




History Curriculum Overview



Early Years Foundation Stage




	Autumn	Spring	Summer	
EYFS	 <p>Why do we celebrate Bonfire night? Why do we wear Poppies?</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> 	 <p>Who has landed on the moon? What will I be when I grow up?</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	 <p>Who was our Queen and who is our King?</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society.</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>	
	Significant Individuals	Family Members Guy Fawkes	Neil Armstrong Mae Jemison	Queen Elizabeth II King Charles III
	Timescale	Birth - Present	1969	1952 - Present
	Future Learning	<ul style="list-style-type: none"> • In Year 2, children will learn about World War Soldiers and Remembrance. • In Year 6, children will learn about World War II and the impact it had on British people. 	<ul style="list-style-type: none"> • In Year 1, children will learn about other significant individuals that have shaped our lives today – NHS. • In Year 2 children will explore Christopher Columbus and Neil Armstrong. 	<ul style="list-style-type: none"> • In Years 3, 4 and 5 children will learn about other Empires which can be compared and contrasted.

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Key Stage 1: Year 1




<p>Prior Learning</p>	<ul style="list-style-type: none"> Build on from EYFS Unit: 'Why do we wear Poppies?' Children will already know about World War and Soliders. 	<ul style="list-style-type: none"> Build on EYFS knowledge of the lives of people around them and their roles in society particularly vocations (Doctors and Nurses). 	<ul style="list-style-type: none"> Build on EYFS knowledge of the past and the present and how things change.
<p>Key Question & National Curriculum Link</p>	 <p>The history of my school. <i>NC: Changes within living memory</i></p>	 <p>The history of those who look after others. <i>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</i></p>	 <p>The history of toys <i>NC: Changes within living memory</i></p>
<p>Significant Individuals</p>	<p>The Arden Family The Bagot Family</p>	<p>Mary Seacole (1805-1881) Edith Cavell (1865 – 1915) Sarah Gilbert (1962-present)</p>	<p>Themselves and their family</p>
<p>Timescale</p>	<p>Prehistoric - Present</p>	<p>NHS: 1948 - Present</p>	<p>Prehistoric - Present</p>
<p>Future Learning</p>	<ul style="list-style-type: none"> Local History linked to World War which links to Year 2 units on Remembrance and Walter Tull. Links to Year 6 unit, 'WW2, The Blitz and Castle Vale'. 	<ul style="list-style-type: none"> Links to Year 2 significant individuals in the past who have contributed to national and international achievements – Walter Tull. Throughout Years 3,4, 5 and 6 children will learn about other approaches to medical care which can be compared and contrasted. 	<ul style="list-style-type: none"> Old/new. Their own living memory. This unit will support the children with sequencing, creating timelines and gaining an understanding of chronology in future years. It will also help them develop the skills to find answers about the past from other artefacts and sources.

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Key Stage 1: Year 2




<p>Prior Learning</p>	<ul style="list-style-type: none"> • Build on EYFS learning on why we wear poppies and the World Wars. • Build on knowledge of World War from Year 1 Castle Vale local history. 	<ul style="list-style-type: none"> • Build on EYFS knowledge of the lives of the people around them and their roles in society particularly vocations (Soldiers and athletes). • World War knowledge from Remembrance unit. 	<ul style="list-style-type: none"> • Build on EYFS knowledge of the first moon landing. • Build on EYFS knowledge of the lives of the people around them and their roles in society.
<p>Key Question & National Curriculum Link</p>	 <p>Why do we remember? <i>NC: Changes within living memory</i></p>	 <p>Who was Walter Tull? <i>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</i></p>	 <p>Who were Christopher Columbus and Neil Armstrong? <i>NC: 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</i></p>
<p>Significant Individuals</p>	<p>King George V (Nov 1919) Soldiers</p>	<p>Walter Tull (1888 – 1918)</p>	<p>Christopher Columbus (1451 – 1506) Neil Armstrong (1930 – 2012)</p>
<p>Future Learning</p>	<ul style="list-style-type: none"> • Links from World War and soldiers who have died to Year 2 unit on Walter Tull, the first Black British Army Officer in WW1. • Links to Year 6 unit of 'WW2, The Blitz and Castle Vale'. 	<ul style="list-style-type: none"> • Links to Year 4 studies on Invaders (Romans, Vikings, Anglo-Saxons and Scots) Comparing reasons why people invade other countries. • Links to Year 6 unit of 'WW2, The Blitz and Castle Vale'. 	<ul style="list-style-type: none"> • Links to Year 6 unit about how and why people migrate and go on journeys.

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Lower Key Stage 2: Year 3




<p>Prior Learning</p>	<ul style="list-style-type: none"> Children will build on knowledge of Prehistoric times in Castle Vale's history from their unit in Year 1. 	<ul style="list-style-type: none"> Children will build on knowledge of Egypt from Old Testament stories in the Bible. They will build on knowledge of significant individuals and technology to compare to Ancient Egypt and their technological innovations. 	<ul style="list-style-type: none"> Children will build in knowledge about Ancient Egypt.
<p>Year 3</p>	 <p>Who were the first builders? <i>NC: Changes in Britain from the Stone Age to the Iron Age</i></p>	 <p>What was life like in Ancient Egypt? <i>NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i></p>	 <p>Who were the Ancient Greeks? <i>NC: To compare the achievements of Ancient Egypt with the new civilisation of the Ancient Greeks</i></p>
<p>Significant Individuals</p>	<p>Early Humans</p>	<p>Tutankhamun Cleopatra</p>	<p>Alexander the Great Greek Philosophers</p>
<p>Timescale</p>	<p>Stone Age: 2.6million BC-3300 BC Bronze Age: 3300 BC-200 BC Iron Age: 1200 BC-600 BC</p>	<p>3100 BC – 330 BC</p>	<p>776 BC – 146 BC</p>
<p>Future Learning</p>	<ul style="list-style-type: none"> In Year 5, children study 'The Maya' who were a Stone Age culture too. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica. 	<ul style="list-style-type: none"> Comparisons will be made between Ancient Egypt and Ancient Greece in Year 3 but then with the Romans and Mayan's in Year 4 and 5. 	<ul style="list-style-type: none"> Comparisons will be made between Ancient Egypt and Ancient Greece in Year 3 but then comparisons will continue in Years 4 and 5 with the Romans and Mayan's. Children will learn how the legacy of the Ancient Greeks is still relevant today (e.g. democracy, Olympic games)

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Lower Key Stage 2: Year 4




<p>Prior Learning</p>	<ul style="list-style-type: none"> Children will build on knowledge from Year 3 Empires of Ancient Egypt and Ancient Greece. Children will build on chronology skills from Year 3. 	<ul style="list-style-type: none"> Children will build on prior learning of the Romans. Children will be able to compare the legacies of the Stone Age, Ancient Egyptians and Ancient Greeks. 	<ul style="list-style-type: none"> Children will build on prior learning of the Romans.
<p>Year 4</p>	 <p>How did the Romans conquer so many nations? <i>NC: How the Roman Empire began, grew, and invaded Britain.</i></p>	 <p>What was the Roman's legacy? <i>NC: The impact the Roman Empire had on Britain.</i></p>	 <p>What happened when the Romans left Britain? <i>NC: Britain's settlement by Vikings, Anglo-Saxons, and Scots.</i></p>
<p>Significant Individuals</p>	<p>Julius Caesar</p>	<p>Julius Caesar</p>	<p>King Egbert, King Alfred, King Cnut</p>
<p>Timescale</p>	<p>27 BC-476 AD</p>	<p>27 BC-476 AD</p>	<p>793-1066</p>
<p>Future Learning</p>	<ul style="list-style-type: none"> Children will continue to explore the Romans within Year 4 learning about their legacy and how and why they invaded. 	<ul style="list-style-type: none"> Children will continue to learn about the Romans. Children will be able to compare legacies of previously taught units and the Romans with the Mayans in Year 5. 	<ul style="list-style-type: none"> The Year 5 unit of the Viking and Anglo-Saxon struggle for the Kingdom of England follows on chronologically from this point.

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Upper Key Stage 2: Year 5




<p>Prior Learning</p>	<ul style="list-style-type: none"> • Building on prior learning from EYFS of the Monarchy. • Building on prior learning of the Romans, Vikings and Anglo-Saxons and how it led to this point. 	<ul style="list-style-type: none"> • In Year 3, children study 'The Stone Age'. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica. • Prior learning of other empires learnt in Years 3 and 4 can contribute to comparisons. • Prior learning of all British History provides opportunities for comparisons to be made. 	<ul style="list-style-type: none"> • Prior learning from Year 1 local history unit.
<p>Year 5</p>	 <p>Who will be the king of England? <i>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	 <p>What was happening in Mesoamerica in the year 1000? <i>NC: A non-European society that provides contrasts with British history – Mayan civilization</i></p>	 <p>The History of Birmingham <i>NC: A study of an aspect in British History that extends pupils' chronological knowledge beyond 1066.</i></p>
<p>Significant Individuals</p>	<p>Edward the Confessor, Harold Godwinson, William the Conqueror, Harald Hardrada, Edgar Atheling.</p>	<p>The Maya K'inich Janaab Pakal</p>	<p>Peter De Birmingham, Matthew Boulton, James Watt</p>
<p>Timescale</p>	<p>1000-1066</p>	<p>c.900-c.1000</p>	<p>1166-Present</p>
<p>Future Learning</p>	<ul style="list-style-type: none"> • Links to Key Stage 3 aim 2 (see below). • Links to Key Stage 3 learning on the development of Church, state and society in Medieval Britain 1066-1509. 	<ul style="list-style-type: none"> • Links to Key Stage 3 aim 2 (see below). • Links to Key Stage 3 - learning at least one study of a significant society or issue in world history and its interconnections with other world developments. 	<ul style="list-style-type: none"> • Links to Year 6 unit 'WW2, The Blitz and Castle Vale'. • Links to Key Stage 3 statutory local history study.

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Upper Key Stage 2: Year 6

<p>Prior Learning</p>	<ul style="list-style-type: none"> • Building on prior learning from EYFS unit ‘Why do we wear poppies?’ • Building on prior learning from Year 2 units ‘Why do we remember?’ and WW1 significant individual Walter Tull. • Links to Year 1 and 2 learning about local history and aviation links. 	<ul style="list-style-type: none"> • Stone Age to Iron Age settlements. • 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. 	<ul style="list-style-type: none"> • All previously taught units will support with this unit.
<p>Year 6</p>	 <p>WW2, The Blitz and Castle Vale <i>NC: A study of an aspect in British History that extends pupils’ chronological knowledge beyond 1066.</i> <i>NC: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p>	 <p>Why do people migrate to England? <i>NC: Changes in an aspect of social history</i></p>	 <p>BE HISTORY READY <i>NC: Recap over all previously taught units (Bespoke).</i></p>
<p>Significant Individuals</p>	<p>Neville Chamberlain, Winston Churchill, Emperor Hirohito, Adolf Hitler, Queen Elizabeth II</p>	<p>Family members, members of local community, famous immigrants</p>	<p>Bespoke to children’s gaps in learning.</p>
<p>Timescale</p>	<p>1939 - 1945</p>	<p>19th Century</p>	<p>Bespoke to children’s gaps in learning.</p>
<p>Future Learning</p>	<ul style="list-style-type: none"> • Links to Key Stage 3 aim 1 (see below). • Links to Key Stage 3 learning of challenges for Britain, Europe and the wider world 1901 to the present day (including the Holocaust). 	<ul style="list-style-type: none"> • Links to Key Stage 3 aim 5 (see below). 	<ul style="list-style-type: none"> • Prepares the children for moving into Key Stage 3.

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Key Stage 3

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. **(AIM 1)**
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. **(AIM 2)**
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. **(AIM 3)**
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. **(AIM 4)**
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. **(AIM 5)**

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