

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 control  Causation |
| **Year 4** | **N.C.The Roman Empire and its impact on Britain**  The Roman Republic  Causation  How did Rome become so powerful? | **N.C. The Roman Empire and its impact on Britain**  The Roman Empire  Evidential thinking What can sources reveal about Roman ways of life? | **N.C. The Roman Empire and its impact on Britain**  Roman Britain  Change/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 Islam  Causation  Why did Islam spread so far and so fast? | Islamic civilisations (2) The Rise of Islam  Similarity 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? |