

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

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Reception</b>	All About me!	Let's pretend	Animals	Journeys	Traditional tales	Changes
Key Stage 1	<b>Year 1</b>	A day in the life  Exploring aspects of everyday life		keeping in touch  Exploring communication from previous eras		Our school  Looking at historical events, people and places around our school	
	<b>Year 2</b>		Remembrance day  Children reflect on their own memories and the meaning of symbols		Great fire of London  Explore this significant event from the 17 <sup>th</sup> Century		Activists  during this Explore the lives of Rosa Parks and Malala Yousafzai
Lower Key Stage 2	<b>Year 3</b>		Stone age to iron age  Development of art and culture from the Stone age to the Iron age.		The Roman empire  Learn about life in Britain before and after the arrival of the Romans		Anglo-Saxons  Learn about the Anglo-Saxon invasions and their impact.

	<b>Year 4</b>	<p><b>Vikings</b></p> <p>Learn about the Vikings and their origins before looking at Viking trade.</p>		<p><b>World War 2</b></p> <p>Explore the historical events which led to the outbreak of war, including the experience of evacuees</p>		<p><b>Crime and punishment</b></p> <p>Learn about different kinds of criminal courts from the Anglo-Saxons to present day</p>	
Upper Key Stage 2	<b>Year 5</b>	<p><b>The Shang Dynasty of Ancient China</b></p> <p>Explore the invention of writing and its impact on the world.</p>		<p><b>Ancient Islamic civilisations – Bagdad 900AD</b></p> <p>Learn about the rise and fall of the city of Bagdad AD900</p>		<p><b>History of Birmingham</b></p> <p>Explore the history of Birmingham in a local area study</p>	
	<b>Year 6</b>		<p><b>World War 1</b></p> <p>Exploring the Signiant events of World War 1 and its devastating impact.</p>		<p><b>Ancient Maya</b></p> <p>Learning about the development of the Maya civilisation into context within a world setting</p>		<p><b>Ancient Greece</b></p> <p>Discover the significance of temples to the Ancient Greeks and their contributions to history.</p>

## Early Years Foundation Stage - Related to History

### Communication and Language

#### Listening and Attention Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

#### Understanding Early Learning Goal Children

follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

#### Speaking Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### Understanding the World

#### People and Communities Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## 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.

	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Year 1	<ul style="list-style-type: none"> <li>• Children should begin to describe similarities and differences in their own lives using photos of physical artefacts.</li> <li>• Children should ask and answer questions about the past to build their knowledge.</li> <li>• Children should understand the different ways the past is represented (photos, stories).</li> <li>• Children should identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to begin to describe similarities and differences in artefacts.</li> <li>• Children should be able to identify different ways to represent the past using photos, video, audio and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will sequence events and objects into chronological order.</li> <li>• Children should be able to place their own history and local history events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use words and phrases relating to the passing of time such as past, present, then and now.</li> <li>• Children should be able to sort artefacts into 'then' and 'now'.</li> </ul>

<p>Year 2</p>	<ul style="list-style-type: none"> <li>• Children will find out about significant individuals from the past.</li> <li>• Children will use sources (such as photos, stories or artefacts) to support their understanding of the past.</li> <li>• Children to compare and contrast evidence from the past.</li> <li>• Children to ask and answer questions, using sources, to show they know and understand key events in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be able to describe significant events from the past using key vocabulary.</li> <li>• Children will compare pictures or photos of people and events from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to sequence sources (photos, artefacts) closer together in time in chronological order.</li> <li>• Children to sequence photos from different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to use a wider range of words and phrases relating to the topic, including key vocab from Year 1 about time.</li> <li>• Children will use sources to help them communicate about the past.</li> </ul>
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## 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.

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

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Year 5	<ul style="list-style-type: none"> <li>Children to be able to identify the effectiveness of a range of sources, using these to identify changes in the past.</li> <li>Children should be able to use a range of sources to support their investigations of the past.</li> <li>Children should be able to give reasons for why sources are</li> </ul>	<ul style="list-style-type: none"> <li>Children should be able to identify some of the achievements of the early ancient civilisations.</li> <li>Children will compare ancient civilisations to Birmingham.</li> <li>Children to learn about the contributions made by different ancient civilisations to our world.</li> </ul>	<ul style="list-style-type: none"> <li>Children should be able to place current period being studied on a timeline in relation to other periods studied.</li> <li>Children should be able to sequence key events being studied.</li> <li>Children should understand and demonstrate how time periods can overlap.</li> <li>Children should understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Children to use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</li> <li>Children to use vocabulary specific based on the period of time.</li> <li>Children to use dates when describing events in relation to other events, showing an understanding.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Children to have a strong understanding about sources, as evidence, and are able to analyse the effectiveness when learning about history.</li> <li>Children to use a range of sources, giving reasons for the use of the source.</li> <li>Children to seek out and analyse a wide range of evidence (photos, diaries) in order to justify claims about the past.</li> <li>Children to use sources of information to form testable hypotheses about the past.</li> <li>Children to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>	<ul style="list-style-type: none"> <li>Children to compare some of the times studied with those of the other areas of interest around the world.</li> <li>Children to have an overview of important historical events and dates.</li> <li>Children to understand the significance of the World War 1 in British history.</li> </ul>	<ul style="list-style-type: none"> <li>Children to have a strong understanding of chronology.</li> <li>Children to be able to use dates and terms accurately in describing events on a timeline.</li> <li>Children will be able to describe the main changes in WW1 history (using terms such as: social, religious, political, technological and cultural).</li> <li>Children to be able to place current events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Children to use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</li> <li>Children to use vocabulary specific to articulate the understanding of focussed historical events.</li> <li>Children to use dates when describing events in relation to other events, showing an understanding.</li> </ul>

