



## History Curriculum Overview

	AUTUMN		SPRING		SUMMER	
Whole School Topic	Wonderful Me!				Caring for my Wonderful World	
Nursery	Who am I?	'Happy Birthday to You'	Who put the Colours in the Rainbow?	'Old MacDonald Had A Farm'	Fairy tales and pirates	'All Around the World!'
	Use simple language to talk about the daily routine. Talk about significant events that have happened recently	Talk about how we have changed since we were babies.	Talk about the days of the week and understand there is an order.	Talk about significant events that are relevant to me. Talk about how I change as I grow.	Use simple language to talk about significant events in relation to the passing of time.	Talk about significant events in my own life and my family.
Reception	Who am I?	Where do I belong?	Who is my superhero?	'Tickets Please!'	Would a lion make a good pet?	I am incredible – so is the world.
	Retelling stories characters and events	Explore celebrations and talk about events that we have celebrated.  Look at events that are familiar: Bonfire Night Gunpowder Plot	History links Chinese New Year Differences between countries and other cultures Respecting other cultures different to our own	A Long, Long Time Ago Dinosaurs Mary Anning How do we know about the past? Comparing their childhood with the past.	Changes over time Watching a caterpillar grow into a butterfly comparing the differences of a chick growing	Describe how our environment has changed over time Describe how people's jobs have changed.

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Year 1	What is it like here?	How am I making history?	How have toys changed since the Victorian era?	What is the weather like in the UK?	How is life different in India?	How have explorers changed the world?
		Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future			Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered

<b>Year 2</b>	Would I prefer to live in a hot or cold place?	How was school different in the past?	How is the world wonderful?	Could we fly around the world in 90 days?	What is a monarch?	Who wants to live by the seaside? Why should I treasure our world?
		Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past		Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved	

<b>Year 3</b>	Why do people live near volcanoes?	Would I prefer to live in the Stone Age, Bronze Age or the Iron Age?	Are settlements all the same?	Why did the Romans settle in Britain?	How different are the beliefs in Ancient Egypt?	Who lives in the Antarctica? What is the problem with our world?
		Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer		Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence our living.	Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs.	
<b>Year 4</b>	How have children's lives changed?	What are rivers and how are they formed?	How hard was it to settle in Britain? Anglo Saxons/Vikings	Where does our food come from?	Were the Vikings raiders or peace-loving settlers?	Why are rainforests important to us?
	Investigating the changes in children's lives through time, children learn how spare time,		Developing their understanding of why people invade and settle, children learn about the Anglo -		Extending their understanding of different societies, children learn about the Vikings. They develop their	

	<p>children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions</p>		<p>Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>		<p>chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.</p>	
<p>Year 5</p>	<p>What was life like in Tudor England?</p>	<p>Why do our oceans matter?</p>	<p>What is it like to live in the Alps?</p>	<p>How did the Maya civilization compare to the Anglo-Saxons?</p>	<p>What did the Greeks do for us?</p>	<p>Would you live in the desert?</p>
	<p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or</p>			<p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in</p>	<p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture,</p>	

	poor, children learn what life was like for people in Tudor times.			Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.	art and theatre	
Year 6	WW2 – How did it impact – our country, Our world? (Local History)	Why does population change?	Where does energy come from?	What does the census tell us about Liverpool?	Why did the Benin civilization decline so quickly?	How do we help the world we live in to be more environmentally friendly?
	Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II			Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.	Why did the Benin civilisation decline so quickly? Extending their knowledge of civilisations, children will compare and contrast the Benins to Britons. They develop their chronological awareness of how the Ancient Benin fit into the timeline of mankind. Learning about the achievements of the Ancient Benin they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Benin Empire declined.	

