

History Curriculum Overview 2024-25

Rationale	<p>For all children to have:</p> <ul style="list-style-type: none"> • a secure knowledge and understanding of the past both local, national and worldwide • the skills and language to be able to make observations, make connections, comparisons, ask questions and evaluate to draw conclusions from what they see, learn and understand 		
Approach	<ul style="list-style-type: none"> • Ensuring a balance of gaining knowledge, understanding and developing enquiry skills to learn about the past including chronological understanding • Maximising the use of first-hand experiences and use of a range of sources to ensure the children are developing historical enquiry skills • Encouraging critical thinking through the interpretation of evidence • Sequencing learning to make connections, understand cause and consequence and develop sound evaluations • Providing a progressive, systematic building of vocabulary and concepts linking learning over time to enable secure building of knowledge, skills and understanding 		
Nursery	<ul style="list-style-type: none"> • Describing significant events in their own experience • Remembering and talking about past and present events in their own lives and in the lives of family members • Is beginning to make sense of his/her own life-story and his/her family's history. • Retell past events in own lives and lives of family members. • Understands 'why' questions like 'why do you think the caterpillar got so fat?' • Engages in extended conversations about stories, learning new vocabulary. • Is able to express a point of view and to debate when he/she disagrees with an adult or friend, using words as well as actions. • Is beginning to describe a sequence of events, real or fictional, using words such as 'first'. 		
Reception	<ul style="list-style-type: none"> • Understanding the difference between past and present events in their own lives • Explaining some reasons why people's lives were different in the past • Know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. • Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling. • Makes comments about what he/she has heard and asks questions to clarify his/her understanding. • Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary. • Offers explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fictions, rhyme and poems when appropriate. • Can express his/her feelings about his/her experiences using full sentences, including use of past, present and future tenses, and making use of conjunctions, with modelling and support from his/her teacher. 		
Y1	How has life changed? (Aut 2)	How has our local area changed? (Spr 1)	What was Victorian childhood like? (Sum 1)
	<ul style="list-style-type: none"> • Learning about changes in living memory through their own lives and the lives of family and teachers. • Exploring how changes in technology have changed the way we communicate. • How objects can be used to tell us about the past. 	<ul style="list-style-type: none"> • Understanding how our local area has changed. • Evaluating change in use of spaces, buildings, transport, and fashion through photographs and maps. • Asking questions and discussing reliability of sources. 	<ul style="list-style-type: none"> • Comparing their present experiences with one period of history. • Exploring a variety of historical sources to learn about how experiences of life change between the past and the present. • Exploring how different people would have experienced different lives.
Y2	How do we know about the Great Fire of London? (Aut 1)	Who can be a life changer? (Spr 1)	Making history: Movements and Leaders (Sum 2)
	<ul style="list-style-type: none"> • Using a variety of physical and written sources to learn about an event significant in national life. • Constructing historical narratives and evaluating source material. • Making connections: cause and consequence. • Comparing 2 versions of same event – perspective. 	<ul style="list-style-type: none"> • Understand changes in aspect of national life through the work of individuals. • Exploring and evaluating the lives of significant individuals in British history. • Understanding the historical context of the individuals' work through historical sources, interactive museum visits and discussions. • Can say why some people are remembered more than others? 	<ul style="list-style-type: none"> • Understand events lead to change nationally and globally (beyond and within living memory) – gender, race, fights for equality • Comparing aspects of life in different periods to present day. • Understand how past events fit into a chronological timeline. • Use sources to construct historical narratives, ask and answer historical questions.
Y3	Why did the Romans invade Britain? (Aut 2)	Who were the Ancient Egyptians? (Spr 1)	What changed from the Stone Age to the Iron Age? (Sum 1)
	<ul style="list-style-type: none"> • Asking questions about where evidence comes from and its reliability. • Understanding the motivations for and organisation behind the Roman Conquest of the British Isles including the power of the Roman army • Evaluating contradictory historical narratives through the study of Boudicca and the rebellion against Roman rule. • Explaining impact of Roman rule in changes to the fabric of British life; introducing concept of legacy. • Develop concept of settlement, Empire, control, culture, changes and contradictions; as well as challenging stereotypes. 	<ul style="list-style-type: none"> • Understand the culture and society of a significant culture and its achievements, • Developing understanding of civilisation and legacy through study of architecture, culture, language. • Understanding how discovery and interpretation of sources is constantly changing perspectives and historical understanding. • Make comparisons within the timeline of Ancient Egypt; and how it fits into the picture of world history. 	<ul style="list-style-type: none"> • Understand life of Stone Age hunter gatherers in Britain and the development of humanity • Understanding the limitations in historical evidence of the Stone Age and interpreting cave paintings, monuments new historical discoveries and evidence • Explaining creation of the first settlements, and the transitions that moved from the Stone Age to the Iron Age:

Y4	Who were the Anglo-Saxons? (Aut 2)	Why did people fear the Vikings? (Spr 2)	How did the Tudors rule England? (Sum 2)
	<ul style="list-style-type: none"> Understanding reasons for the collapse of Roman power in Britain children and the arrival and settlement of Anglo-Saxons. Using a variety of evidence types to expand the range of valid historical questions and narratives Placing the Anglo-Saxon kingdoms in context through the examination of physical evidence Appreciating the organisation of society and cultural wealth of the Anglo-Saxons Understanding the motivations and impact of Viking raiders and settlers at the time Understanding of impact now with settlements and names 	<ul style="list-style-type: none"> Understand the motivations and impact of Viking raiders and settlers at the time. Evaluate the connections to present day in place names and language. Exploring imagery and evidence for reliability in how Vikings are portrayed. Using a variety of evidence types to expand the range of valid historical questions. Make comparisons between the Anglo-Saxons and the Vikings. 	<ul style="list-style-type: none"> Establishing changing themes, dynamics and ideas in British history within the reigns of two monarchs. Comparing reign of Henry VIII and Elizabeth I through style of power, presentation and policies. Analysing range, purpose and reliability of historical evidence to make inferences including portraits as a form of propaganda, architecture, fashions and ceremonies, people of significance Understanding of the importance of religion, colonisation, empire, trade, philosophy and emerging sciences
Y5	What did the Ancient Greeks do for us? (Aut 2)	What were the achievements of the Early Islamic Civilisation? (Spr 2)	Who gets remembered and why? (Sum 2)
	<ul style="list-style-type: none"> Exploring major innovations in philosophy, democracy, culture and society. Using historical evidence from a variety of periods to make connections about life at the time. Understanding the city states of Ancient Greece; exploring their political systems, societies and cultures. Identifying and explaining the significance of the development in society at the time and now. 	<ul style="list-style-type: none"> Knowing when and where Islamic civilization developed and including the importance of Baghdad. Explaining the importance of learning to the life of Baghdad and its influence on the world (<i>including literature, medicine, Silk Road</i>) Comparing life in 900AD to life today. Understanding the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire. 	<ul style="list-style-type: none"> Investigating significant local people through blue plaques, cemetery study, monuments and other sources Evaluate reasons and motivations for why some people are remembered Exploring concept of subjective historical narratives. Using historical evidence to evaluate the lives and achievements of local individuals.
Y6	How did World War II change Britain? (Aut 1 & 2)		Who are the British?
	<ul style="list-style-type: none"> Explaining life during WW2 – focus on Blitz in London - local area links. Using varied historical sources about the causes of World War Two. Understanding experiences of different sections of British and Commonwealth society during the war. Evaluating the purpose of different texts during the war. Exploring role of propaganda. Exploring problems faced by children and families. Evaluating how the war changed Britain, and led to changes in national life welfare state, reconstruction. <p>Exploring the impact of WW2 on local area:</p> <ul style="list-style-type: none"> Using maps and photos to evaluate changes over time. Explaining impact of specific events to the locality. 		<ul style="list-style-type: none"> Exploring changes in British national life and culture through the arrivals of many groups of people – including school community. Applying chronological understanding, linking knowledge of settlement to present day. Focusing recent patterns of migration since WW2 to present day Using a range of evidence to evaluate, support and critique historical narratives.