



History Curriculum Overview – Two Year Rolling Programme

	Reception	Year 1/ 2		Year 3/ 4		Year 5/ 6	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Autumn Term	<p>All about me. Looking into the past.</p> <p>Toys in the past</p>	<p>Toys over the years</p>	<p>Great fire of London Gunpowder plot Remembrance day</p>	<p>Romans What did the Romans give us? Roman Empire and power of its army.</p>	<p>Victorians. A significant turning point in British history. E.g. railways</p>	<p>Ancient Greece - A study of Greek life and achievements and their influence on the western world. The legacy of Greek culture on later periods in British history, including the present day.</p>	<p>Turning Points in British History - A study of an aspect of history dating from a period beyond 1066. Magna Carta The Spanish Armada</p>
Spring Term	<p>Different but the same. My family and community. Natural world.</p>	<p>First flight of aeroplane</p>	<p>The Tudors</p>	<p>Ancient Egyptians</p>	<p>Stone to Iron Age settlements, hillforts and stone circles. E.g. Skara Brae.</p>	<p>Early Islamic civilisation c. AD900 A non-European society that provides contrasts with British history.</p>	<p>The Indus Valley - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</p>
Summer Term	<p>Looking into the past. Holidays. Technology</p>	<p>Castles of U.K</p>	<p>Elizabeth II or Martin Luther King</p>	<p>Vikings and Viking settlements with Anglo-Saxons struggle Battle of Hastings</p>	<p>Local Study – Altham Including Pendle Hill and Pendle witches.</p>	<p>Leisure and Entertainment in the 20th Century - A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Changes in an aspect of social history.</p>	<p>The textile industry in the North West - A study of an aspect of history dating from a period beyond 1066, that is significant in the locality. - Mill visit</p>
Academic year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(NC references)	<p>Early Learning Goals and Development matters</p>	<ul style="list-style-type: none"> Recent national changes The life of a significant person from the 	<ul style="list-style-type: none"> Significant national/global event beyond living memory Significant event, people and places in 	<ul style="list-style-type: none"> Changes in Britain from Stone Age to Iron Age Roman Empire and impact on Britain 	<ul style="list-style-type: none"> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the 	<ul style="list-style-type: none"> Ancient Greece: study of Greek life, achievements and influence on Western world 	<ul style="list-style-type: none"> Study(ies) of aspect in British History since 1066 (changes in monarchs/first

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	(see below for breakdown)	past	locality	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> Confessor In depth study of an early civilisation (eg Ancient Egypt) Local History Study 	<ul style="list-style-type: none"> Non-European society 	railways/Battle of Britain/Tudors)
STAND ALONE WEEK FOR SATS YEAR 3/4/5		•	•	<ul style="list-style-type: none"> Mayans Incas 	<ul style="list-style-type: none"> Ancient Benin Aztecs 	•	•

Opportunities to consider diversity/ the role of women and individual rights

Stand alone week subjects varied, according to year groups and to enhance the S America learning within year 3/4 curriculum.

Key Learning

Year 1 and 2

Chronology	Events, People and Changes	Communication
<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying <i>some</i> similarities and differences between their own present and aspects of the past. Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> Use sources to answer <i>simple</i> questions about the past. 		<ul style="list-style-type: none"> Identify some of the <i>basic</i> ways the past can be represented.

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<ul style="list-style-type: none"> Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).
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Year 3 and 4

Chronology	Events, People and Changes	Communication
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist</i> (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	

Year 5 and 6

Chronology	Events, People and Changes	Communication
<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, century, decade, Roman, Egyptian, BC, AD...</i>). 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Understanding significant aspects of history – nature of 	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation

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<p><i>civilisation, parliament, peasantry...).</i></p> <ul style="list-style-type: none"> ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time. 	<p>ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <ul style="list-style-type: none"> ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<p>of relevant historical information using appropriate dates and terms.</p> <ul style="list-style-type: none"> ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. 	<ul style="list-style-type: none"> ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others. 	