

History Curriculum Overview

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 		
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 		
Y1	How did we communicate in the past?	What was childhood like in the past?	How has our local area changed?
	<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. 	<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. 	<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.
Y2	How do we know about the Great Fire of London?	How can individuals change our lives?	Making history
	<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. • Can understand how past events fit into a chronological timeline. • Using sources to construct historical narratives, ask and answer historical questions.
	<p>What was school like 50 and 100 years ago? Local Study: History of our school; School of grandparents/community</p> <ul style="list-style-type: none"> • Comparing similarities and difference through study of school photos and evidence • Using oral history as evidence to draw conclusions, make links • Compare time and place – how school experience varies with country, society, culture, history • Analyse key changes over time – 3 time periods. 		
Y3	Why did the Romans invade Britain?	What did the Ancient Egyptians achieve?	Stone Age to Iron Age: What changed?
	<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, 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:
	<p>How the local area has changed? Local Study: School Focus: Local Area . Identifying themes and reasons for change. Wider areas of locality. Links to sustainability of food.</p> <ul style="list-style-type: none"> • Analysing streets photographs over a range of time to now and how they are now • Identifying significant changes: leisure, amenities, transport, shops, clothing, 		

Y4	Who were the Anglo-Saxons?	Why did people fear the Vikings?	How did Kings and Queens rule?.
	<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. 	<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
<p>How did the first railways change our area? Local Study: A study of an aspect of history or a site that is significant in the locality: Transport Exploring how national changes can affect local life: transport and industrialisation.</p> <ul style="list-style-type: none"> Explain changes to the local area brought on by industrialisation and mechanisation. Understanding connections in social history in housing, work, immigration, livelihoods and public health in the local area. 			
Y5	Why was Baghdad so important?	What did the Ancient Greeks do for us?	Local People and Perspectives
	<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"> 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"> 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?		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.