History Curriculum Overview

Year	Autumn	Spring	Summer
Early Years	This year, one of our Early Year's curriculum ambitions is that '**all children will experience ways of life and cultures outside of Sandridge village, both locally and beyond'.** Throughout the year, opportunities to discuss important historical milestones (birthdays) and occasions are used as a stimulus to explore different areas of the curriculum. Every day the class gain more understanding of dates/the calendar to embed their learning about the past present and future. Key events in school are discussed in the context of a school year timeline and British Values are discussed alongside PSED. The Early Years classroom has small role play opportunities and resources for children to explore their own personal history and within their families. A diverse set of role play people are available which represent multiple generations. Throughout the year, books and stories represent different family histories for children to find similarities and differences with their own experience. Regular family news encourages children to share knowledge of and understanding of different generations within their families and their bespoke experiences. In the classroom, there is always a home corner role play area, both inside and outside, which enable children to explore babies and re-create family life.		
Reception	Reception children are invited to talk, draw and write about their holiday/weekend news providing an opportunity to discuss friends and family from all generations-comparing their ages to themselves. A key part of evidence for the children's historical learning results from the sharing the contents of their 'Marvellous Me Box'. This will go home at least once a year with each child, who then shares it with the class. The content includes children's objects and photographs that are special to them. Many will bring in evidence of their families (naming different family members and their relationship) and when they were younger through photographs and special toys they have had since their birth. Occasionally children will bring in evidence of trips to significant historical sites or museums. Other children will ask questions about the historical aspects and all will discuss appropriately. **Topics are:**		
	Colours, Ourselves, vegetables/Autumn, Light and Dark; and Festivals	Winter, If you go into the Woods, Spring Festivals including Chinese New Year, Bridges/new life/eggs (chicken life cycle)	Growing and Changing, life cycles: frog/human/butterfly/ Mini-beasts People who help us, Seaside
Year 1	**Toys Past and Present** Identify, describe and compare objects that are old and new. Order decades chronologically and correctly sort objects into a timeline. Explore objects from the past in the class room and discuss what it is like to play with them.		**Intrepid Explorers** Pose simple questions to find out about the past and use simple texts to research historic figures. Compare the lives and achievements of famous historical figures. Distinguish between different periods in time using simple markers.

Year 2/3	**Stone Age to Iron Age** Explain how archaeologists use artefacts and other methods to learn about the past. Identify why Stan Carr is an important historical site. Use a variety of sources to answer questions about the past. Know what 'prehistory' means and describe the Stone Age's three periods. Place the Stone Age, Bronze Age and Iron Age on a timeline. Understand that prehistory spans millions of years.	**Invaders and Settlers: Romans – including local study** Consider a historical event from different viewpoints. Study different accounts of a historical figure/event and suggest why they are different. Gather information from books, texts and pictures to investigate Roman life. Describe what life was life for Celts in Britain. Explain why and how the Romans invaded Britain. Describe the events surrounding Boudicca's revolt, technological advances made by the Romans and how Britain might have been different if the Romans had never invaded. Draw on past knowledge to place the Romans on a timeline.	**Ancient Egypt** Explore artefacts found in Tutankhamen's tomb, suggest what they were used for and use them to infer understanding about the era. Explain the significance of the discovery of the Rosetta stone. Relating to Ancient Egypt, generate questions and research the answers using a variety of sources. Describe daily life and the beliefs about the afterlife. Explain mummification and the events surrounding the discovery of Tutankhamen's tomb. Describe the difference between ancient and modern periods. Know when the ancient Egypt civilisation was.
Year 4	**Anglo-Saxons, Picts and Scots** Know who the Anglo-Saxons were, where they came from and where they can be placed on a timeline. To know when and how Christianity came to Britain. Know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.	**The Windrush Generation** Children will explore why people travelled from the Caribbean to Britain, the challenges they faced and the huge contributions they made to British society.	**The Maya** Identify the key dates in Maya civilisation and place them on an AD/BC timeline. Independently generate questions to explore Maya writing systems and how Maya civilisation ended. Begin to gain an understanding of the importance of preserving historical documents and artefact for the benefit of others to learn from. Investigate how Maya ruins were discovered and the Maya city states. Explore Maya religious beliefs, including blood sacrifices, and the Maya number/writing systems, including the Maya calendar.

Year 5	**Vikings V Anglo-Saxons** Describe what Britain was like before the arrival of the Vikings. Use dates with increasing fluency when referring to historical events. Research key historical figures that help explain the events leading to England becoming a unified country. Know the by 600AD, England was divided into seven kingdoms with an independent monarch. Describe reasons and events surrounding the Viking invasions. Describe what Danelaw was and who King Alfred ('the great') was. Compare and contrast life in Anglo-Saxon and Viking Britain. Explain in detail the events surrounding the Battle of Hastings in 1066. Understand the struggle for power, how this changed England and how it eventually became a unified country.	**Ancient Greeks** Arrange key civilisations in world history chronologically. Name periods in Greek civilisation and order them on a timeline. Study ancient Greek artefacts and infer information about daily life. Identify the difference between primary and secondary sources of information. Use a variety of sources to gather information about daily life, including Greek myths. Investigate features of ancient Greek civilisation including that they were split into independent city states. Recognise there are three types of government and consider the advantages/disadvantages of each Compare and contrast Athens and Sparta. Learn about ancient Greek Gods and their characteristics. Explore the origin of the Olympic and Panathenaic Games held to honour the Gods/Goddesses. Study a number of ancient Greek philosophers, explain why they are remembered and how the have influenced modern society.	**Shang Dynasty** Know that some historical sources are written after the event and could be unreliable. Identify and compare evidence from the Shang Dynasty from a range of sources and state which is more reliable. Shang Dynasty on a timeline of ancient China and know it was in power during the Bronze Age of Britain. Learn about oracle bones, explain what they were used for and why they are an important historical resource.
Year 6	**Crime and Punishment** Add to prior knowledge to summarise knowledge of different British time periods. Investigate how crime and punishment(c&p) has evolved in Britain chronologically. Use extracts from historical fiction to identify and explore aspects of c&p in that era. Learn about different time periods and sort crimes, detections and punishments into different time periods. Explore and describe the changes in c&p since the Roman period.	**The Atlantic Slave Trade** Identify key dates in history of the Atlantic Slave Trade and recognise the length of time it took place. Investigate a range of historical sources to define what a slave is, explore what they were made to do and how they were treated throughout history. Evaluate the reliability of both primary and secondary sources to learn about the experiences of slaves. Study how the Atlantic Slave Trade began and	**The World at War – including local study** Children will learn about a range of aspects of WW2 including; the influential personnel in the war, a timeline of events, children in WW2, roles of men and women, food and nutrition in WW2 , and fashion/clothing from the era.

		the triangular trade relationship between; Britain, West Africa and the Americas. Explore what life was like for slaves in this time period and compare it to modern day slavery. Learn about a number of abolitionists and describe their actions that contributed towards the end of slavery.	