

History Overview – EYFS, Key Stage 1 and Key Stage 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY FS	Reception	All About Me!	Let's Pretend	Animals	Journeys	Traditional Tales	Changes
Key Stage 1	Year 1 Learning about their own history and the history of the local area	Understanding me Changes within living memory.		Our school History of our school,; Victorian school life and Queen Victoria		Our local community Significant historical events, people and places in their own locality: history of Moseley from bronze age to present.	
	Year 2 Learning about significant individuals and events in history		World at war Events beyond living memory WW1..Significant individuals: Walter Tull and Edith Cavell		Pirates Events beyond living memory Significant individuals: Grace O'Malley		Great fire of London Events beyond living memory Significant individuals: King Charles 11, Samuel Pepys
Lower Key Stage 2	Year 3 Learning about the history of Britain including the cultural impact of Ancient Greece and the Romans		Stone age to iron age Development of art and culture from the Stone age to the Iron age.		Life in Ancient Greece Ancient Greece and the creation of democracy and its influence on modern life.		The Roman empire The Romanisation of Britain; technology and culture and its impact on Britain (including early Christianity)
	Year 4 Children will continue to learn about the history of Britain with a focus on significant individuals in British history.	Anglo-Saxons Anglo-Saxon art and culture during this period and the cultural impact in Britain and how it has changed over time		Vikings Struggle for the Kingdom of England Significant individuals: Alfred the Great and Edward the Confessor		Kings and Queens Significant English monarchs, who came after 1066, The changing power of monarchs King John, Queen Anne and Queen Victoria	
Upper Key Stage 2	Year 5 Learning about significant contributions made by ancient civilisations	The Shang Dynasty Including the invention of writing and its impact on the world.		Early Islamic civilisation – Bagdad AD900 Invention of the decimal counting system and its impact on the world.		History of Birmingham Impact of early civilisations on modern Birmingham and compare ancient civilisations to the Britain.	
	Year 6 Learning about the impact of technological advancements after 1066 on modern Britain		Battle for Britain A turning point in the history of Britain and the technological advancements made during the war.		Crime and punishment Changes from 1066 to now and how technology has advanced crime and punishment with the introduction of forensics.		History of the world - History project Combining historical skills and knowledge. Children will select from: · History of England · Ancient civilisations · The impact of WW1 and WW2

Early Years Foundation Stage - Related to History

Communication and Language

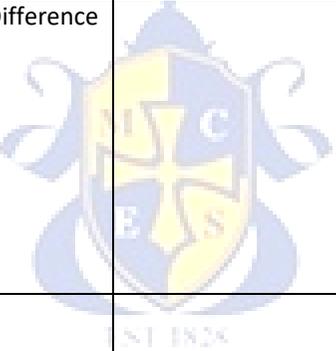
Understanding the World

Speaking Early Learning Goal

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Past and Present Early Learning Goal

- 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;

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	All About Me!	Let's Pretend	Animals	Journeys	Traditional Tales	Changes
Talk about the lives of the people around them and their roles in society;	All About Me posters Our school environment and people who help us, e.g. teachers Our local community and people who help us, e.g. GP and PCSO (visitors)	Celebrating Difference (Jigsaw)				
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;				Visit to Wythall Transport Museum Comparing Old and New Vehicles		Comparing old and new toys
- Understand the past through settings, characters and events encountered in books read in class and storytelling;	Consider settings, characters and events from stories comparing past to present: Harry and the Dinosaurs Start School			Space – sequencing events of people going to space, dog going to space, first woman to go to space, rocket going to space	Consider settings, characters and events from stories comparing past to present: The Gingerbread Man The Gigantic Turnip Jack and the Beanstalk Little Red Hen The Leopard's Drum	

National Curriculum - History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum - Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.

<p>Year 1</p> <p>Learning about their own history and the history of the local area</p>	<p>Understanding me <i>NC obj: Changes within living memory.</i></p> <p>Children will focus on learning about their own lives (within the construct of past, present and future) while also exploring their family.</p> <p>(6 Hours)</p>	<p>Our school <i>NC obj: Significant historical events, people and places in their own locality.</i></p> <p>Children will learn about the history of our school, comparing it to schools during the Victorian period.</p> <p>(6 Hours)</p>	<p>Our local community <i>NC obj: Significant historical events, people and places in their own locality.</i></p> <p>Children will learn about the history of the local area focusing on Moseley bog as a historical site with human presence dating back to the Bronze age.</p> <p>(6 Hours)</p>
<p>Year 2</p> <p>Learning about significant individuals and events in history</p>	<p>World at war Significant individuals – Walter Tull and Edith Cavell <i>NC obj: The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Children will learn about the history and importance of Walter Tull and Edith Cavell. Children will compare the lives of Walter Tull to Edith Cavell</p> <p>(6 Hours)</p>	<p>Pirates Significant individuals – Grace O'Malley <i>NC obj: The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Children will explore the past by examining their ideas about pirates, looking at the lives of significant women in the 16th/17th Century and answering the question of 'was Grace O'Malley a pirate.'</p> <p>(6 Hours)</p>	<p>Great fire of London Significant individuals – Charles II <i>NC obj: Events beyond living memory that are significant nationally or globally.</i></p> <p>Children will learn about the Great fire of London while exploring the role of the monarchy during this period. (Charles II)</p> <p>(6 Hours)</p>

	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
<p>Year 1</p>	<ul style="list-style-type: none"> • Children should begin to describe similarities and differences in their own lives using photos of physical artefacts. • Children should ask and answer questions about the past to build their knowledge. • Children should understand the different ways the past is represented (photos, stories). • Children should identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • Children to begin to describe similarities and differences in artefacts. • Children should be able to identify different ways to represent the past using photos, video, audio and stories. 	<ul style="list-style-type: none"> • Children will sequence events and objects into chronological order. • Children should be able to place their own history and local history events on a timeline. 	<ul style="list-style-type: none"> • Children to use words and phrases relating to the passing of time such as past, present, then and now. • Children should be able to sort artefacts into 'then' and 'now'.
<p>Year 2</p>	<ul style="list-style-type: none"> • Children will find out about significant individuals from the past. • Children will use sources (such as photos, stories or artefacts) to support their understanding of the past. • Children to compare and contrast evidence from the past. • Children to ask and answer questions, using sources, to show they know and understand key events in history. 	<ul style="list-style-type: none"> • Children should be able to describe significant events from the past using key vocabulary. • Children will compare pictures or photos of people and events from the past. 	<ul style="list-style-type: none"> • Children to sequence sources (photos, artefacts) closer together in time in chronological order. • Children to sequence photos from different periods of time. 	<ul style="list-style-type: none"> • Children to use a wider range of words and phrases relating to the topic, including key vocab from Year 1 about time. • Children will use sources to help them communicate about the past.

National Curriculum - Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology,; culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman; Empire Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.

- a local history study

Examples (non-statutory) a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in; the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Lower Key Stage 2	Year 3 Learning about the history of Britain including the cultural impact of Ancient Greece and the Romans	Stone age to iron age <i>NC obj: Changes in Britain from the Stone Age to the Iron Age.</i> Children will learn about how art and culture developed from the Stone age to the Iron age. (6 Hours)	Life in Ancient Greece <i>NC obj: Ancient Greece and its influence on the western world</i> Children will learn about Ancient Greece and the creation of democracy, including its impact to our world. Children will compare democracy in Ancient Greece to democracy today (6 Hours)	The Roman empire <i>NC obj: The Roman Empire and its impact on Britain</i> Children will learn about the history of the Roman empire with a focus on the Romanisation of Britain; focusing on art and culture during this period, including its impact on Britain. (6 Hours)
	Year 4 Children will continue to learn about the history of Britain with a focus on significant individuals in British history.	Anglo Saxons <i>NC obj: Britain's settlement by Anglo-Saxons and Scots</i> Children will focus on Anglo-Saxon art and culture during this period and the cultural impact in Britain and how it has changed over time (6 Hours)	Vikings <i>NC obj: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> Children will learn about Alfred the Great and its battle against the Vikings, to the death of Edward the Confessor's death in 1066. Significant individuals: Alfred the Great and Edward the Confessor (6 Hours)	Kings and Queens <i>NC obj: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Children will learn about significant English monarchs, who came after Edward the confessors death in 1066, focusing on comparing Queen Anne and Queen Victoria. Significant individual: Queen Anne and Queen Victoria (6 Hours)

	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Year 3	<ul style="list-style-type: none"> Children to identify and give reasons for the different ways the past is represented. Children to understand primary and secondary sources and evaluate the effectiveness. Children to look at the cultural impact of different periods of time such as art or philosophy. 	<ul style="list-style-type: none"> Children to learn about the everyday lives of the people they study. Children to compare the everyday lives of different periods of time from Stone age to the roman empire. Children to start developing an understanding of ancient civilisations and empire. 	<ul style="list-style-type: none"> Children to be able to place the Stone age to Iron age in chronological order on a timeline. Children should be able to identify BC and AD on a time line. Children to use dates to describe events and time periods and place them on a time line. 	<ul style="list-style-type: none"> Children to use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology, ancient civilisation, Neolithic, BC / AD, change / continuity, significant, cause / consequence, impact. Children to use vocabulary related to the period of study.
Year 4	<ul style="list-style-type: none"> Children to develop a further understanding of primary and secondary sources and evaluate its effectiveness. Children to use sources to generate questions about the past. Children to investigate the past using textbooks and the internet. 	<ul style="list-style-type: none"> Children to use different sources to build a picture of life in the past. Children to understand the importance of significant individuals and their contributions. Children to understand the role of monarchs in British history. Children to understand the impact of the Viking / Anglo-Saxon / Scots invasions and settlements. 	<ul style="list-style-type: none"> Children to understand where on a timeline significant individuals were alive. Children to confidently place different time periods being studied in chronological order on a timeline. Children to understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> Children to use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology, legacy, ancient civilisation, Neolithic, BC / AD, change / continuity, significant, cause / consequence, impact Children to use vocabulary specific based on the period of time. Children to use dates when describing events.

Upper Key Stage 2	Year 5 Learning about significant contributions made by ancient civilisations	The Shang Dynasty <i>NC obj: The achievements of the earliest civilisations.</i> Focus: The Shang Dynasty of Ancient China Children will learn about the invention of writing during the Shang dynasty and its impact on the world (6 Hours)	Ancient Islamic civilisations <i>NC obj: The achievements of the earliest civilisations.</i> Focus: Ancient Islamic civilisation – Bagdad AD900 Children will learn about the invention of the decimal counting system during this period and its impact on the world (6 Hours)	Birmingham <i>NC obj: Comparing a non-European society that provides contrast to Britain</i> Focus: Birmingham Children will learn about the impact of early civilisations on modern Birmingham and compare ancient civilisations to the Britain. (6 Hours)
	Year 6 Learning about the impact of technological advancements after 1066 on modern Britain	Battle for Britain <i>NC obj: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Children will focus their learning on the technological advancements made during the war. (6 Hours)	Crime and punishment <i>NC obj: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> Children will explore how crime and punishment has developed from 1066 to now. Children will look at how technology has advanced crime and punishment with the introduction of forensics. (6 Hours)	History of the world - History project <i>Combining multiple history skills in an end of year project</i> Children will select from: <ul style="list-style-type: none"> • History of England • Ancient civilisations • The impact of WW1 and WW2 Children will combine all skills from previous years to research and create a presentation on their chosen topic. (6 Hours)

	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Year 5	<ul style="list-style-type: none"> • Children to be able to identify the effectiveness of a range of sources, using these to identify changes in the past. • Children should be able to use a range of sources to support their investigations of the past. • Children should be able to give reasons for why sources are 	<ul style="list-style-type: none"> • Children should be able to identify some of the achievements of the early ancient civilisations. • Children will compare ancient civilisations to Birmingham. • Children to learn about the contributions made by different ancient civilisations to our world (Invention of writing and maths) 	<ul style="list-style-type: none"> • Children should be able to place current period being studied on a timeline in relation to other periods studied. • Children should be able to sequence key events being studied. • Children should understand and demonstrate how time periods can overlap. • Children should understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<ul style="list-style-type: none"> • Children to use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. • Children to use vocabulary specific based on the period of time. • Children to use dates when describing events in relation to other events, showing an understanding.
Year 6	<ul style="list-style-type: none"> • Children to have a strong understanding about sources, as evidence, and are able to analyse the effectiveness when learning about history. • Children to use a range of sources, giving reasons for the use of the source. • Children to seek out and analyse a wide range of evidence (photos, diaries) in order to justify claims about the past. • Children to use sources of information to form testable hypotheses about the past. • Children to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 	<ul style="list-style-type: none"> • Children to compare some of the times studied with those of the other areas of interest around the world. • Children to have an overview of important historical events and dates. • Children to understand the significance of the Battle of Britain as turning point in British history. • Children to understand the changing shape of crime and punishment and its impact on society. 	<ul style="list-style-type: none"> • Children to have a strong understanding of chronology. • Children to be able to use dates and terms accurately in describing events on a timeline. • Children will be able to describe the main changes in WW2 history (using terms such as: social, religious, political, technological and cultural). • Children to be able to place current events on a timeline. 	<ul style="list-style-type: none"> • Children to use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. • Children to use vocabulary specific to articulate the understanding of focussed historical events. • Children to use dates when describing events in relation to other events, showing an understanding.