

Spring Meadow Primary and 'School House' Nursery



History Curriculum Overview

History Curriculum

Purpose of study

Our high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (and how to place events within a timeline). It should inspire pupils' curiosity to know more about the past and how people used to live. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence with reference to primary and secondary sources, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives over time, the process of change, the diversity of societies and relationships between different groups, as well as their own identity, why the world exists as it does and the challenges of their time and how their impact is felt today.

Aims

'A people without the knowledge of their past history, origin and culture is like a tree with no roots'-Marcus Garvey

Our curriculum 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
- 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.

Organisation

- History is mostly taught in topics although not every topic will contain history. Teachers have freedom to place their history units anywhere over the school year. Children should be aware of when they are studying history as opposed to other topic-based lessons.

- History units have been chosen to offer breadth in both the balance of British and world history and in the teaching of the full ‘sweep’ of British history (stone age to modern Britain)
- History units are not taught chronologically. Instead, they are matched to the maturity and conceptual understanding of the pupils. Year groups also have a balance of ancient, early British and late British history to give a breadth of knowledge.

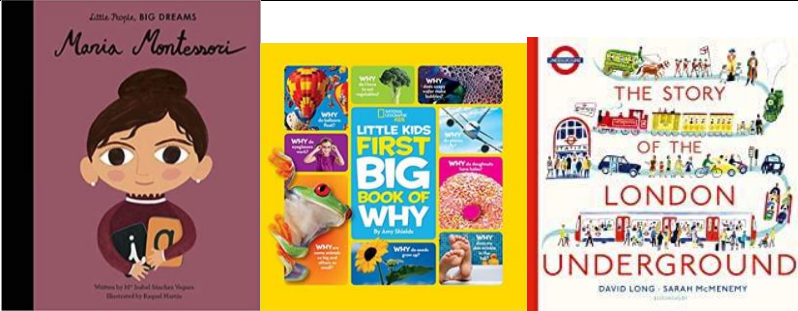

Progression

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge and concepts - Chronology	Children can 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.	Use common words to describe the passing of time e.g. before, yesterday, after, a long time ago Sequence events or objects in chronological order	Extend their chronological vocabulary using words and phrases like recently, century, when my parents were children, decade Put people, events and objects on a simple timeline	Know that the past can be divided into periods and sequence these on a timeline Use dates when discussing time	Order key events within a period on a timeline Understand more complex vocabulary e.g. BC, AD (or BCE, CE), 20 th century	Know and sequence events and changes within a period Develop a sense of duration by comparing periods	Create timelines demonstrating an understanding of period, change and significant events Demonstrate a sense of period
Historical skills - enquiry	Make comments about what they have heard and ask questions to clarify their understanding	Ask and answer questions about the past using simple sources of information	Use a source and ask why, what, how, where, who to find answers Start to discuss the usefulness of sources	Combine a range of sources to find out about a period Observe small details in sources Ask questions of sources	Use a range of evidence to build up a picture of a past event Choose relevant material to present a picture of an	Distinguish between primary and secondary sources Use evidence to build up a picture of life in a time studied	Bring knowledge gathered from various sources together in a fluent account Use a range of sources to explore an aspect of time

				Select and record information to answer questions	aspect of life in a period Infer from sources	Develop an understanding of the reliability of sources	past, identify omissions and seek to fill these gaps
Historical skills - interpretation	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Identify different ways in which the past is represented	Compare pictures and photographs of people or events in the past	Compare different versions or the same event/ story	Give reasons why different versions of the past may exist	Consider the reliability of interpretations and evaluate their usefulness Link sources and consider how conclusions were arrived at	Reach a balanced conclusion based on an evaluation of different interpretations Consider ways of checking the accuracy of interpretations
Historical concepts - Continuity and change	Children can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Identify some changes between then and now Know some things that stay the same	Describe some historical changes	Make links between main events, situations and changes within and across periods	Give some reasons with evidence of why changes occurred	Identify and explain change and continuity within and across periods	Analyse change for type, extent and speed and use more precise vocabulary e.g. slow, gentle, progress
Historical concepts - Cause and consequence	Children can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes	Recognise why people did things and why events happened	Understand what a consequence is and give examples	Identify the consequences of events, situations and changes	Give reasons for the cause and consequences of events, situations and changes	Draw contrasts and spot trends when exploring cause and consequence	Analyse the reasons for, and the results of, historical events, situations and changes

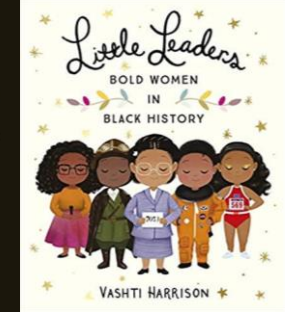
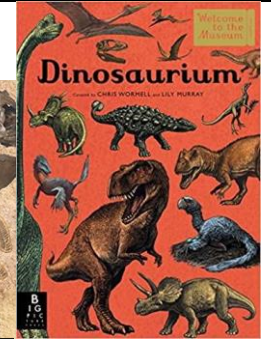
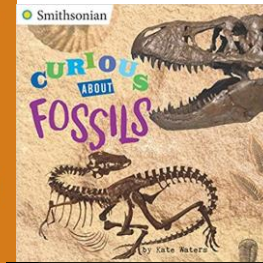
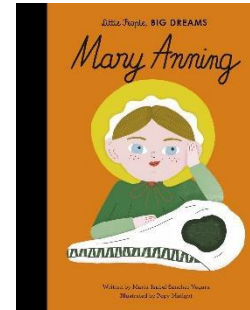
	and poems when appropriate;						
Historical concepts - Similarity and difference	Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Identify similarities and differences between then and now	Make some simple observations about similarities and differences within a period e.g. rich and poor	Compare different ways of life within a period	Give reasons for similarities and differences within a period	Understand and explain people's diverse experiences within a period	Draw contrasts and spot trends across periods when exploring similarities and differences
Historical concepts - Significance	Talk about the lives of the people around them and their roles in society	Know why someone or something was important	Understand the term 'significant' and give some examples	Identify significant people and events within a period	Understand what makes something significant e.g. affecting lots of people, leading to other events	Understand how significance can develop over a longer period of time	Compare the significance of events, people and developments in their context with their significance in the present day

Unit Planner

Phase	Subject related themes	Book Led Curriculum Coverage
<p>Nursery</p>	<p>Ourselves</p> <p>Moving and growing</p> <p>People and places</p> <p>At the farm</p> <p>Fantastic food</p> <p>Forest and woodland</p> <p>In the garden</p> <p>Amazing animals</p> <p>Under the sea</p>	 <p>The image shows three book covers. On the left is 'Little People, BIG DREAMS: Maria Montessori' featuring a woman with a book. In the middle is 'Little Kids Big Book of Why' with various colorful illustrations of animals and objects. On the right is 'The Story of the London Underground' with a circular diagram of the tube system.</p>
<p>EYFS</p>	<p>Understanding of the World</p> <p>People and Communities</p> <p>Animals</p> <p>Technology</p>	 <p>The image shows three book covers. On the left is 'Little People, BIG DREAMS: Florence Nightingale' with a woman in a nurse's uniform. In the middle is 'Little People, BIG DREAMS: Jane Goodall' with a woman and a monkey. On the right is 'Robots, Robots Everywhere!' with various colorful robots.</p>

Year 1

The History of Dinosaurs (Mary Anning)
Evolution of Flight (Amelia Earhart)
Lives of Significant Individuals (Armstrong, Peake, Johnson)



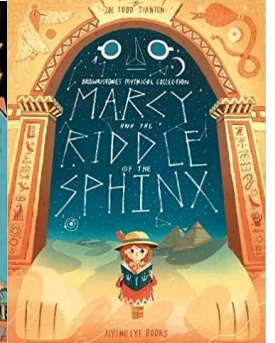
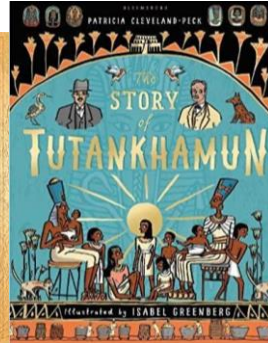
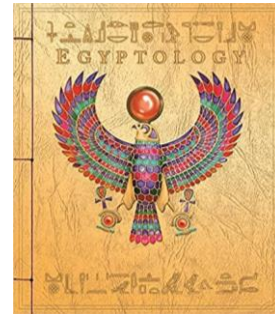
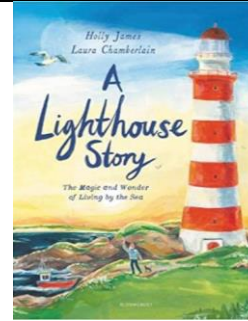
Year 2

Lives of Significant Individuals (Mayflower/Columbus/Refugees)
The Great Fire of London
Victorians



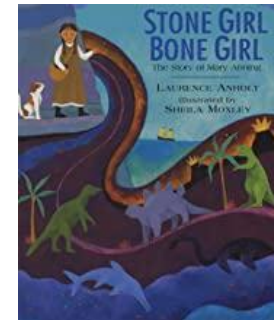
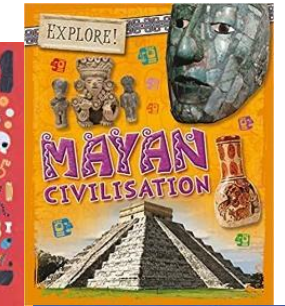
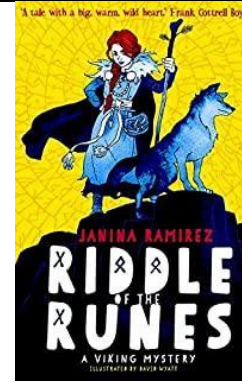
Year 3

The History of Our Locality
Travel
Ancient Egypt



Year 4

Vikings
The Mayans
Stone Age



Year 5

Britain since 1930
Historical Disasters
The Roman Empire



Year 6

Titanic
Ancient Greece
Influential People



Knowledge Progression

Unit	Knowledge
Nursery Ourselves Moving and growing People and places	<ul style="list-style-type: none"> ● To make connections between the features of their family and other families. ● To talk about what they see, using a wide vocabulary. ● To begin to make sense of their own life-story and family's history. ● To continue developing positive attitudes about the differences between people.
Nursery At the farm Fantastic food Forest and woodland	<ul style="list-style-type: none"> ● To make connections between the features of their family and other families. ● To talk about what they see, using a wide vocabulary. ● To begin to make sense of their own life-story and family's history. ● To continue developing positive attitudes about the differences between people.
Nursery In the garden Amazing animals Under the sea	<ul style="list-style-type: none"> ● To make connections between the features of their family and other families. ● To talk about what they see, using a wide vocabulary. ● To begin to make sense of their own life-story and family's history. ● To continue developing positive attitudes about the differences between people.
Reception Understanding of the World	<ul style="list-style-type: none"> ● To be able to communicate our understanding of the lives of the people around us ● To be able to begin to understand and communicate how our lives differ from someone from the past ● To be able to understand the past through story telling
Reception People and Communities	<ul style="list-style-type: none"> ● To be able to identify a range of people in their lives who help them ● To understand that different people have different roles in their lives ● To begin to understand how our community has developed over time
Reception Animals	<ul style="list-style-type: none"> ● To be able to name and identify some key animals from a variety of species ● To use vocabulary of evolution ● To begin to understand how animals have changed over millions years
Reception Technology	<ul style="list-style-type: none"> ● To be able to use vocabulary related to technology ● To explore how technology has changed over time

	<ul style="list-style-type: none"> ● To begin to understand why technology is constantly changing.
<p>Year 1 History of Dinosaurs (Mary Anning)</p>	<ul style="list-style-type: none"> ● To understand where the Mesozoic Era places on the world timeline ● To begin to understand and compare how people have studied the history of dinosaurs in both past and present times ● To be able to identify the impact Mary Anning had on the understanding of the Mesozoic Era.
<p>Year 1 Evolution of Flight (Amelia Earhart)</p>	<ul style="list-style-type: none"> ● To understand how flight travel has evolved since human's first flight in 1783 ● To be able to discuss the impact of Amelia Earhart for women. ● To be able to compare how flight travel has advanced from present times to that from the past
<p>Year 1 Lives of significant individuals- (Armstrong, Peake, Johnson)</p>	<ul style="list-style-type: none"> ● To know the key facts related to the Moon landings; when, who, where, how etc. ● To be able to sequence the events in chronological order ● To understand the impact of significant individuals
<p>Year 2 Lives of Significant Individuals (Mayflower/Columbus/Refugees)</p>	<ul style="list-style-type: none"> ● To know key facts related to Mayflower/ Columbus/ refugees ● To be able discuss and explain the reasons that may have lead to these events (Refugee) ● To be able to understand and explain what impact the significant individuals have had on modern times
<p>Year 2 Great Fire of London</p>	<ul style="list-style-type: none"> ● To know where the Great Fire of London place is in the English timeline ● To understand the key events of the Great Fire of London ● To understand and explain the impact of the Great Fire of London on present time
<p>Year 2 Victorians</p>	<ul style="list-style-type: none"> ● To know where the Victorians place in the English timeline ● To know what daily life as a Victorian child would have been like and how it would differ from our own. ● To be able to identify key inventions from this period of time and explain their significance on present time

<p>Year 3 The History of our Locality</p>	<ul style="list-style-type: none"> ● To be able to place the local area on a map of England and find places of interest in a detailed map of Harwich and its locality. ● To know some of the key events in the history of Harwich and the role it has played in the wider historical timeline e.g. kinder transport and the Mayflower. ● To go on a guided tour of the locality to actually see and visit places of note that will be studied as a part of the topic.
<p>Year 3 Travel</p>	<ul style="list-style-type: none"> ● To understand that travel technology is constantly evolving and has done throughout human history. ● To be able to place various human transport inventions within a timeline including modern changes e.g. electric car. ● To be able to identify key explorers in history who have travelled to previously unknown places and their impact on present times
<p>Year 3 Ancient Egypt</p>	<ul style="list-style-type: none"> ● To know where the ancient Egyptians place in the world timeline and their importance as the first major Mediterranean civilisation. ● To know what daily life would have been like for the ancient Egyptians and how it varies according to class. ● To study the gods and death rites of the ancient Egyptians and understand why the pyramids were so important as well as marvels of engineering.
<p>Year 4 Vikings</p>	<ul style="list-style-type: none"> ● To know where the Vikings place in the timeline of European history and the general facts linked to them. ● To understand the daily life of the Vikings and how they came to settle in Britain. ● To know the legacy that they left behind and what we have today that was influenced by the Vikings.
<p>Year 4 The Mayans</p>	<ul style="list-style-type: none"> ● To know the key facts regarding to the Mayans and their place on the time line. E.g. when, where, who etc. ● To understand how they fit into the narrative of world history and their links to European exploration. ● To know what daily life would have been like for the Mayans and what sort of legacy they have left the world today.
<p>Year 4 Stone Age</p>	<ul style="list-style-type: none"> ● To know that the Stone Age is the first key event in human pre-history, showing humans moving into using tools.

	<ul style="list-style-type: none"> ● To look at key breakthroughs in technology at the time, stone tools etc. ● To realise that evidence for this is gathered by archaeologists and to look at how this evidence is accumulated.
<p>Year 5 Britain since 1930</p>	<ul style="list-style-type: none"> ● To know the main causes of ww2 and the global nature of events. ● To understand how the war affected ordinary people in different places across the world e.g. rationing, evacuation and bombing. ● To understand the unique nature of certain events such as the Holocaust and how these events still shape the world today.
<p>Year 5 Historical I Disasters</p>	<ul style="list-style-type: none"> ● To know the various types of disaster that can befall the world. ● To study several key historical disasters, their causes, effects and legacies. ● To understand the effects of human activity and how it can cause disasters to increase in frequency and intensity.
<p>Year 5 The Roman Empire</p>	<ul style="list-style-type: none"> ● To be able to place the Roman Empire on a timeline and know the key dates, people and facts associated with the Romans. ● To understand why the Romans are so important to British and European history, what they brought to Britain and the legacy they have left. ● To know what life for the various groups of people at the time would have been like. Rich/poor men/women slaves/free soldiers/civilians etc.
<p>Year 6 Titanic</p>	<ul style="list-style-type: none"> ● To know the key dates and facts related to the Titanic e.g. when, where, who, why etc. ● To be able to list the key reasons for the disaster and how they piece together to form the narrative of the story. ● To know the key people involved in the story and what happened to them before, during and after events.
<p>Year 6 Ancient Greece</p>	<ul style="list-style-type: none"> ● To be able to place ancient Greece on a historical timeline and know the basic key facts e.g. when, where, who and why it is an important topic of study.

	<ul style="list-style-type: none"> ● To be able to talk about key ancient Greek ideas such as democracy, how people lived, famous Greeks and how they link to the UK today. ● To understand the myths of ancient Greece and the stories which have been told across the centuries and how these stories are still relevant in today's literature.
<p>Year 6 Influential People</p>	<ul style="list-style-type: none"> ● To study a range of influential people across differing times, places and genres. ● To understand what makes someone influential and how that fit into the historiography. ● To build a portfolio of knowledge based on influential people and how they could take their learning further by studying others around each subject.
<p style="text-align: center;">Conceptual Links</p> <p>Exploration and Invasion- Explorers, Romans, Invaders and settlers, Early Islamic, Tudors and World War 2 Technology- Egyptians, Stone Age, Modern Britain, transport, WWI, Victorians Agriculture- Invaders and settlers, Local, Stone Age to Iron Age Warfare- Romans, Invaders and Settlers, WW2, WW1, Ancient Greece Religion- Egyptians, Ancient Greeks, Stone Age, Tudors, Early Islamic Leadership and power- Egyptians, Romans, Invaders and Settlers, Tudors, WW1, WW2, castles, Victorians, Legacy – Romans, Greeks, Invaders and Settlers, Early Islamic, WWI Culture – Romans, Greeks, Modern Britain, Early Islamic Wealth and Class- Victorians, Tudors, Invaders and settlers</p>	
<p style="text-align: center;">Key Events and Celebrations</p> <p>11th September- Anniversary of the terrorist attacks on the Twin Towers and Pentagon building in the United States October- Black History Month 4th-10th October Space Week 5th November- Guy Fawkes Night 11th November- Armistice Day March- Women's History Month 2nd June- Queen Elizabeth II Coronation (1953)</p>	

