

Keevil CofE Academy History Curriculum Overview

	EYFS/KS1	Lower KS2	Upper KS2
Year 1	<p>Toys</p> <p>How have toys changed over the years?</p> <p>Why are toys different now to in the past?</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Use common words and phrases related to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Changes within living memory – used to reveal aspects of change in national life. 	<p>Prehistory</p> <p>How did daily life change from Stone Age to Iron Age?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Changes in Britain from the Stone Age to the Iron Age. 	<p>Aspect of British history</p> <p>What was it like to be a child during World War 2?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history.
	<p>Florence Nightingale, Mary Seacole, Isambard Kingdom Brunel</p> <p>How can one person make a difference?</p> <ul style="list-style-type: none"> Children know about similarities and differences between themselves and others, and among families, communities and traditions. Use common words and phrases related to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. 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. Significant historical events, people and places in their own locality. 	<p>Invaders and Settlers</p> <p>Who has made Britain their home?</p> <p>Emphasis on study of Roman Britain</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. The Roman Empire and its impact on Britain. 	
Cross-curricular opportunities to re-visit and extend learning	<p>English</p> <p>Reading and writing a variety of non-fiction texts</p> <p>Study of Mr Penguin And The Lost Treasure by Alex T Smith</p> <p>Reading and writing a variety of non-fiction texts.</p>	<p>Invaders and Settlers</p> <p>Who has made Britain their home?</p> <p>Linked to Legend writing and reading Beowulf in English</p> <p>Emphasis on study of Anglo-Saxon settlement on Britain</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Britain's settlement by Anglo-Saxons and Scots 	<p>English</p> <p>Study of Why The Whales Came by Michael Morpurgo</p> <p>Study of Greek Myths and Legends</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Geography</p> <p>Study of Physical and Human Geography</p>
		<p>English</p> <p>Study of How To Train Your Dragon by Cressida Cowell</p> <p>Study of Erik The Viking by Terry Jones</p> <p>Study of The Firework Maker's Daughter by Phillip Pullman</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Geography</p> <p>Local Study</p> <p>European comparison</p>	

Year 2	<p>Homes</p> <p>How have houses changed over the years?</p> <p>Why are houses different now to in the past?</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Use common words and phrases related to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Changes within living memory – used to reveal aspects of change in national life. 	<p>Early Civilizations</p> <p>How do we know so much about the Ancient Egyptians today?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To study 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 	<p>Local History Study</p> <p>How can we tell about the development of Longleat from the things that remain?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. A 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.
	<p>The Great Fire of London and Samuel Pepys</p> <p>What made the fire of London 'Great?'</p> <ul style="list-style-type: none"> Children know about similarities and differences between themselves and others, and among families, communities and traditions. Use common words and phrases related to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Events beyond living memory that are significant nationally or globally. 	<p>Invaders and Settlers</p> <p>Who has made Britain their home?</p> <p>Linked to work in English – How To Train Your Dragon by Cressida Cowell</p> <p>Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<p>Non-European Society</p> <p>How did the Mayan Culture affect our lives today?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. 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
Cross-curricular opportunities to re-visit and extend learning	<p>English</p> <p>Study of Flat Stanley – Jeff Brown</p> <p>Study of Traditional Tales</p> <p>Study of Enid Blyton stories</p> <p>Reading and writing a variety of non-fiction texts</p> <p>DT</p> <p>'Be an Architect'</p>	<p>Geography</p> <p>Using maps, atlases and other sources to study the geography of Egypt</p> <p>English</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Study of Myths and Legends</p> <p>Art</p> <p>Creating Ancient Egyptian inspired works eg, canopic jars, wall art</p>	<p>English</p> <p>Reading and writing a variety of non-fiction texts</p> <p>Study of The Explorers by Katherine Rundell</p> <p>Geography</p> <p>Geographical study of the local area</p> <p>Study of a region of South America</p> <p>Art</p> <p>Creating Mayan inspired works eg. headdresses, masks</p> <p>Weaving and Textiles</p>