**History – Curriculum Overview and progression  3**

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| **EYFS** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History ELGs**  **Understanding the World Past and Present**  Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  Begin to make sense of their own life-story and family’s history.  Talk about the lives of 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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| **Year 1** | **Spring 1** | **Summer 2** | | |
| **Topic** | **Out of this World** | **Step Back in Time**  **My World** | **Step Back in Time**  **Amy Johnson** | **Step Back in Time**  **Pirates** |
| **Enquiry -**  Question(s) to be addressed | Who was the first person on the moon?  What was the space shuttle called?  What did he say when he first walked on the moon?  How can we find out? | Describe what ‘the past’ means?  What has happened during your lifetime?  Who is on your family tree?  Can you predict what will happen in the future?  How can we find out? | What is Amy Johnson remembered for?  What type of plane did she use and what was it called?  How can we find out? | What is a pirate?  What did they do?  How can we find out? |
| **NC History** | * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Use a wide vocabulary of everyday historical terms. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * Understand some of the ways in which we find out about the past and * Identify different ways in which the past is represented. * Know about 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]   * Know about 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 (Neil Armstrong)]   * significant historical events, people and places in their own locality. | * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Know where the people and events they study fit within a chronological framework * Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * Understand some of the ways in which we find out about the past * Identify different ways in which the past is represented. * Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Know where the people and events they study fit within a chronological framework * Identify similarities and differences between ways of life in different periods. * Use a wide vocabulary of everyday historical terms. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * Understand some of the ways in which we find out about the past * Identify different ways in which the past is represented. * Know about 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]   * Know about 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 (Neil  Armstrong)]   * significant historical events, people   and places in their own locality. | * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Use a wide vocabulary of everyday historical terms. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * Understand some of the ways in which we find out about the past and * Identify different ways in which the past is represented. * Know about 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]   * significant historical events, people and places in their own locality. |
| **Key knowledge** | **Neil Armstrong**  · Neil Armstrong is famous for being the first person on the moon along with Buzz Aldrin and Michael Collins.  · He was 15 years old when he first got his first pilot’s license.  · The first moon landing was in 1969.  · After stepping onto the moon, Neil Armstrong was heard saying: “That’s one small step for man, one giant leap for mankind.” | * During the lifetime of every person, significant things happen, and things change. * Sometimes the things that change are personal to the person or can be worldwide changes. * Sometimes things that have happened in the past can be celebrated years on. * Every person has a family tree, sometimes this is big and sometimes this is small. They are all different – every family is different. * We can draw a timeline to show when things have happened, this can include when people were born. * Kirk Ella has changed a lot over time. The church in Kirk Ella is over 500 years old. | * Amy Johnson is famous for being the first female pilot to fly solo from London to Darwin Australia. * She was born in Hull and went to University. * Her plane was a Gypsy Moth and she called it Jason. | * Pirates were people who sailed ships around the world looking for other ships to attack. * When they attacked ships, they would try to steal whatever the other ship had, especially treasure. * A lot of pirates flew a pirate flag called the Jolly Roger. |
| **Vocabulary** | Astronaut – a person who is trained to travel in space.  NASA – the federal agency in charge of sending people to space.  Earth – the planet where we live, the World.  Moon - the national satellite of the world, reflecting light from the sun.  Space Shuttle – The section of a rocket that carries astronauts and equipment into space. | personal – belonging to that one person.  past – something that has already happened.  present – something that is happening right now.  future – something that is going to happen. family tree – a drawing showing how people are related in a family.  timeline – a representation of time showing different things that have, usually, already happened.  events – something that has happened in a lifetime. | Pilot - a person who operates the flying controls of an aircraft.  Gypsy Moth - a plane with a propellor and two sets of wings (a biplane). Amy called hers Jason.  Record - the best that has ever been reached. | Jolly Roger – the name given to the pirate flag. Usually with a skull and cross bones.  Compass - an instrument for finding direction, with a needle that always points to the north  Captain - the person in charge of a ship. |

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| **Year 2** | **Autumn 1** | **Autumn 2** | **Summer 2** |
| **Topic** | **Fire -**Causes and consequences of the **Great Fire of London**, How and why the fire spread.  Investigating the life and times of **Samuel Pepys** | **Fire**  Guy Fawkes  Remembrance Day | **Earth**  Florence Nightingale  Mary Seacole |
| **Enquiry -**  Question(s) to be addressed | * How did the fire start? * Why did the fire spread? * Did anyone die in the fire? * What part did the weather play in the fire? * How did things change after the fire? * What is an eyewitness? * Who was Samuel Pepys? * Why was Samuel Pepys important? * Why was Samuel Pepys’ diary important? * How do we know about the Great Fire of London? | * Who was Guy Fawkes? * Why do we remember Guy Fawkes? * What is Remembrance Day? * Why is it important? * Why do we wear a poppy? | * Who was FN? * What was her job? * Why was she famous? * What other name was she known as and why? * What have we learnt from her? * Who was MS? * What was her job? * Why was she famous? * What other name was she known as and why? * What have we learnt from her? * Comparison * What are the similarities and differences between FN and MS? * Why is FN more famous than MS? |
| **NC History** | * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Know where the people and events they study fit within a chronological framework * Identify similarities and differences between ways of life in different periods. * Use a wide vocabulary of everyday historical terms. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * Understand some of the ways in which we find out about the past * Identify different ways in which the past is represented. * Know about 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 anniversaries] * Know about 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 | | * Know where the people and events they study fit within a chronological framework * Identify similarities and differences between ways of life in different periods. * Use a wide vocabulary of everyday historical terms. * Know about 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. |
| **Key knowledge** | * Fire started in 1666 * Lasted for 4 days * Started on Pudding Lane * Samuel Pepys wrote about it in his diary | * Gunpowder Plot was in 1605 before GFoL * Guy Fawkes born in York * Plot failed * There have been two world wars as well as other conflicts | Mary Seacole   * Born in Jamaica * Went to Crimea herself * Built the British Hotel to help soldiers * History forgot her because of her colour   Florence Nightingale   * Trained as nurse against expectations of the time * Went to Scutari Hospital * Opened a school for nurses and wrote books |
| **Vocabulary** | Eyewitness  Diary  Wattle and daub  Writer  The Plague  Water Squirt | Remember  World wars  Bonfire  Gunpowder  Firework | Similarity  Difference  Compare  Crimean war  Hospital  Soldier |

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| **Year 3** | **Spring 2** | |
| **Topic** | **Stone age to Iron Age**  **Courageous Celts and Ruthless Romans!** | |
| **Enquiry -**  Question(s) to be addressed | * What was lifelike in the Stone Age? * Did humans use tools? What for and how do we know? * What impact did the Romans have on Britain? * How was life in the Stone age different from or similar to life in Roman times? | |
| **NC History** | * Develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. * Develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about similarity and difference, * Address and sometimes devise historically valid questions about significance. * Understand how our knowledge of the past is constructed from a range of sources. | |
| **Key knowledge** | * Know how a timeline works BCE/AD * The three time periods of the Stone are – Palaeolithic, Mesolithic and Neolithic * People’s lives changed from being nomadic hunter-gatherers to creating farming settlements. * The discovery and use of stone tools * Comparison between the Stone Age and Iron Age * The impact of the Romans upon Britain | |
| **Vocabulary** | chronological order  BCE/AD  archaeologist  hunter- gatherers  Palaeolithic | Mesolithic  Neolithic  ancient  Roman Empire  conquer  civilisation |

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| **Year 4** | **Autumn 1** | **Autumn 2** | **Spring** | | |
| **Topic** | **Settlements**  **Local History -Kirk Ella** | **Ancient Egypt** | **Anglo Saxons and Vikings** | | |
| **Enquiry -**  Question(s) to be addressed | What do people need for survival?  Why do people choose to settle in certain places?  How do places change over time?  What was Kirk Ella like in the past and how has it changed? | Why did the Ancient Eqyptians live near the river Nile and in what ways was it useful?  What was life like in the Ancient Egyptian civilisation?  What do we know about the Ancient Egyptians and how do we know? | Who were the AS and Vikings.  Where did they come from?  Why did they come here and settle?  What do we know about them and how do we know? | | |
| **NC History** | * Develop a chronologically secure knowledge and understanding of British and local history, * Develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about change * Address and sometimes devise historically valid questions about cause, * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | * Develop a chronologically secure knowledge and understanding of world history,  establishing clear narratives across the periods they study. * Develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about cause, * Address and sometimes devise historically valid questions about significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. | * Develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study. * Note connections, contrasts, and trends over time and * Develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about change * Address and sometimes devise historically valid questions about cause, * Address and sometimes devise historically valid questions about similarity and difference, * Address and sometimes devise historically valid questions about significance. * Understand how our knowledge of the past is constructed from a range of sources. | | |
| **Key knowledge** | * The basic requirements are for survival: water, food sources, shelter/building materials, warmth/fuel source, safety/defence * How these requirements affect decisions about where to establish a settlement * How land use changes over time. * Kirk Ella – The local history of Kirk Ella and the significant individuals who lived here (Sykes family) | * The River Nile was essential for survival – water, food, crops, transport. * The AEs believed in different in different gods and the afterlife. * When people died, they were mummified, and rich/important people were buried with grave goods to use in the afterlife. * Howard Carter was the archaeologist who made the significant discovery of Tutankhamen’s tomb and the artefacts. * These artefacts and the other evidence that has survived has provided us with lots of information about life in ancient Egypt. | * The AS came from what is now Denmark and Germany to settle in England. * Their society was hierarchical with rules of law and order. * The AS had 7 kingdoms * There were many Viking raids which marked a long struggle between the Anglo-Saxons and the Vikings for control of Britain. * In the 9th century, the English king Alfred the Great agreed peace with the Vikings and stopped them taking over all of England. * Some Vikings settled down to live in their own area of eastern England, called the Danelaw. The Anglo-Saxon lands were roughly to the west. * The Anglo-Saxons and Vikings became neighbours in Britain, but they didn’t always get along peacefully. | |
| **Vocabulary** | settlement  hamlet  village  town  city  land-use  land - owner  resources  trade  Richard Sykes | afterlife  amulet  ancient  artefact  archaeology  civilisation  evidence  hieroglyphics/hieroglyphs  mummy/mummification  pharaoh, pyramid  sarcophagus  River Nile, slave, tomb | Anglo-Saxon  settle  kingdom  resources  artefact  archaeology  evidence  society | Viking  invade /invasion  raid  Danelaw  longhouse  longboat  archaeology  artefacts  evidence  crime |

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| **Year 5** | **Autumn** | **Spring 1** |
| **Topic** | **Ancient Greece and Mythical Beasts**  Ancient Greek civilisation and in particular study their lifestyle, achievements, and influence on the western world.  ‘Real History Alive’ theatre group and workshop | Aspects of National History - **The Industrial Revolution**  Industrial Revolution and in particular study its impact on society.  The role children played during this time. |
| **Enquiry -**  Question(s) to be addressed | Would you rather be a Spartan child or an Athenian child?  How did the Greeks shape our understanding of the Earth and Space?  What could evidence form the past tell us about the Ancient Greek Olympic Games? | What did children do?  What changes occurred in the I.R?  How were children’s lives different from today?  What were the significant inventions of the period of the I.R? |
| **NC History** | * Develop a chronologically secure knowledge and understanding of British and local history, * Develop the appropriate use of historical terms. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. | * Develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. * Note connections, contrasts, and trends over time and develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about change * Address and sometimes devise historically valid questions about cause, |
| **Key knowledge** | * The Ancient Greeks lived 3000 years ago (1600 B.C.) * Ancient Greece was made up of different states, e.g. Athens and Sparta, and each was ruled separately. * They worshipped different gods – Zeus being the ruler and used stories of the gods to explain ideas that we would now explain scientifically. * They had many myths which featured mythical creatures and heroes. * They made pottery which depicted everyday events. * They first started the Olympic Games. | * Know how Britain changed during the I.R. * Know the inventions of the time * Know the different expectations of and upon children * Know the impact of the different inventions * Know what the working conditions for children were like * Know the ways in which Britain changed between 1750 to 1900 |
| **Vocabulary** | Spartan  Athenian  Olympic Games  civilisation  Democracy-ruled by the citizens  Oligarch - power is held by a few men  Tyrant – the power is held by one man who has seized control.  Gods  Myth  Meander | steam  labour  industry  revolution  mule scavenger  chimney sweep  trapper  breaker boys  coal |

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| **Year 6** | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** |
| **Topic** | **War Children**  Significant effects of WW2 on children – including evacuation and rationing  Educational visit - Homefront and evacuation day. | | | **African Adventure - Benin**  How people lived, their beliefs and how this is relevant to our country today.  Pupils will share their knowledge through DT and art projects as well as written work. | |
| **Enquiry -**  Question(s) to be addressed | * In which years did WWII begin and end? * Why was the end of WWI significant in the causes of WWII? * What was the name of the ruling party in Germany during WWII? * What was ‘Operation Pied Piper’? * Why were children evacuated during WWII? * The persecution of people which religion caused WWII? * War was declared by Britain in response to the German invasion of which country? * What was rationing and why was it necessary? * Who were the British & German leaders during WWII? * How did people protect themselves during air raids? | | | - Which modern-day country is now situated in the place where the Kingdom of Benin started?  - What is the difference between tribes and kingdoms?  - How do we know about periods of history without primary written sources?  - What were the first kings of Benin like?  - How did Benin grow from tiny villages into a powerful Empire?  - Why was the Benin wall so important?  - What did Benin have to offer foreign traders?  - Why and how was Benin Kingdom destroyed?  - The people of Benin were animists. What does this mean? | |
| **NC History** | * Develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. * Note connections, contrasts, and trends over time and * Develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about change * Address and sometimes devise historically valid questions about cause, * Address and sometimes devise historically valid questions about similarity and difference, * Address and sometimes devise historically valid questions about significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. | | | * Develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. * Note connections, contrasts, and trends over time and * Develop the appropriate use of historical terms. * Address and sometimes devise historically valid questions about change * Address and sometimes devise historically valid questions about cause, * Address and sometimes devise historically valid questions about similarity and difference, * Address and sometimes devise historically valid questions about significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. | |
| **Key knowledge** | * War started in 1939 and ended in 1945 * Children were evacuated from cities to the countryside – this was called Operation Pied Piper – to protect them from air raids. * Nazi Germany persecuted and executed Jewish people. * Neville Chamberlain (Britain) declared war on Germany because of the German invasion of Poland * Food, fuel and clothing were rationed for several reasons, including supply chain/imports; work force; factory conversion and the need to build weapons etc. etc. * Neville Chamberlain was succeeded by Winston Churchill as British Prime Minister. * Adolf Hitler was the leader of Nazi Germany. * Air raid shelters were built and used for protection during air raids and gas masks were carried at all times. | | | * The ancient kingdom of Benin was situated in the Southeast Coast of West Africa, an area forming part of modern Nigeria. * The people of Benin were animists in that they believed that inanimate objects and animals had souls and spirits. They also believed in human sacrifices. * The people of Benin believed that their Oba was a god. He lived apart from the ordinary people inside the royal court in Benin City. * Power kings called Obas ruled over this Kingdom. Highly skilled crafts were made from bronze, coral, ivory, wood, and leather. * Trade was established with European countries – mainly Portugal and England. * The Kingdom of Benin was destroyed by the British in retaliation over the death of a number of British soldiers in the Kingdom, in 1897. | |
| **Vocabulary** | Air Raid  Blitz  Rationing  Evacuate/evacuation/evacuated  Invasion  Jewish | | Allied Forces  Axis Forces  Nazi  Air Raid Shelter  Billeting Officer  Racism | Oba/Oba Eweka  Ogiso  Nigeria  Kingdom  Tribe | Animist  Trade  Merchants  Artefacts  bronze |