



# HISTORY CURRICULUM OVERVIEW

Key Stage 1 – Subject Content Scheme of work Connected History/ Scholastic National Curriculum	Year 1			Year 2			
	The Gunpowder Plot	Victorian children at play	Changes in Living Memory	Telephones	Customs, festivals and fairs from around the UK (Remembrance Day)	Great Explorers	The Great Fire of London – (cross curricular with English)
<b>Chronology / Vocabulary</b> Develop an awareness of the past, using common words and phrases relating to the passing of time	✓	✓	✓	✓	✓	✓	✓
<b>Chronology</b> Know where the people and events they study fit within a chronological framework	✓	✓	✓	✓	✓	✓	✓
<b>Historical concepts</b> Identify similarities and differences between ways of life in different periods	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary</b> Use a wide vocabulary of everyday historical terms	✓	✓	✓	✓	✓	✓	✓
<b>Historical concepts</b> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	✓	✓	✓	✓	✓	✓	✓
<b>Historical enquiry</b> Understand some of the ways they find out about the past	✓	✓	✓	✓	✓	✓	✓
<b>Historical enquiry</b> Identify different ways in which the past is represented	✓	✓	✓	✓	✓	✓	✓
<b>History of Britain</b> Changes within living memory, where appropriate, should be used to reveal aspects of changes in national life	✓	✓	✓	✓	✓	✓	
<b>History of Britain / History of the wider world</b> Events beyond living memory that are significant nationally or globally			✓	✓	✓	✓	✓
<b>History of Britain / History of the wider world</b> 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 on different periods	✓		✓	✓		✓	✓
<b>History of Britain</b> Significant historical events, people and places in their own locality	✓	✓	✓	✓	✓	✓	



# HISTORY CURRICULUM OVERVIEW

Key Stage 2 – Subject Content Connected Histor/ Scholastic	Year 3					Year 4		
	The Stone Age	The Bronze Age	The Iron Age (the Celts)	Celtic Culture	Ancient Egypt (x2)	A local History Study (Wheathampstead)	Rome and its Empire	Roman Britain (x2)
National Curriculum								
<b>Chronology</b> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary / Historical concepts</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓	✓	✓	✓	✓	✓
<b>Historical concepts</b> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓	✓	✓	✓	✓	✓	✓
<b>Historical concepts / Historical enquiry</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓	✓	✓	✓	✓
<b>Historical enquiry</b> Understand how our knowledge of the past is constructed from a range of sources	✓	✓	✓	✓	✓	✓	✓	✓
<b>Historical enquiry</b> Understand that different versions of past events may exist, giving reasons for this	✓	✓	✓	✓	✓	✓	✓	✓
<b>History of Britain</b> Changes in Britain from the Stone Age to the Iron Age – Year 3	✓	✓	✓	✓				
<b>History of Britain</b> The Roman Empire and its impact on Britain-Year 4						✓	✓	✓
<b>History of Britain</b> Britain’s settlement by Anglo Saxons and Scots –Y5								
<b>History of Britain</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Year 6								
<b>History of Britain</b> A local history study – Year 4						✓		
<b>History of Britain</b> A study of an aspect or theme in Britain that extends pupils’ chronological knowledge beyond 1066 – Years 4, 5, 6								✓
<b>History of the wider world</b> The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt - Year 3					✓			
<b>History of the wider world</b> Ancient Greece – A study of Greek life and achievements and their influence on the Western World– Year 5								
<b>History of the wider world</b> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900– Year 6								



# HISTORY CURRICULUM OVERVIEW

Key Stage 2 – Subject Content Connected History / Scholastic National Curriculum	Year 5				Year 6		
	Life in Ancient Greece (from Yr 4)	Ancient Greek Culture (from Yr 4)	The Legacy of the Ancient Greeks (from Yr 4)	The Anglo Saxons x2	The Vikings x2	The Battle of Britain	The Maya x2
<b>Chronology</b> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary / Historical concepts</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓	✓	✓	✓	✓
<b>Historical concepts</b> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓	✓	✓	✓	✓	✓
<b>Historical concepts / Historical enquiry</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓	✓	✓	✓
<b>Historical enquiry</b> Understand how our knowledge of the past is constructed from a range of sources	✓	✓	✓	✓	✓	✓	✓
<b>Historical enquiry</b> Understand that different versions of past events may exist, giving reasons for this	✓	✓	✓	✓	✓	✓	✓
<b>History of Britain</b> Changes in Britain from the Stone Age to the Ice Age – year 3							
<b>History of Britain</b> The Roman Empire and its impact on Britain – Y4							
<b>History of Britain</b> Britain’s settlement by Anglo Saxons and Scots – Y5				✓			
<b>History of Britain</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Year 6					✓		
<b>History of Britain</b> A local history study – Year 4							
<b>History of Britain</b> A study of an aspect or theme in Britain that extends pupils’ chronological knowledge beyond 1066 – Years 4, 5, 6	✓	✓	✓			✓	
<b>History of the wider world</b> The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt - Year 3							
<b>History of the wider world</b> Ancient Greece – A study of Greek life and achievements and their influence on the Western World – Year 5	✓	✓	✓				
<b>History of the wider world</b> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900; – Year 6							✓



# Curriculum Drivers

## Subject: History

<b>Challenge</b>	<p>Making the subject fully enquiry based and encourage children to think of themselves as young historians</p> <p>Encourage pupils to teach each other through personal experiences</p> <p>Allowing children to succeed in History even if their English isn't strong</p> <p>Artefacts make learning more tangible</p> <p>Allow time to research and allow pupils to extend their own learning meaning they can be positive and independent</p> <p>Look at assessment criteria to ensure we can demonstrate clear progression</p> <p>Questioning at the end of units</p> <p>Sharing assemblies allow pupils to share what they have learned</p>
<b>Inclusion</b>	<p>To understand the lives of people have gone before us and think about how this affects our own lives</p> <p>Expanding their outlook based on their own life experiences</p> <p>Allowing children to succeed in History with specific skills even if their English isn't strong</p> <p>Pre-teaching/over-learning of vocabulary</p> <p>Encouraging learning for enjoyment</p> <p>Sharing assemblies to celebrate success</p>
<b>Positive Minds</b>	<p><b>Resilient tortoise</b> Discovering that ideas and assumptions may be wrong when looking at evidence</p> <p><b>Independent rhino</b> Working independently at times</p> <p><b>Risk-taking penguin</b> Challenging themselves in their learning</p> <p><b>Reflective owl</b> Reflect upon the lives of others in the past. Examine artefacts from years gone by. Putting themselves in the shoes of others</p> <p><b>Team Bee</b> Working together, listening to others and asking about experiences</p> <p><b>Curious and creative chameleon</b> Develop in order to become more enquiry based and work as young historians</p>