Mary Seacole</b></p>	<ul style="list-style-type: none"> <li>- To create an overview of where and when the first civilizations appeared and a in depth study of Ancient Egypt.</li> <li>- To research Prehistoric Egypt.</li> <li>- To explore the Egyptian civilisation and how they evolved over thousands of years.</li> <li>- To explore the use of sources e.g. burial artefacts and how they aid Historians.</li> <li>- To compare the day-to-day life of an Egyptian, to our lives today and to other eras we have explored.</li> <li>- To explore the clear divide between social classes between the rich and poor.</li> <li>- To explore the use of rulers and how they shaped their societies and consider their significance today.</li> <li>- Comparisons to the achievements of Ancient Sumer; The Indus Valley and The Shang Dynasty of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>- Bronze Age religion, technology and travel.</li> <li>- Explore Stonehenge and its heritage.</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>- Late Neolithic hunter-gatherers and early farmers. Learn about Skara Brae.</li> <li>- 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 20th Century.</li> </ul>	<ul style="list-style-type: none"> <li>- To compare the similarities and differences between the continents: past and present day.</li> <li>- To research using sources to understand the natives to the different areas.</li> <li>- To research historical and influential figures from these areas.</li> </ul>
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