



History Curriculum overview

SY 2022-23

| | Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|----------------------------|---|---|---|--|--|--|--|
| Time and Chronology | <p>Guy Fawkes</p> <p>Remembrance Day</p> <p>Chinese New Year</p> <p>Black History Month</p> <p>Compare Christmases in past with now</p> <p>Changes in living memory</p> <p>Vehicles - Old and New</p> | <p><i>Treasure Island, Time Travellers (Commemoration Days) and A Day in the Life</i></p> <p>The lives of significant individuals in the past... Events beyond living memory...</p> | <p><i>Time Travellers (Inventors of Transport), Buildings, The Magic Toymaker and People of the Past (Florence Nightingale, Edmund Hilary and other explorers), Edward Jenner</i></p> <p>The lives of significant individuals in the past... Events beyond living memory...</p> | <p><i>Island Life, All Aboard (Life in Britain - Transport) and Scavengers/Settlers (Stone Age to Iron Age)</i></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge</p> | <p><i>Temples, Tombs and Treasures (Ancient Egypt and Ancient Sumer)</i></p> <p>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</p> | <p><i>The Great The Bold and The Brave, Space Scientists, The Holiday Show</i></p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>Romans</p> | <p>900 CE (Mayans, Kingdom of Benin, Islamic Empire)</p> <p>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> |

| | | | | | | | |
|--|---|--|--|---|---|---|--|
| | <p>Superheroes from the past: For example, Florence Nightingale</p> <p>Seaside : Past and present</p> | | <p>History of buildings in Deanshanger: For example, Iron works.</p> | <p>beyond 1066. (The first railways)</p> <p>I</p> <p><i>All aboard</i></p> <p><i>Local history study - Railways, Wolverton works.</i></p> | <p>Dynasty of Ancient China.</p> <p>.</p> | <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> | |
|--|---|--|--|---|---|---|--|

| | | | | | | |
|-------------------------|---|---|--|--|---|--|
| <p>Cause and Effect</p> | <p><i>Treasure Island, Time Travellers (Commemoration Days) and A Day in the Life</i> 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</p> <p><i>Treasure Island and Time Travellers (Local events and Commemoration days)</i> 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><i>Time Travellers (Inventors of Transport), Buildings, The Magic Toymaker and People of the Past (Florence Nightingale, Edmund Hilary (and other explorers), Edward Jenner)</i> 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</p> <p><i>The Magic Toymaker and People of the Past</i> 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><i>Island Life, All Aboard and Scavengers/Settlers</i> Be able to select and record relevant information including multiple sources</p> <p><i>Island Life and Scavengers/Settlers</i> Know that historians study an artefact within its historical context</p> <p><i>All Aboard</i> Be able to formulate questions about events from the past</p> <p><i>All Aboard and Scavengers/Settlers</i> Understand that there are different accounts of the same event</p> | <p><i>Temples, Tombs and Treasures (Ancient Egypt and Ancient Sumer)</i> To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> | <p><i>The Great The Bold and The Brave (Greeks and Romans),</i> To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><i>Space Scientists</i> Be able to select and record relevant information including multiple sources.</p> <p>Events beyond living memory that are significant nationally or globally.</p> | <p>900 CE (Mayans, Kingdom of Benin, Islamic Empire) Be able to select and record relevant information including multiple sources.</p> <p>To Know that historians study an artefact within its historical context.</p> |
|-------------------------|---|---|--|--|---|--|

Historians and their research methods

| | | | | | |
|---|---|--|--|--|---|
| <p>Time Travellers <i>The life of Mary Seacole</i> <i>The life of Princess Diana</i> <i>Amelia Earhart</i> Time travellers <i>Florence Nightingale</i></p> | <p><i>From A to B, The Magic Toymaker; People of the Past</i> Be able to formulate questions about objects from the past</p> <p><i>From A to B, Buildings</i> Understand that we are still collecting evidence about the past</p> <p><i>From A to B, Buildings, The Magic Toymaker and People of the Past</i> Be able to select and record relevant information about the past</p> <p><i>From A to B, Buildings, The Magic Toymaker and People of the Past</i> Know that there are a variety of ways to learn about the past</p> <p><i>Significant People of the past.</i> <i>Florence Nightingale</i> <i>Samuel Pepys</i> <i>Neil Armstrong</i></p> | <p><i>Island Life, All Aboard and Scavengers/Settlers</i> Know about similarities and differences between past and present lifestyles <i>All Aboard and Scavengers/Settlers</i> Be able to suggest reasons for particular events and changes <i>All Aboard and Scavengers/Settlers</i> Be able to describe results/consequences of historical events, situations <i>All Aboard</i> Be able to give an opinion on the most significant contributor to change <i>All Aboard and Scavengers/Settlers</i> Know the history of people and/or places they have a connection with</p> <p><i>Lucy - Oldest known human</i> <i>Otzi the iceman.</i></p> | <p><i>Temples, Tombs and Treasures</i> Know that historians study an artefact within its historical context</p> <p>Know the history of people and/or places they have a connection with</p> <p><i>Temples, Tombs and Treasures</i> Be able to formulate questions about events from the past</p> <p><i>Temples, Tombs and Treasures</i> Understand that there are different accounts of the same event</p> <p><i>Henry Carter</i></p> | <p><i>The Great The Bold and The Brave (Greeks and Romans),</i> 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 British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Know the history of people and/or places they have a connection with.</p> <p><i>Life of Boudicca</i> <i>Alexander the great.</i> <i>Space Scientists</i> Be able to formulate questions about events from the past.</p> | <p>900 CE (Mayans, Kingdom of Benin, Islamic Empire) 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> |
|---|---|--|--|--|---|

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | | <i>Rosa Parks</i> <i>Doctor Jenner (medic)</i> | | | Understand that there are different accounts of the same event. <i>Space Scientist</i> <i>Neil Armstrong</i> | |
|--|--|--|---|--|--|--|--|