

# Whole School History Overview

## Intent

The history curriculum is intended, in key Stage 1, to enable children to acquire an understanding of time and of events and people in their and their parents' living memory. It is designed chronologically in reverse. Young children have very little concept of time, so we have devised a curriculum which starts at events in their own personal history and then moves back in decades to their parents' and grandparents' histories. In key stage 1, the aim is for pupils to handle artefacts, listen to first-hand evidence and testimony and to watch video clips to gather information together about the past.

In Key Stage 2, the intent is to follow topics in chronological order so that they can develop a sense of time and how civilizations were inter-connected. The curriculum builds pupils' understanding of time, chronology, how people lived. Historical skills and concepts build progressively across the key stage. We will follow part of the national curriculum but will go past the reign of Edward the Confessor to modern Britain.

## Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Show interest in the past of others. Remember and talk about events in their own lives.	Gunpowder Plot. Great fire of London. People who help us.	Inventions and life before the invention.	Celebrations past and present.	Concept of past and present in a garden's life; in a pet or animal's life.	Holidays on a personal timeline
Year 1	Personal timeline.	The Royal Family's personal history. Idea of a family tree.	Female and male Explorers in the 21 <sup>st</sup> and 20 <sup>th</sup> century.	Life in the 1980s – TV, music and computers and toys	Local history from the 1970s	1970s holidays
Year 2	1960s music, TV, and what life was like.	1960s fashion, space race and houses and homes.	Amy Johnson. Amelia Earhart. Transport from 1950s to today.	1950s television, inventions and way of life.	1940s rationing, famous people and key events.	1940s transport and fashion. 1948 Olympics. What was life like in post-war Britain
Year 3	Ancient Egypt. Art and architecture.	Ancient Egyptian rulers, beliefs, education and life.	Ancient Greece and its buildings and city states.	Ancient Greek life, legacy and myths.	Iron Age and its artefacts.	Ancient British tribes such as Celts What was life like in the Iron Age?
Year 4	Imperial Rome: government, beliefs and rulers.	Roman Britain, baths and the Scots	Britain's settlement by Anglo-Saxons and Scots	Local history from the time of the Romans to the Vikings	The Viking and Anglo-Saxon struggle for the Kingdom of England	Kings Canute, Alfred, Egbert and Aethelred. What did the Vikings do for us?
Year 5	The wars of the Roses and the rise of the Tudors. Henry vii and Henry viii	Elizabeth I and the Armada.	The rise and fall of the Aztec empire	The rise and fall of the Inca empire	The Stuarts and the rise of puritanism.	Was England right to execute the King?
Year 6	Georgians. The making of America. Bonnie Prince Charlie.	Victoria and key Victorians. How people lived. Her legacy.	Victoria's family. The Russian revolution. The fore ward to war.	The suffragettes, inventions at the start of the 20 <sup>th</sup> century	The Great War	The treaty of Versailles and the 1920s. What was the impact of the Great War and why do we commemorate it?

## Links to Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	2a Place family events/school events in order since 1980.	2a The chronology of transport since 1940, place cars, bikes, trains in order. Link this to different times in their family's history	2a chronology of ancient Greek key events and relative to modern day and birth of Christ, Egyptians,	2a chronology of angles, Saxons, jutes in relation to Greeks, Egypt, romans, modern day. The formation of England and the first monarchs.	2a place the Aztec civilization in order in relation to what was happening across the world	2a. place the events of Darwin's and Mary Anning's life into chronological order against other events in Victoria's reign and linked to the present day.
World History	2a the story of Scott, Shackleton, Amundsen.	2a Emelia Erhart, Claire Francis, Marco Polo, lady Stanhope, sakawacheia, Nelly Bly	2a how Greeks were the dominant civilization, how they traded with Africa and English, Greek influence on the world	2a how England was colonised by German tribes , Scottish invasion from Ireland, Picts, celts,	2a the Aztecs, way of life, games and sport, impact of the Spanish, Montezuma, way of life, food and Aztec words: chili, avocado, chocolate, coyote, peyote, guacamole, ocelot and mescal.	2a how Victorian England spread across the world and created an empire
Abstract Terms	2a past, present, decade, century	2a past, decade, history,	2a City state, state, nation,	2a Invasion, conversion, settlement, kingdom, peasantry,	2a Civilization, conquest, invasion, social, political, tribe, agriculture	2a – era; ancestor, society, empire, parliament
Concepts			2a draw contrasts between different city states, Greece and England in the same time period,	2a cause and effect of the fall of the Romans in Britain, continuity and change,	2a Cause and effect e.g. differences and similarities, write their own structured account and film for a section of a documentary , contrast Europe at the same time as the Aztecs	
Historical Enquiry	2a ask questions of older people about events in the 1980s and 1990s	2a	2a different opinions about the same event or the location of Atlantis, or of events such as the siege of Troy.	2a evidence to support views of artefacts. Interpret sources.	2a Different versions of the same event/person e.g. Montezuma, looking at the same object and construct two different versions,	2a research different discoverers ie Lady Stanhope, Nelly Bly, Jeanne Bare, captain cook, amelia Earhart.
Perspective	2a compare two views of the same event	2a compare two views of the same event	2a write a modern tale with the same moral as a myth. Using their knowledge of the gods, write an alternative myth. Write their views of an artefact form	2a write their views of an artefact form two different viewpoints. Understand the connections between local and European history.	2a make and write about connections between religious, cultural, military and social history	2a – put Darwin's and Anning's discovery into a world perspective regarding their achievements maing connections with other

			two different perspectives.			discoveries and voyagers. Similarly, make connections with other researched explorers.
--	--	--	-----------------------------	--	--	--