



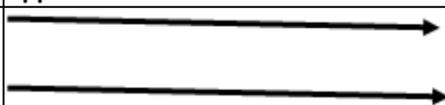
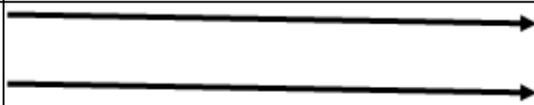
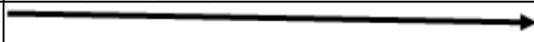
History Curriculum Overview

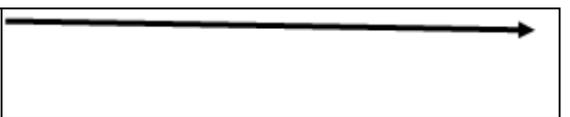
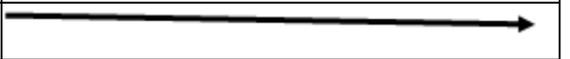
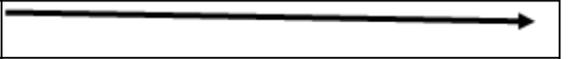
Through the study of history, St. Mary's children will develop an understanding of the challenges faced in the past; how the world has changed and how, with knowledge, they can be empowered to shape their own future and that of others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	EYFS 2020 – Understanding The World – Children at EXP by end of EYFS will: History- <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 		EYFS 2020 - other ELGs that are relevant: CL – learn new vocabulary and use throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Engage in non-fiction books. PSED - See themselves as a valuable individual. Build constructive and respectful relationships Think about the perspectives of others. L - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. M - Compare length			
Reception Enhanced provision	All about me <ul style="list-style-type: none"> • My Family- • Who is in my family? 	Superheroes <ul style="list-style-type: none"> • Our Homes • Christmas in the past • Key Historical figure- Guy Fawkes 	Homes <ul style="list-style-type: none"> • Homes now and then • Key Historical figure- Ernest Shackleton 	Animals <ul style="list-style-type: none"> • Farm equipment old and new • Key Historical figure- Marie Curie, Mary Seacole 	Growth <ul style="list-style-type: none"> • Key Historical figure- Bob Marley (reggae music) 	Transport <ul style="list-style-type: none"> • Transport in the past • Key Historical figure- Amalie Earhart • Key Historical figure- David Bowie (local area)
KEY STAGE 1						
Year 1		Changes within living memory 1,2		History study of the local area Beckenham, the Mansion, Charles Darwin (changes in national life) 1,2,3,4,5		Grace Darling (contributes to national life) 1,2,5
Year 2	Rosa Parks and Emily Davison and Bristol Bus Boycott (contribution to national and international life) Remembrance 2 weeks either side of ½ term 1, 2, 3, 4, 5a-d		Christopher Columbus and Neil Armstrong (contributions to international life) 1, 3, 4, 5a-d		Great Fire of London (significant historical event) 1, 2, 3, 4, 5a, 5b, 5d	

LOWER KEY STAGE 2						
Year 3		Pre-Historic Britain - from the Stone Age to the Iron Age 1,2,3,4,5		The Romans and their impact on Britain 1,2,3,4,5		The Mayan Civilization (non European society) 1,2,3,4
Year 4	Ancient Egypt (early civilisation) 1,2,3,4,5		Invaders - Vikings and Anglo Saxons 1,2,3,4,5		The Tudors (extend pupil chronological knowledge beyond 1066) 1,2,3,4,5	
UPPER KEY STAGE 2						
Year 5	Victorian Britain (significant turning point in British history - Industrial revolution) 1,2,3,4,5		Crystal Palace – Local history study 1,2,3		Ancient Greece (achievements and their influence on the western world) 1,2,3,4,5	
Year 6		Anglo Saxons (the rule of law and the development of British Justice and British Values) 1,3,5		WW II (significant turning point in British history) 1,3,4,5		Shang Dynasty (achievements of the earliest civilizations) 1,2,3,5

BOLD NUMBERS INDICATE KEY SKILLS COVERED IN EACH UNIT

National Curriculum Key Skills for History			
Skill Key	KS1	Lower KS2	Upper KS2
1. Chronological knowledge/understanding	<ul style="list-style-type: none"> Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know all people/events studied fit into a chronological framework. Identify similarities/differences between periods. 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. 	 <ul style="list-style-type: none"> Note connections, contrasts and trends over time.
2. Historical terms	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms. 	
3. Historical enquiry- using evidence/ communicating ideas	<ul style="list-style-type: none"> Ask and answer questions. Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below). 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. 	 <ul style="list-style-type: none"> Construct informed responses by... Selecting and organising relevant historical information.
4. Interpretation of history	<ul style="list-style-type: none"> Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reason for this. 	
5- Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			

5a. Continuity and change in between periods.	<ul style="list-style-type: none"> • Identify similarities/ differences between ways of life at different times. • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Describe/ make links between main events, situations and changes within and across different periods/ societies. 	
5b. Cause and consequence	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. 	
5c. Similarity/ Difference within a period/ situation (diversity)	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society. 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world. 	
5d. Significance of events/ people	<ul style="list-style-type: none"> • Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations. 	