**History Curriculum Overview**

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| **Year** | **Autumn 1 and 2** | | | **Spring 1 and 2** | | | **Summer 1 and 2** | | |
| **Topic** | **Who am I?**  **Let’s Celebrate** | | | **Space**  **New Life in Spring** | | | **People Who Help Us**  **Land and Sea** | | |
|  | **Nursery 1** | **Nursery 2** | **Reception** | **Nursery 1** | **Nursery 2** | **Reception** | **Nursery 1** | **Nursery 2** | **Reception** |
| **Understanding the World** | **EY Link –**  *-Make connections between the features of their family and other families*  *-Notice differences between people* | **EY Link –**  *-Begin to make sense of their own life-story and family’s history*  *-Continue developing positive attitudes about the difference between people.* | **EY Link –**  *-Begin to make sense of their own life-story and family’s history.*  *-Show interest in different occupations.*  *-Talk about members of their immediate family and community*  *- Understand that some places are special to members of their community.*  *- Recognise that people have different beliefs and celebrate special times in different ways.* | **EY Link –**  *-Make connections between the features of their family and other families*  *-Notice differences between people* | **EY Link –**  *-Begin to make sense of their own life-story and family’s history*  *-Continue developing positive attitudes about the difference between people.* | **EY Link –**  *-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*  *-Compare and contrast characters from stories, including figures from the past.*  *-Recognise that people have different beliefs and celebrate special times in different ways.* | **EY Link –**  *-Make connections between the features of their family and other families*  *-Notice differences between people* | **EY Link –**  *-Begin to make sense of their own life-story and family’s history*  *-Continue developing positive attitudes about the difference between people.* | **EY Link –**  *-Show interest in different occupations.*  *-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*  *-Compare and contrast characters from stories, including figures from the past.*  *-Recognise that people have different beliefs and celebrate special times in different ways.* |
|  | **Autumn 1:**  **Focus -** New beginnings, starting school, how have I changed? (Human lifecycle). What makes me, me? Who is in my family? How can I find out about the past? (Family trees).  **Enhancement –** Bringing in baby photos and photos of relatives.  **Autumn 2:**  **Focus -** What do we celebrate? (Remembrance Day, Bonfire Night, Thanksgiving, Hannukah, Christmas). Do we all celebrate the same occasions? What makes a celebration special? Celebrating our differences. What is special about our local area?  **Enhancement** – Posting Christmas letters in the postbox | | | **Spring 1:**  **Focus** – What do we know about space? Important individuals who have travelled to space (first person, first British national, first female). Celebrating Chinese New Year.  **Enhancement –** Creating space vehicles.  **Spring 2:**  **Focus** – How has the way we grow things changed? How has farming changed? What are the differences around the world? How do animals change as they grow? (Lifecycles of a chick, frog).  **Enhancement** – Farm visit. | | | **Summer 1:**  **Focus -** Jobs in the past and present (farming, teaching, emergency services). How roles have changed, uniform and transport. Roles that their family members do, what would you like to do as a job?  **Enhancement –** Invite in parents/members of the community to share their roles.  **Summer 2:**  **Focus –** Remembering holidays and experiences. How do our journeys compare to people in different countries?  Seaside changes in Scarborough. How has recycling changed?  **Enhancement –** Visiting the seaside. | | |
|  | **Autumn 1** | | | **Spring 1** | | | **Summer 2** | | |
| **Theme** | **Empires and Rulers** | | | **Discoveries** | | | **Local History** | | |
| **1** | **NC ref**: Lives of significant individuals  Events beyond living memory  **Focus:** Now and then: Florence Nightingale  **Skills:**   * Tell the difference between the past and now * Use pictures to find out details about the past * Suggest why things might be different. * Show understanding through role play, drawing, writing and talking   **Prior knowledge:** people who help us, different occupations.  **Key knowledge:**   * Timeline of important events in Florence’s life – birth, when did she train as a nurse? Crimean War, opening of London training school, Red Cross award, death. * Why was Florence known as the ‘Lady with the lamp’? What did she do to become a significant individual? * What were hospitals like before the impact of Florence? * What did Florence do to improve hospitals? * How have conditions in modern day hospitals improved because of this? * Why is having clean hospitals important?   **Enhancement:** A visit from a Nurse to talk about nursing in the past compared to modern day.  **Key Vocabulary:** Nurse, red cross, disease, hygiene, Crimean War, Cholera. | | | **NC ref:** Events beyond living memory  **Focus:** Great Fire of London  **Skills:**   * Sequence events * Use role play to discover about the past * Find answers to simple questions * Show understanding through role play, drawing, writing and talking   **Prior knowledge:** first person in space, people who help us.  **Key knowledge:**   * Timeline of the fire starting, spreading and becoming controlled. * What was life and the living conditions like in London? * Why did the fire spread? * How many people were injured and how many homes were affected? * How was the fire stopped/fought? Compare and contrast with equipment used now. * What happened after the fire? People moved out of the city, laws were established that houses must be built further apart.   **Enhancement:** Build and burn a model of London. Visit from/to the Fire brigade  **Key Vocabulary:** London, bakery, flammable, embers, diary, eye-witness, Pudding Lane. | | | **NC ref:** Changes within living memory  Significant historical places in their own locality  **Focus:** Seaside changes from the past to now  **Skills:**   * Listen to eye-witness accounts from grandparents * Remember part of stories and memories about the past * Show understanding through role play, drawing, writing and talking   **Prior knowledge:** experience of the seaside, how it has changed.  **Key knowledge:**   * Do we live in a seaside town? Where would we find a seaside town? What would we find at the seaside now? * How did people travel to the seaside? The development of railways. * Going to the seaside was seen to have health benefits. * What was a popular form of entertainment at the seaside? (Punch and Judy, donkey rides). * What did people wear to the seaside? Where did they get changed? How does this compare to now? * What holidays/experiences do we go on now?   **Enhancement:**  A trip to the beach for a ride on the tram. Tom’s Tram book  **Key Vocabulary:** Seaside, entertainment, journey, travel, holiday, pier, postcard, past, present, bathing suit. | | |
| **2** | **NC ref:** Changes within living memory  **Focus:** Kings and Queens  **Skills:**   * Use evidence to explain reasons for why people acted as they did * Ask questions about source material * Say how features of the period influenced the events * Put 3 people or events in order   **Prior knowledge:** Death of Queen Elizabeth II, Coronation of King Charles III  **Key knowledge:**   * How is the title of King or Queen inherited? * Timeline of previous Kings and Queens – including who was the first monarch? Who is the current monarch? * What are the roles/responsibilities of a monarch? How has this changed in present day in this country? * Comparison between medieval and modern monarchs (appearance, clothes, impact). * Where do they live? Where are their homes located? In this country/around the world? * How do monarchs differ around the world?   **Enhancement:** Kings and Queens Dress up day.  **Key Vocabulary:** Royal, King, Queen, Regal, ruler, Monarch, Castle, majesty, timeline | | | **NC ref:** Lives of significant individuals  Events beyond living memory,  **Focus:** Space Travel – Neil Armstrong  **Skills:**   * To recount main events from a significant event in history * Write simple recounts of events in the past * Draw labelled diagrams and write about objects in the past   **Prior knowledge:** Alternate significant events.  **Key knowledge:**   * Timeline of events: including launch of the first rocket, animals in space, landing of Apollo 11, first female astronaut in space, first British astronaut in space. * Why was the Apollo 11 moon landing so significant? * What did we find out the first time people landed on the moon? * How did Neil Armstrong become the first man on the moon? * How has space exploration changed over the years? What impact has this ability to travel had? * What was the significance of the Wright brothers? What gave them ideas for their aircrafts?   **Enhancement:** Race to Space competition  **Key Vocabulary:** Moon, Orbit, Air, Astronaut, Launch, NASA, Spacecraft, Mission, Apollo 11 | | | **NC ref:** People in their own locality  The lives of significant individuals  Events Beyond Living Memory  **Focus:** Flight, George Caley  **Skills:**   * To recount changes in their own lifetime * Use a range of sources to describe differences between then and now * Look carefully at pictures and eyewitness accounts to find out information   **Prior knowledge:** Different modes of transport, timeline of events leading to the production of the first airplane.  **Key knowledge:**  Timeline of events: including the first wing flapping aircraft, hot air balloon, invention of the glider.  How has air travel changed and developed? Why did it start being used as a method of transport?  What did George Caley discovery? What are the advantages of streamlining?  The history of George Caley in relation to Scarborough, where did he make his discoveries?  How the connections between Leonardo da Vinci, George Caley and Otto Lilenthal investigating flying led to the development of gliders.  Why is air travel so popular now?  **Enhancement:** A visit to the Yorkshire Air Museum  **Key Vocabulary:** Travel, Transport, Glider, flight, aeroplane, international, significant, pioneer, decade | | |
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| **3** | **NC ref:** The Roman Empire and its impact on Britain  **Focus:** Romans  **Skills:**   * Understand timelines can be divided in BC and AD * Use words and phrases * Use timelines to place events in Order. * Look at 2 different versions of the same event and viewpoints and identify differences in the accounts * Suggest reasons for why there were differences between periods * Present findings about past using speaking, writing, ICT and drawing skills.   **Prior knowledge:** Y2 Kings and Queens  **Key knowledge:**   * What was life like in Britain before the Romans arrived? How did the way they live compare? (Settlements). How do the dates differ? BC and AD. * Timeline of events – Julius Caesar’s attempted invasion, invasion – key facts, Boudica – rebellion and different perspectives, Handrian’s wall – the importance of, withdrawal. * Where did the Romans come from and why? (Conflict, riches, land). * How did they keep control of such a large area? * What changes/influence did the Romans bring to Britain? (roads, towns, architecture, mosaics) – what impact did they have? How and why did they build new roads and towns? Better sanitation. * Why did the Romans withdraw from Britain? What was their lasting impact on Britain?   **Enhancement:** A visit to school from the Romans  **Key Vocabulary:** Invasion, Legion, Emperor, Amphitheatre, Mosaic, Senate, Celts, BC (Before Christ), AD (Anno Domin) Rebel. | | | **NC ref:** A study or aspect of British History post 1066  **Focus:** Tudor Exploration – rich or poor?  **Skills:**  • Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.  • Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion.  • Present findings about past using speaking, writing, ICT and drawing skills.  **Prior knowledge:** Knowledge of prior historical events in Britain    **Key knowledge:**   * Describe and compare the living conditions between the rich and poor during Tudor times, paying close attention to civilians and royals. * What impact did religion have at the time? How were people seen if they did not attend church? * Food was seen as a sign of wealth, how did this compare? * What were the differences in clothing between the rich and poor? * What jobs did people have in the Tudor times? Farmers worked long hours, people who were unable to work were forced to beg or steal. * Music was very popular during the Tudor times. Musicians were given equal opportunities regardless of their backgrounds.   **Enhancement:** Ryedale Folk Museum  **Key Vocabulary:** Monarch, Medieval, Legacy, Reformation, Alliance, Heir, Rebellion. Parliament, Military | | | **NC ref:** Changes in Britain from the Stone Age to the Iron Age and Local History Study  **Focus:** Stone Age/ Star Carr  **Skills:**   * Understand timelines can be divided in BC and AD Use words and phrases * Use timelines to place events in Order. * Use dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes. * Present findings about past using speaking, writing, ICT and drawing skills.     **Prior knowledge:** Discoveries in the local area, understanding of BC and AD  **Key knowledge:**   * Timeline of events **-** When does Starr Carr date back to? How and when was it discovered? * What were the discovered artefacts used for during the Stone Age? * What impact has this discovery had on the local area? How does it compare to the rest of the UK? * What is the role of an archaeologist? * How does this discovery represent the past? * Why is it important that sites like this are preserved?   **Enhancement:** Star Carr  **Key Vocabulary:** Archaeologist, Artefact, Tribes, Flint, settlement, Homo Sapiens, Agriculture, era/ period. | | |
| **4** | **NC ref:** Britain’s settlement by Anglo Saxons and Scots  **Focus:** Anglo Saxons  **Skills:**   * Name and place dates of significant events of the period on a timeline. * Place certain topics on a timeline showing understanding of BC, AD. * Understand the difference between primary and secondary sources. * Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.   **Prior knowledge:** Understanding of BC and AD  **Key knowledge:**   * How did the withdrawal of Romans contribute to the settlement of Anglo-Saxons? Where did they come from? * Why did they want to settle? Their homes were often flooded making it difficult to grow crops. * Describe what Anglo-Saxon life was like for all groups of people. * Why and how did they settle in Britain? Did they all invade at once? How did they change Britain? * Conversion from Paganism to Christianity – what were beliefs like before? How did they change? What was the impact? * Have the laws and customs of Danelaw been retained?   **Enhancement:** A visit from the Anglo Saxons  **Key Vocabulary:** Invader, settlement, monastery, kingdom, conquer, Viking long ship, Danelaw, Valhalla, Pagan. | | | **NC ref:** Significant turning point in British History  **Focus:** Victorian Discoveries  **Skills:**   * Describe how some of the past events affect life today * Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions. * Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.   **Prior knowledge:** The impact of different eras on the ways that we now live  **Key knowledge:**   * Timeline of events: Where does the Victorian era sit, who was our Monarch? factory working, railways, schooling, Queens jubilee and death. * How did opportunities differ for different classes? * What was life like for children during Victorian times? How did schooling opportunities change for the better? What laws and acts were put into place to protect children who had previously been forced to work? * What impact did the discovery of engineering and the industrial revolution have on the way that we live now? Increased working opportunities and amount of products made, expansion of towns, better transport links. * Why were workhouses introduced? Resources for the poor.   **Enhancement:** The Workhouse Museum Ripon  **Key Vocabulary:** Monarch British Empire, Compulsory, Coronation, Disease, Hygiene, Poverty, Upper class, Middle class, | | | **NC ref:** Viking and Anglo Saxon struggle for the kingdom of England and Local History Study  **Focus:** Vikings and Anglo Saxons  **Skills:**   * Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. * Give reasons why there may be different accounts of history looking at propaganda. * Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.   **Prior knowledge:** The settlement of Anglo Saxons  **Key knowledge:**   * Timeline of key events – invasion of Britain by Anglo Saxons, creation of kingdoms, Viking raids, capturing of York, peace agreements. * What were the consequences of the Viking invasion? Differences between Pagans and Christians, why where Christian monastery’s an easy target to raid? * Why was York an important city in the Viking land? A large number of people resided there, and it was a hub for trading goods. * How did the leaders of the Vikings and Anglo Saxons compare? What skills did Vikings have? * After a peace agreement, which land was owned by the Vikings and Anglo Saxons? * As a result of the conflict between Anglo Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.   **Enhancement:** Jorvik centre.  **Key Vocabulary:** Invader, Settlement | | |
| **5** | **NC ref:** A study of Greek Life and achievements and its influence on the Ancient World  **Focus:** Ancient Greece  **Skills:**   * Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. * Sequence historical periods. Identify changes within and across historical periods. * Use dates and terms correctly.   **Prior knowledge:** The influence of other gatherings  **Key knowledge:**   * Where is Greece located in relation to the UK? * Timeline of events – including first Olympic Games, Pythagoras, democracy, city of Athens, conquered by the Romans. * What was life like in Ancient Greece? Men had a better life, they were in the government and permitted to take part in the Olympic Games. Women were expected to look after the home. How does this compare with Britain now and then? * What impact did the Ancient Greeks have on the rest of the world? Introduction of a government and democracy – compare the democratic process of Greece with Britain. * Greek Gods and Goddesses, the influence of religion, the temple of Parthenon. * How the styles of art, architecture, philosophy, science and maths helped to shape modern societies.   **Enhancement:** Ancient Greeks in school visit.  **Key Vocabulary:** Acropolis, Archaeologist, Architecture, Civilisation, Democracy, Empire, Legacy, Mythology, Society, Warfare | | | **NC ref:** A significant turning point in British History  **Focus:** Heroic Age of Antarctic Exploration  **Skills:**   * Identify changes and links within and across the time periods studied. * Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. * Use dates and terms correctly.   **Prior knowledge:** Alternate significant events  **Key knowledge:**   * Where is Antarctica located and what are the conditions? How do they compare to where we live? * Timeline of events: Discovery of Antarctica, it’s rising population, landing, visiting the South Pole, the Antarctic Treaty. * Why was the Antarctic Treaty introduced? * What does the Heroic Age of Antarctic Exploration refer to? How many major explorations were launched? What was generated from these visits? * Compare the experiences and journeys of different explorers – Shackleton, Scott, Amundsen amongst others. * Why is Captain Scott so famous today? What sacrifices did he make?   **Enhancement:** An interview with an explorer- how has the kit changed?  **Key Vocabulary:** Endurace, Shackleton, Scott, Amundsen, Tundra, Crevasse, longitude, latitude, hemisphere, polar, expedition | | | **NC ref:** Impact on Britain Post 1066 and Local History Study  **Focus:** World War 2  **Skills:**   * Give short term cause and consequence of the main events, situations and changes in the period studied. * Question reliability of source material and can give reasons why something is or is not reliable. * Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. * Know that people can represent events or ideas in ways that persuade others - bias and propaganda**.** * Use dates and terms correctly.   **Prior knowledge:** The impact of different events on our life  **Key knowledge:**   * Timeline of events – including Hitler invades Poland, Chamberlain declares war, Churchill becomes Prime Minister, death of Hitler, Nazi Germany surrenders, VE Day – where evacuation sits within this, why they had to be evacuated. * Causes and consequences of WW2 on Scarborough – evacuation to seaside towns, rationing, working women. * The impact of evacuation on changing attitudes between upper and lower class citizens. * Why was it necessary for children to evacuated and what was evacuation really like? Children’s experiences versus government portrayal. * How did people manage to carry on normal life during the war in seaside/countryside towns and how do we know? * Does evacuation still happen today?   **Enhancement:** Eden Camp, conversations with evacuees  **Key Vocabulary:** Allies, Axis powers, air-raid, evacuation, persecution, invasion, holocaust, rationing | | |
| **6** | **NC ref:** The achievements of the earliest civilizations  **Focus:** Shang Dynasty(Ancient China)  **Skills:**   * Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point * Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. * Select the most appropriate source material, using primary and secondary, for a particular task. * Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). * Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.   **Prior knowledge:** Use of timelines – Ancient China follows the Stone Age.  **Key knowledge:**   * Where is China located in relation to the UK? * Timeline of Ancient China – including Emperor Tang beginning his rule, succession by his son, carving of Oracle bones, production of bronze, decline of the dynasty. * Why were Oracle Bones carved? Carved into characters then used to communicate with God. Seen as the earliest form of Chinese writing. * The different classes of the Shang society – the royal family, the ruling class, workers. * The majority of people who lived under the Shang Dynasty were famers. An irrigation scheme was introduced to bring water from the Yellow River to the fields. * The production of bronze gave the dynasty an advantage over their enemies, skilled craftsmen were developed.   **Enhancement:** Visit from a Shang Dynasty specialist  **Key Vocabulary:** Emperor, Ruler, Empire, Dynasty, archaeology, cowrie shells, jade, oracle bones | | | **NC Ref:** A study of an aspect of British History that extends pupils’ chronological knowledge past 1066  **Focus:** A study on Darwin  **Skills:**   * Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point * Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. * Describe how some changes impact both on subsequent periods, and, in the long term, on today's society. * Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics * Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram).   **Prior knowledge:** The impact of other events, e.g. WW2.  **Key knowledge:**   * When did Darwin develop his theory of evolution? Timeline of events – including birth, voyage, publication of book, death. * What did Darwin discover on the Galapogos Islands? His work on finches, how the same species had different variations in terms of their beaks. * Understand and discuss the terms inheritance, adaptation and natural selection. * How are fossils used as evidence of evolution? Paleontologists study these to create theories on how creatures lived and moved. * How does evolution relate to our knowledge of life cycles? * What impact does the change in environments have on the survival of traits?   **Enhancement:** The Yorkshire Arboretum.  **Key Vocabulary:** Evolution, natural selection, adaptation, variation, extinct, inheritance, species, theory, characteristic, habitat, environment. | | | **NC ref:** A Non-European Society that provides contrast with British History  **Focus:** Mayans  **Skills**   * Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. * Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics * Form own opinions about historical events from a range of sources * Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). * Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.   **Prior knowledge:** Knowledge of other non-European countries e.g. China.  **Key knowledge:**   * Timeline of events – including settlement of hunter gatherers on the Pacific coast, development of Maya writing, building of pyramids, contact with Europe. * What was life like for Mayans? What roles did they do? How did this differ between the rich and poor? * What caused the Mayan Civilisation to disappear? * What was the impact of their sophisticated writing? How does it compare to our writing system? * What impact did the Mayan Civilisation have on modern society? Particularly on the chocolate industry? * How does the life of Mayans compare with developments in British history and different invasions? What was happening here at the same time?   **Enhancement:** Visit to York Chocolate Factory and school visitor  **Key Vocabulary:** Codices, glyphs, batab, cacao, ahau, Kin, Kukulcan | | |