

 St Anne (Stanley) C of E Primary and Nursery School History Curriculum Overview 2023 - 2024

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| **TERM** | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
| **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** |  | **NC. Changes within living memory**What was life like when our Grandparents were children? |  | **NC. Significant historical events or people and places in their locality** Who are our local heroes? |  | **NC. Changes within living memory, aspects of change in national life**.How did our Grandparents have fun at the seaside? |
| **Year 2** |  | **NC. National events beyond living memory and significant individuals**Why do we remember Bonfire Night? |  | **NC. Lives of significant individuals of the past who have contributed to national and international achievements**.Who were the greatest explorers? | **NC. Changes In Britain from the Stone Age****(Opening worlds curriculum)**  | **NC Changes in Britain from the Stone age to the Iron age.** (Opening worlds curriculum) |
| **Year 3** | **N/C Ancient Egypt****How much did Ancient Egypt change over time?****Change/continuity** | **N/C/ Cradles of Civilisation**How similar and how different were Ancient Egypt and Ancient Sumer?Similarity and difference | **N/C Indus Valley Civilisation**How do we know about the Indus Valley civilisation?Evidential thinking | **N/C Persia and Greece**What did Greek city – states have in common?Similarity and difference |  **N/C Ancient Greece**What can sources from Ancient Greece tell us?Evidential thinking | **N/C Alexander the Great**How did Alexander the Great take controlCausation  |
| **Year 4** | **N.C.The Roman Empire and its impact on Britain**The Roman RepublicCausation How did Rome become so powerful? | **N.C. The Roman Empire and its impact on Britain**The Roman EmpireEvidential thinking What can sources reveal about Roman ways of life? | **N.C. The Roman Empire and its impact on Britain**Roman BritainChange/continuity What changed in Roman Britain? | **N.C. A non-European society that provides contrasts with British history –**Christianity in three empires (300-600CE)Similarity/difference How did rulers change Christianity | **N.C. A non-European society that provides contrasts with British history –**Islamic civilisations (1) Arabia and early IslamCausation Why did Islam spread so far and so fast? | Islamic civilisations (2) The Rise of IslamSimilarity and difference How did worlds come together in Cordoba? |
| **Year 5** | **N.C. A non-European society that provides contrasts with British history –**1 Islamic Civilisations (3) Depth focus: Baghdad. How was Baghdad connected with the rest of the world? | **NC. Britain’s settlement by Anglo-Saxons and Scots.**Angles and Saxons  Evidential thinking How do we know about the Anglo-Saxons in Britain? | **NC. Anglo Saxon struggle for the kingdom of England.**The Vikings Change/continuity How did the Vikings change England? | **NC. Anglo Saxon struggle for the kingdom of England.**Norse culture Similarities What connections\* and similarities did the Norse peoples have with other peoples? \*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics) | **NC. Anglo Saxon struggle for the kingdom of England**Christianity in the British Isles.Change/continuity How did Christianity change as it travelled? | **NC. Study an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066**Local history study |
| **Year 6** |  | **NC. Ancient Greece: A study of Greek life and achievements and influence on the western world.**What did the Greeks do for us? |  | **NC. Local study – An aspect of history from beyond 1066 that is significant in the locality.**How did World War 2 impact our local area? |  | **NC. Study an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066**How has communication changed over time? |