



St Anne (Stanley) C of E Primary and Nursery School



History Curriculum Overview 2021 - 2022

| TERM | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | Understanding the World Past and Present, People, Culture and Communities (taught over the course of the year rather than following the discrete topics of the KS1 and KS2 curriculum) 3-4 year olds will learning to: 3 and 4 year olds will be learning to: Begin to make sense of their own life-story and family's history Children in Reception will be learning to (Including ELG) : Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; | | | | | |
| Year 1 | | <u>NC. Changes within living memory</u> What was life like when our Grandparents were children? | | <u>NC. Significant historical events or people and places in their locality</u> Who are our local heroes? | | <u>NC. Changes within living memory, aspects of change in national life.</u> How did our Grandparents have fun at the seaside? |
| Year 2 | | <u>NC. National events beyond living memory and significant individuals</u> Why do we remember Bonfire Night? | | <u>NC. Lives of significant individuals of the past who have contributed to national and international achievements.</u> Who were the greatest explorers? | <u>NC. Changes In Britain from the Stone Age (Opening worlds curriculum)</u> | <u>NC Changes in Britain from the Stone age to the Iron age.</u> (Opening worlds curriculum) |
| Year 3 | <u>N/C Ancient Egypt</u> How much did Ancient Egypt change over time? Change/continuity | <u>N/C/ Cradles of Civilisation</u> How similar and how different were Ancient Egypt and Ancient Sumer? Similarity and difference | <u>N/C Indus Valley Civilisation</u> How do we know about the Indus Valley civilisation? Evidential thinking | <u>N/C Persia and Greece</u> What did Greek city – states have in common? Similarity and difference | <u>N/C Ancient Greece</u> What can sources from Ancient Greece tell us? Evidential thinking | <u>N/C Alexander the Great</u> How did Alexander the Great take control Causation |
| Year 4 | | <u>NC. The Roman Empire and its impact on Britain.</u> | | <u>NC. Local study on a site dating beyond</u> | | <u>NC. British History beyond 1066, Changes in an aspect of social</u> |

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| | | Did the Romans make Britain better? | | <u>1066 that is significant to the locality</u> What was important to our local Victorians? | | <u>history, leisure and entertainment in the 20th century.</u> Has childhood changed overtime? |
| Year 5 | | <u>NC. Britain's settlement by Anglo-Saxons and Scots.</u> What impact did the Anglo Saxons have? | | <u>NC. Anglo Saxon struggle for the kingdom of England.</u> Would Vikings do anything for money? | | <u>NC. Non European society that provides contrast with British history</u> Why should we remember the Maya? |
| Year 6 | | <u>NC. Ancient Greece: A study of Greek life and achievements and influence on the western world.</u> What did the Greeks do for us? | | <u>NC. Local study – An aspect of history from beyond 1066 that is significant in the locality.</u> How did World War 2 impact our local area? | | <u>NC. Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</u> How has communication changed over time? |