

History Curriculum Overview

These Programmes of study are from the 2014 National Curriculum. There will be 3 Programmes of study to cover across the year due to rotation with Geography. They can be moved around across each phase - Year 1 and 2, Year 3 and 4, and Year 5 and 6. These changes must be discussed with the curriculum lead prior to this happening. Nursery & Reception objectives are based on the Early Adopters EYFS Framework.

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Nur	• Notice differences between people. • Begin to make sense of their own life-story and family's history.	• Notice differences between people. • Begin to make sense of their own life-story and family's history.	• Notice differences between people. • Begin to make sense of their own life-story and family's history.
OBJECTIVES	Model positive attitudes about the differences between people. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern Britain - materials which confront gender stereotypes Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family	Model positive attitudes about the differences between people. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern Britain - materials which confront gender stereotypes Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family	Model positive attitudes about the differences between people. Support children's acceptance of difference. Have resources which include: - positive images of people who are disabled - books and play materials that reflect the diversity of life in modern Britain - materials which confront gender stereotypes Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family
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Rec	• Comment on images of familiar situations in the past.	• Compare and contrast characters from stories, including figures from the past.	• Compare and contrast characters from stories, including figures from the past.
OBJECTIVES	• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer • hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	• Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. • In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.	• Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. • In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.



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Y1	• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • Significant historical events, people and places in their own locality • 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]	• the lives of significant individuals in the past who have contributed to national and international achievements • events beyond living memory that are significant nationally or globally	• Gain and deploy a historically grounded understanding of abstract terms such as 'parliament' • events beyond living memory that are significant nationally or globally • 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
SKILLS	Skills • Develop an awareness of the past, using common words and phrases relating to the passing of time • 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 • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing and using 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 and identify different ways in which it is represented		
OBJECTIVES	**Discovering History** 1. I am learning that history is the story of the past. 2. I am learning that family trees tell us who lived in the past. 3. I am learning that historians study books, pictures and many other sources to find out about the past. 4. I am learning that archaeologists find out about the past through looking at things found in the ground. 5. I am learning to understand what life was like in the past where we live.	**Kings and Queens** 1. I am learning that England has been ruled by Kings and Queens for many years. 2. I am learning that King John made an important promise to the people of England. 3. I am learning that a parliament was set up to make decisions for the country. 4. I am learning that King Charles I did not want to listen to Parliament. 5. I am learning that there was a time when England did not have a king.	**Parliament & Prime ministers** 1. I am learning that William and Mary made an important promise. 2. I am learning that Parliament discuss and make decisions about our country. 3. I am learning that the Prime Minister is in charge of our government. 4. I am learning that the Prime Minister leads the country. 5. I am learning that adults vote to choose the people who run our country.



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Y2	• Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • KS2: The Roman Empire and its impact on Britain.	• the lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality.	• The lives of significant individuals in the past who have contributed to national and international achievements e.g: Gandhi, Rosa Parks and Martin Luther King, Malala Yousafzai, Greta Thunberg, David Attenborough • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
	Skills • Develop an awareness of the past, using common words and phrases relating to the passing of time • 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 • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing and using 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 and identify different ways in which it is represented		
OBJECTIVES	**Romans in Britain** 1. I am learning that the Romans were an ancient civilisation. 2. I am learning that the Romans had several large armies with many soldiers from around the Empire. 3. I am learning that the Romans invaded Britain. 4. I am learning that Romans built towns across Britain. 5. I am learning that the Romans made changes to Britain.	**Tudors** 1. I am learning that life in Tudor England was different to life in England today. 2. I am learning that Henry VIII was a Tudor king. 3. I am learning that Henry VIII made himself head of the Church of England. 4. I am learning that King Edward VI and Queen Mary I were the children of Henry VII. 5. I am learning that Elizabeth I was the last Tudor monarch.	**Powerful Voices** 1. I am learning that Gandhi is remembered as a significant person in history for his peaceful protests. 2. I am learning that Rosa Parks and Martin Luther King fought for equal rights for black people in America. 3. I am learning that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so. 4. I am learning that Greta Thunberg is a young, environmental activist. 5. I am learning that David Attenborough is a British broadcaster who makes natural history documentaries and speaks out about taking care of our planet.

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Y3	• •The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt	• Changes in Britain from the Stone Age to the Iron Age	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
SKILLS	Skills: • develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources		
OBJECTIVES	**Ancient Egypt** 1. I am learning to identify the location of Egypt and understand the importance of the Nile. 2. I am learning that Ancient Egyptian society was hierarchical. 3. I am learning that Ancient Egyptians worshipped many Gods and believed in the afterlife. 4. I am learning that Howard Carter discovered the tomb of Tutankhamun. 5. I am learning that hieroglyphics can tell us about life in Ancient Egypt.	**Stone Age to the Iron Age** 1. I am learning to know how people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age (Mesolithic). 2. I am learning that farming began in the Neolithic Age. 3. I am learning that the Bronze Age began when people learned how to make objects from Bronze. 4. I am learning that Stonehenge is a prehistoric monument built over 5000 years ago. 5. I am learning that the Iron Age began around 800 6. BCE when people learned how to make objects from Iron.	**Law & Power (1154-1272)** **1.** I am learning that Henry II is known as the father of common law. 2. I am learning that Thomas Becket was killed in Canterbury Cathedral. 3. I am learning that the Holy Wars were fought over power of the Holy Land, sacred to both Christians and Muslims. 4. I am learning to understand why King John was asked to seal the Magna Carta. 5. I am learning to know that Simon de Montfort called the first Parliament to make decisions about the country.

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Y4	• Ancient Greece – a study of Greek life and achievements and their influence on the western world	• 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
SKILLS	Skills: • develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources		
OBJECTIVES	**Ancient Greece** 1. I am learning that the Ancient Greeks lived in independent city-states. 2. I am learning that some people in Athens could vote. 3. I am learning that the Ancient Greeks worshipped many gods. 4. I am learning that the city-states came together to compete in the Ancient Greek Olympic Games. 5. I am learning that the Ancient Greeks left a legacy that influences how we live and learn today.	**Life in Ancient Rome** 1. I am learning that Ancient Rome was a powerful empire. 2. I am learning that Roman society during the Roman Republic. 3. I am learning that Pompeii was a town buried after the eruption of Vesuvius. 4. I am learning about some of the leisure activities that took place in Ancient Rome. 5. I am learning that many words we use today come from the Ancient Roman language, Latin.	**Stuarts** 1. I am learning that James VI of Scotland became James I of England and believed in the 'Divine Right of. 2. I am learning that that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot). 3. I am learning that the English Civil War lasted for seven years and lots of people died. 4. I am learning that when England did not have a king, Oliver Cromwell led the country as Lord. 5. I am learning that the Great Plague of 1665 devastated London's population. 6. I am learning that James II's daughter Mary, and her husband, William of Orange, were asked to take the throne from James II and become king and queen.

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Y5	• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Skills: • develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources		
	Bagdad 900CE 1. I am learning that the religion of Islam spread around the world. 2. I am learning that Baghdad is a city that was built near the Tigris River by Caliph Al-Mansur. 3. I am learning to understand the layout of Baghdad in 900 CE. 4. I am learning that many people came to Baghdad from around the world to trade, teach and learn. 5. I am learning that the Mongol attack on Baghdad destroyed the city.	**Transatlantic Slave Trade** 1. I am learning that the Transatlantic Slave Trade transported millions of enslaved Africans to work. 2. I am learning to understand the conditions faced by slaves during the Atlantic passage. 3. I am learning to understand the conditions in which enslaved Africans faced in the Americas. 4. I am learning that the slave trade was abolished in 1807. 5. I am learning that Thomas Clarkson was one of the leading abolitionists in Britain against the Transatlantic Slave Trade.	**Victorians** 1. I am learning that historians believe Queen Victoria made a series of sensible decisions as Queen. 2. I am learning to understand how industrialisation caused urbanisation. 3. I am learning to understand how the poor and unemployed were treated during the Victorian period. 4. I am learning to understand what the Great Exhibition was, and what it represented for Britain at the height of industrialisation. 5. I am learning to consider how much of the modern world as we know it was already in existence by 1900.

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Y6	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Skills: • develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources		
	Suffragettes 1. I am learning that in the past, British democracy only included a small number of people. 2. I am learning to know the National Union of Women's Suffrage Societies campaigned for equal voting rights for women. 3. I am learning to know the Women's Social and Political Union used extreme tactics to be heard, including violence and breaking the law. 4. I am learning that some people, including women, in the early 20th century opposed women's suffrage. 5. I am learning that Parliament finally granted women's suffrage in 1918 (to some women) and 1928 (all women over 21).	**WWII** 1. I am learning to know when and where World War II took place and who it was fought between. 2. I am learning to know what happened during the Battle of Britain and the Blitz. 3. I am learning to understand the significant role that Bletchley Park played in helping the Allied Powers win the war. 4. I am learning to know the Holocaust was a time during WW2 when millions of people were killed by the Nazis. 5. I am learning that the Home Front played a vital role in supporting the war effort.	**History of Human Rights** 1. I am learning that Human Rights are the rights and freedoms that belong to every person. 2. I am learning that women's rights in the UK are protected by the law. 3. I am learning that the United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights. 4. I am learning that racial discrimination was made illegal in the UK in the 1960s. 5. I am learning that the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief.