

History Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	All About Me <u>Understanding the World</u> Past and Present -families and changes that have happened within them during their lifetime -how they have changed from birth to 5 and discuss similarities and differences between themselves and other members of their family. -stories will be the main focus for historical enquiry where children will explore characters and settings and compare with current times.	Travelling Around <u>Understanding the World</u> Past and Present -how letters travel around the world and learn about the Post Office and postal system. -how communities are interconnected through technology as well as letter writing. -learn about some historical figures such as Jean Michel Basquiat. -look at baby photos and think about how we change as we get older. -listen to stories and place events in chronological order.	Traditional Tales <u>Understanding the World</u> Past and Present -different houses and homes and explore how houses have changed over time. -explore how people and communities change over time using story references as a prompt for discussion. -listen to stories and place events in chronological order.	All Kinds of Animals <u>Understanding the World</u> Past and Present -learn about farming in the past and make comparisons with farming today. -learn more about where dinosaurs are now and begin to understand that they were alive a very long time ago. -explore how people and communities change over time using story references as a prompt for discussion. -listen to stories and place events in chronological order.	In The Garden <u>Understanding the World</u> Past and Present -learn more about chronology through stories e.g. The tiny seed travelling through time – how can we see changes in time? Make links to knowledge of seasonal change, growing up/getting bigger. -explore how people and communities change over time using story references as a prompt for discussion. -listen to stories and place events in chronological order.	Moving Around <u>Understanding the World</u> Past and Present -learn more about chronology through stories. -explore how people and communities change over time using story references as a prompt for discussion. -listen to stories and place events in chronological order. -talk about the future. How will Earth look in the future?
Year 1		How Old? Changes within living memory		What makes a castle significant? Significant historical events, people and places in their own locality.		How have seaside holidays changed since the Victorian times? Changes within living memory. Significant historical people, events and places within their locality.
Year 2		How did the Great Fire Change London? An event beyond living memory that is significant nationally.		What did Florence Nightingale achieve? The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale, Mary Seacole and Edith Cavell). Significant historical events, people and places in their own locality (William Harvey)		How should we remember Walter Tull? Significant historical events, people and places in their own locality
Year 3	How has Britain changed from the Stone Age to the Iron Age? Changes in Britain from the Stone Age to the Iron Age.		Were the achievements of the Ancient Egyptians significant? The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared.	Can we thank the Ancient Greeks for anything in our lives today? A study of Greek life and achievements and their influence on the western world. The legacy of Greek culture (art, architecture,		

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			A depth study of Ancient Egypt.	literature) on later periods in British history, including the present day.		
Year 4	How did the Roman's change Britain? The Roman Empire and its impact on Britain. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.		What was Anglo-Saxon life like in Britain? Britain's settlement by Anglo-Saxons and Scots.	Did Vikings leave a mark on Britain? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		
Year 5	How did industry, technology and productivity change Britain during the Industrial Revolution? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways.	Why was Queen Victoria important to Britain? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. the changing power of monarchs using case studies such as John, Anne and Victoria			Should Britain have joined the war in 1914? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history	
Year 6	Should the Benin bronzes be returned? A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.		What was the impact of World War II? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history	Why was Folkestone and the surrounding area significant during World War II? Local History study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		