

History Curriculum Overview



Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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

The [National Curriculum History Programme of Study](#) provides the content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our history teaching for KS1 and KS2.

Due to our mixed age class structure in KS1, the planning below shows a Year A and Year B Topic grid which shows cross curricular planning linking History, Geography, Art and DT. You will notice that some half terms have a more single subject based focus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 mixed age class Year A Topics	<p>We are Britain British Values <i>Cross Curricular - Geography, Art, History and SMSC (Spiritual, Moral, Social and Cultural Development (non-statutory)</i> Celebrate family history and culture. Share your family story, your interests, hobbies and family traditions. Find out what the different cultures represented in the class eat for breakfast and have a class 'Breakfast Club' that celebrates the diversity of all.</p>	<p>The Great Fire of London <i>Cross Curricular - History & English</i> Find out more about how we fight fires today compared with how fires were fought in the 17th century. Generate questions about the Great Fire of London, research the answers. Write reports for a class newspaper 'Great Fire' special edition.</p>	<p>Weather Experts Meteorologists <i>Cross Curricular - Geography & DT</i> Explore aspects of weather. Make simple weather measuring instruments and contribute to a class weather station and weather chart.</p>	<p>Weather Experts Seasonal change <i>Cross Curricular - Art & Geography.</i> Study famous artworks and create collages, drawings and paintings to develop an understanding of weather patterns. Work towards a final art display</p>	<p>Oceans and Seas <i>Cross Curricular - Geography, History & Art.</i> Learn about the seas that surround the UK. Develop knowledge of the oceans and continents of the world. Find out about Sir Francis Drake: the Queen's Pirate Investigate how waves are caused and how they move. Inspired by the stormy seascapes of J. M. W. Turner, use a variety of techniques to create textured watercolour paintings and turn them into sea-storm collages.</p>	<p>Oceans and Seas The Galapagos Islands and Charles Darwin <i>Cross Curricular - Geography, History & Art.</i> Enter the world of famous naturalist Darwin and his discoveries. Research the Galapagos Islands and create a fact-file. Meet Darwin, learn about adaptations, create Naturalist's Notebooks similar to those of Darwin. Collect plant samples, make sketches and notes like a real naturalist.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 mixed age class Year B Topics	Changes within Living Memory History Think about the rituals and routines of contemporary lives. Contrast these with those of parents and grandparents, prompted by the questions of 'Little Mouse' who lives in the corner of the classroom!	Changes within Living Memory Food <i>Cross Curricular - Geography, History & DT</i> Look at how our experience of food has changed over the last 100 years. Look into changes in our tastes, in the availability of food, and how different factors have affected these. The block will finish with inviting visitors to experience 100 years of food!	Castles History Who built the first castles in the UK and why. Look at UK castles built by the Normans. Find out about the structure of medieval castles. Find out about the people living in medieval castles. Find out about how the common people were treated in medieval times. To find out about how the Tower of London's use has changed over time	Castles Geography Find out which physical land features made castles easier to defend. Name and locate UK capital cities and their castles. Devise a simple map and construct a simple key.	Famous for more than five minutes Monarchs <i>Cross Curricular - History, English & Art.</i> Elizabeth 1 Queen Victoria Compare the lives and reigns of Elizabeth 1 and Queen Victoria. Place their reigns and significant events within a chronological timeline. Identify the key roles of a monarch.	Famous for more than five minutes Explorers <i>Cross Curricular - History, Geography, Art and English</i> Christopher Columbus Neil Armstrong Develop historical knowledge and understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Discover navigation techniques and learn about the materials used by Columbus and Armstrong.

Y3	Autumn 1 <u>Stone Age to Iron Age</u>	Autumn 2 <u>Stone Age to Iron Age</u>	Spring 1 <u>Local History</u>	Spring 2 <u>Local History</u>	Summer 1 <u>The Railways</u>	Summer 2 <u>The Railways</u>
1	Timelines Recognising the past is divided up into different parts	Metal Tools How was a bronze tool made? How important was metal	Creating Questions Think of questions we can ask of the past.	A Victorian Education B Teacher and pupils in the Victorian schools	Early Locomotives Understand the early trains and how they worked.	Railway Art What was the artist trying to tell us?
2	Using Evidence Matching evidence through pictures to moments in time	Stonehenge Speculate on use of Stonehenge	Clues from the Past Examine photographs and local buildings to search for clues about the past.	Local Resources A Learning to Use material from the county archives / school archives		
3	Research Questions Using questions begin a line of enquiry about the past	Art from the Past Looking at cave paintings as evidence of the past. Creating our own cave paintings	Our School Where is our school on a timeline?	Local Resources B Learning to Use material from the county archives / school archives	Steam Trains Why are they significant?	Impact Debate the positive and negative impact on society.
4	Farming and Hunting The importance of hunting and farming in the Stone Age.	Bronze to Iron Transition from bronze to iron. Why is iron better?	Our Village To investigate the village at the time the school was established.	Local Resources C Learning to Use material from the county archives / school archives		
5	Farming and Hunting Matching statements about hunting and farming	Compare and Contrast Use pictures of people from different periods to find out how life has changed	Our Victorian School Investigate using secondary sources what a Victorian school would be like?	What have you Learnt? Assessment Piece of writing about what we have learnt		
6	Farming and Hunting Create a job description for a stone age farmer or hunter	Timelines Using timelines and pictures to sequence the past. What have we learnt?	A Victorian Education A Investigate the subjects that were taught in a Victorian school		Growth of the Railway Lines How did it grow and change over time?	Technology How has the technology in trains changed over time?

Y4	Autumn 1 <u>The Romans and their impact.</u>	Autumn 2 <u>The Romans and their impact</u>	Spring 1 <u>Shang Dynasty</u>	Spring 2 <u>Indus Valley</u>	Summer 1 <u>Ancient Egypt</u>	Summer 2 <u>Ancient Sumer</u>
1	The Roman Empire Understand where it all began	Gods Understand the religious beliefs.	Research Map Research jobs, food, poverty, punishments, sacrifices.	Travel Guide Where and when the Indus Valley civilisation existed.	Who were they? Understand life by looking at artefacts.	Location Where and when the civilisation first appeared.
2	Invasions Understand the spread of the Roman Empire.	Roman Baths Understand the purpose of the Baths and the amenities contained.	Timeline Understand the rise and fall of the Shang reign.	Great Discoveries Key explorers who helped discover the Indus Valley.	What was life like? Understand what was important to the people.	Life in the city Describe the characteristics of the city life.
3	Roman Soldier Understand the appearance of a Roman Soldier.	Mosaics How were the pieces of art valued?	Map Understand where the Shang Dynasty area of rule was in China.	Key events Order key events from the Indus Valley.	Mummies Understand the ritual of mummification.	Inventions Understand the impact of technology in the world.
4	Roads Understand the impact of Roman Roads.	Music What was the impact of music?	Artefacts Understand the value of Bronze and what it was used for.	Artefacts What do the artefacts tell us about the Indus Valley civilisation?	Tutankh-amun Understand about the discovery of the tomb.	Religion Understand the beliefs of the people at the time.
5	Boudicca Understand the resistance in Britain.	Roman Numerals What do the numerals represent now?	Artefacts How did the SD people value 'Dragon Bones'?	Building a Life Understand the types and features of buildings.	Writing Understand Egyptian writing systems.	Culture What do the artefacts tell us about the culture?
6	Hadrian's Wall Understand how and why Hadrian built the wall.	Roman Challenge! End of topic challenge.	Religion Learn about the God named 'Shangdi'.	Fashion Understand the types of clothing the people wore.	Gods Understand the powers of the different gods.	Agriculture Understand the crops, animals and farming equipment that was used.

Y5	Autumn 1 <u>Invaders and Settlers</u>	Autumn 2 <u>Anglo-Saxons and Scots</u>	Spring 1 <u>Ancient Greece</u>	Spring 2 <u>Ancient Greece</u>	Summer 1 <u>The Railways</u>	Summer 2 <u>World War II</u>
1	Viking Raiders Where did they come from and why come to Britain?	The Invaders Why, where and when the invasions happened.	Who were the Ancient Greeks? Learn about the key historical points.	Mythology Pandora's Box.	Early Locomotives Understand the early trains and how they worked.	Timeline Organise the key events during the war.
2	Anglo-Saxon Kings What was the significance of the Kings?	Place Names Understand the names they established and their meanings.	Alphabet What symbols have we used in our alphabet?	Mythology Theseus and the Minotaur.	Steam Trains Why are they significant?	Map Which countries were involved and affected?
3	Danegeld Understand who King Ethelred II was and what Danegeld was.	Village Life Where did Anglo-Saxons live and what were their professions.	Gods Pt 1 Understand the importance of each Greek God and their title.	Ancient Greek Democracy Understand the political system.	Growth of the Railway Lines How did it grow and change over time?	Duties What were the roles of women and men during the war?
4	Viking Life Understand aspects and differences of Viking life.	Culture What can the artefacts tell us about the culture?	Gods Pt 2 Understand the importance of each Greek God & title.	Olympics Understand the development of the Olympics.	Railway Art What was the artist trying to tell us?	The Front Line Understand what happened on the front line.
5	Laws and Justice How did the legal system work?	Anglo-Saxon Gods Who did they worship?	Artefacts Ancient Greek Vases and their value in society.	Battle of Marathon Understand the accounts of the battle.	Impact Debate the positive and negative impact on society.	The Shetland Bus Understand this undercover operation.
6	Legacy How did the Anglo-Saxons shape Britain?	Conversion to Christianity Who converted Anglo-Saxons to Christianity?	Differences in Society. Sparta vs Athens.	The Trojan War Understand the accounts of the war.	Technology How has the technology in trains changed over time?	Air raid shelter Understand the importance of this shelter.

Y6	Autumn 1 <u>Bagdad 900AD</u>	Autumn 2 <u>Development in British Leisure</u>	Spring 1 <u>British Crime & Punishment</u>	Spring 2 <u>Mayan Civilisation</u>	Summer 1 <u>Benin (West Africa)</u>	Summer 2 <u>British Monarchs</u>
1	Importance of Baghdad Understand its role in Islamic Civilisation.	At the Movies Understand how cinema changed over the 20 th century.	Roman Legacy. What did the Romans do?	Meeting the Maya Understand the civilisation.	Africa's Past How was the kingdom of Benin formed?	Research Create a Kings and Queens research map.
2	House of Wisdom How did it become a centre for learning?	The Beautiful Game Understand how football has changed over the 20 th Century.	Anglo-Saxon Laws and Justice. Are there any similarities to the Romans?	Religion Who did the Maya worship?	Religion Understand the beliefs of the people at the time.	Timeline Order significant British Monarchs.
3	Discovery Understand the importance of the scholars of the time.	Swinging 60's How are the lives of young people different now?	The Torturing Tudors How were 'criminals' punished?	Number System How did it work?	Benin Art Why did their sculptures surprise explorers?	William the Conqueror Who was he and what did he do?
4	The First Four Caliphs What is a caliph? Who is Mohammad?	Holidays The 'Holiday Camp' boom in the 1930's.	Highway-man: Hero or Villain? Who was Dick Turpin?	Exploration Understand the Maya cities.	The Story of Eweka Understand the importance of this story in the culture.	Henry VIII Understand his interesting life!
5	Islamic Art Create my own geometric pattern based on traditional techniques	Gogglebox Why is the television so important in modern day society?	Victorian Prisons. How has Britain developed the prison system?	Writing Understand the Maya writing system.	Artefacts What can the artefacts tell us about the culture?	Queen Victoria Create a fact file about this interesting Queen!
6	Trade and Power Understand why Islamic civilisation became a major power	Technology Understand the importance of technology in our lives today.	Through the ages. Prevention and Detection	Food Why were certain food significant?	A Lost Kingdom How did the empire come to an end?	Queen Elizabeth II The difference between two Queens.