



# History—Curriculum Overview with Skills



Year Group	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<p style="text-align: center;"><b>Understanding the World</b> Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
<b>Key Stage 1</b> <b>Year A</b>	<p style="text-align: center;">-Remembrance /The Gunpowder Plot</p> <ul style="list-style-type: none"> <li>• Know about an event that happened long ago, even before their grandparents were born. (WW1)</li> <li>• Recognise a historical source and identify some of the ways in which the past is represented differently e.g. diaries and photos</li> <li>• Use 1/2 sources to answer questions about the past</li> <li>• Know how the local area is different to the way it used to be a long time ago.</li> </ul>	<p style="text-align: center;">Florence Nightingale and Mary Seacole</p> <ul style="list-style-type: none"> <li>• Know about a famous person from outside the UK and explain why they are famous.</li> <li>• Use 1/2 sources to answer questions about the past</li> <li>• Recognise a historical source and identify some of the ways in which the past is represented e.g photos</li> </ul>	<p style="text-align: center;">Victorian Childhood</p> <ul style="list-style-type: none"> <li>• Know how the local area is different to the way it used to be a long time ago. (Victorian homes/schools/ factories)</li> <li>• Differentiate between things that were here 100 years ago and things that were not, and things that still exist today. (including buildings, tools, toys)</li> <li>• Use words to describe the passing of time</li> <li>• Use 1/2 sources to answer questions about the past</li> <li>• Know what we use today instead of older given artefacts</li> <li>• Know that children’s lives today are different to those of children a long time ago</li> </ul>
<b>Key Stage 1</b> <b>Year B</b>	<p style="text-align: center;">British Monarchy</p> <ul style="list-style-type: none"> <li>• Know that the life of Queen Victoria was different to the life of the current monarch</li> <li>• Organise a number of artefacts by age</li> <li>• Know the main differences between celebrations.</li> <li>• Name a famous person from the past &amp; explain why they ‘re famous</li> <li>• Use words to describe the passing of time</li> </ul>	<p style="text-align: center;">The Great Fire of London</p> <ul style="list-style-type: none"> <li>• Know about The Great Fire of London and significant information that led up to the key events.</li> <li>• Organise 3-5 key events in chronological order.</li> <li>• Know how the event affected the capital city, and the changes that can be seen today.</li> <li>• Use words to describe the passing of time</li> <li>• Use 1/2 sources to answer questions about the past</li> </ul>	<p style="text-align: center;">The History of Flight</p> <ul style="list-style-type: none"> <li>• Know about the developments in flight since 1783.</li> <li>• Know about a famous person from outside the UK and explain why they are famous.</li> <li>• Use 1/2 sources to answer questions about the past</li> <li>• Recognise a historical source and identify some of the ways in which the past is represented e.g paintings</li> </ul>



# History—Curriculum Overview



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<p><b>Lower Key Stage 2</b></p> <p><b>Year A</b></p>	<p>-local study focusing on pottery</p> <ul style="list-style-type: none"> <li>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (Josiah Wedgwood, pottery industry)</li> <li>Know how the lives of wealthy people were different from the lives of poorer people (children &amp; potters) during this time.</li> <li>Know there are different interpretations of the past.</li> <li>Use 3 sources to summarise an aspect of history</li> </ul>	<p>-Stone Age</p> <ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>Know what is meant by 'hunter-gatherers'</li> <li>Use specific historical vocabulary including terms and periods e.g settlement, Neolithic</li> <li>Categorise key features of specific time periods and describe how they are different and similar to the present day and other time periods</li> </ul>	<p>The Ancient Egyptians</p> <ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>Know about the key features of : Ancient Egypt</li> <li>Use specific historical vocabulary including terms and periods e.g civilisation</li> <li>Categorise key features of specific time periods (people and events) and describe how they are different and similar to the present day and other time periods</li> </ul>
<p><b>Lower Key Stage 2</b></p> <p><b>Year B</b></p>	<p>The Ancient Greeks</p> <ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenian &amp; Spartans</li> <li>Know about the influence the gods had on Ancient Greece</li> <li>Know at least 5 sports from the ancient Greek Olympics</li> <li>Use specific historical vocabulary including terms and periods e.g ancient, empire</li> <li>Categorise key features of specific time periods and describe how they are different and similar to the present day and other time periods</li> <li>Know there are different interpretations of the past.</li> </ul>	<p>-The Mayans</p> <ul style="list-style-type: none"> <li>Know about the impact that an ancient societies had on the world: the Mayan civilization;</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe</li> <li>Use specific historical vocabulary including terms and periods e.g civilisation</li> <li>Categorise key features of specific time periods and describe how they are different and similar to the present day and other time periods</li> </ul>	<p>Romans</p> <ul style="list-style-type: none"> <li>Know about the influence the gods had on Ancient Rome</li> <li>Know the impact the Roman Empire had on Britain</li> <li>Know about life in the Roman army</li> <li>Make links between different periods to understand how events in one period might affect another.</li> <li>Use specific historical vocabulary including terms, periods and dates</li> </ul>
<p><b>Upper Key Stage 2</b></p> <p><b>Year A</b></p>	<p>World War II</p> <ul style="list-style-type: none"> <li>Know how Britain has had a major influence on the world.</li> <li>Explain significant turning points in British History as a result of WW 2.</li> <li>Changes in an aspect of social history for example role of women.</li> <li>Use 4 sources to select, extract and combine relevant information to answer questions and come to a conclusion</li> <li>Know that there are different interpretations of the past and why contrasting arguments &amp; interpretations of the past have been constructed.</li> <li>Use specific historical vocabulary including terms, periods and dates</li> </ul>	<p>The Space Race</p> <ul style="list-style-type: none"> <li>Changes in an aspect of social history such as discoveries of the first landing on the moon. (Neil Armstrong's legacy)</li> <li>Categorise key features of specific time periods and past societies and explain why they are different and similar to the present day, other periods of time and describe changes within the specific periods.</li> <li>Use specific historical vocabulary including terms, periods and dates</li> </ul>	<p>Crime and Punishment</p> <ul style="list-style-type: none"> <li>A study of an aspect of history dating from a period beyond 1066 that is significant in the locality</li> <li>Changes in an aspect of social history, such as crime and punishment</li> <li>Categorise key features of specific time periods and past societies and explain why they are different and similar to the present day, other periods of time and describe changes within the specific periods.</li> <li>Use specific historical vocabulary including terms, periods and dates</li> </ul>
<p><b>Upper Key Stage 2</b></p> <p><b>Year B</b></p>	<p>The Vikings</p> <ul style="list-style-type: none"> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings were also traders</li> <li>Use specific historical vocabulary including terms, and periods e.g settlement, invasion</li> <li>Categorise key features of specific time periods and describe how they are different and similar to the present day and other time periods</li> <li>Use 3 sources to summarise an aspect of history</li> </ul>	<p>The Tudors</p> <ul style="list-style-type: none"> <li>The changing power of monarchs using case studies e.g., Henry 8th</li> <li>Use 4 sources to select, extract and combine relevant information to answer questions and come to a conclusion</li> <li>Know that there are different interpretations of the past and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Use specific historical vocabulary including terms, periods and dates</li> </ul>	<p>The Industrial Revolution</p> <ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>•Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>Use 4 sources to select, extract and combine relevant information to answer questions and come to a conclusion</li> <li>Use specific historical vocabulary including terms, periods and dates</li> </ul>