

HISTORY NEW CURRICULUM OVERVIEW: **TERMLY COVERAGE**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Aliens are Coming!</u> Chronological understanding</p> <ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. <p>Organisation and communication</p> <ul style="list-style-type: none"> Talk, draw or write about aspects of the past (each term) <p>Historical interpretations</p> <ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version (each term) 	<p><u>Exciting Elements</u> Chronological understanding Great fire of London – Samuel Pepys</p> <ul style="list-style-type: none"> Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. <p>Historical enquiry</p> <ul style="list-style-type: none"> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Historical interpretations</p> <ul style="list-style-type: none"> Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries <p>Organisation and communication</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing. 	<p><u>Tomb Raiders</u> Chronological understanding Egyptians</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p><u>Lights, Camera, Action!</u></p>	<p><u>Plague, Pestilence and Pursuit of Power</u> Beyond 1066.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Use dates to order and place events on a timeline <p>Historical enquiry</p> <ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past <p>Historical interpretations</p> <ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources <p>Organisation and communication</p> <ul style="list-style-type: none"> Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Give some reasons for some important historical events Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 	<p><u>A Child's War</u> World War Two</p> <p>Historical enquiry</p> <ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and 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 Make confident use of a variety of sources for independent research <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe a local history study Use evidence to support arguments

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Autumn 2	<p><u>Toy Story</u> Historical enquiry Toys from the past.</p> <ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. <p>Organisation and communication</p> <ul style="list-style-type: none"> Talk, draw or write about aspects of the past (each term) <p>Historical interpretations</p> <ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version (each term) 	<p><u>Healthy Party Planners</u> Historical interpretations</p> <ul style="list-style-type: none"> Describe changes within living memory and aspects of change in national life <p>Organisation and communication</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing. 	Tomb Raiders	Lights, Camera, Action!	<p><u>Plague, Pestilence and Pursuit of Power</u> Beyond 1066.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Use dates to order and place events on a timeline <p>Historical enquiry</p> <ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past <p>Historical interpretations</p> <ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources <p>Organisation and communication</p> <ul style="list-style-type: none"> Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Give some reasons for some important historical events 	<p><u>A Child's War</u> World War Two Historical enquiry</p> <ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and 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 Make confident use of a variety of sources for independent research <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe a local history study Use evidence to support arguments
Spring 1	<p><u>Once Upon a Time</u> Organisation and communication</p> <ul style="list-style-type: none"> Talk, draw or write about aspects of the past (each term) <p>Historical Interpretations</p> <ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version (each term) 	<p><u>Planes, Trains and Automobiles</u> Tim Berners-Lee Henry Ford Understanding of events, people and changes</p> <ul style="list-style-type: none"> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen 	<p><u>Vicious Vikings</u> Chronological understanding Vikings</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Describe the Viking and Anglo-Saxon struggle for the Kingdom of England 	Chocolate	<p><u>Scream Machine</u></p> <p>Mayans Chronological understanding</p> <ul style="list-style-type: none"> Place some historical periods in a chronological framework Use historic terms related to the period of study <p>Historical enquiry</p> <ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources 	<p><u>Darwin's Delight</u> Stone Age Historical enquiry</p> <ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant

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		Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	to the time of Edward the Confessor.	to find out about aspects of life in the past Historical interpretations <ul style="list-style-type: none"> Understand that sources can contradict each other Organisation and communication <ul style="list-style-type: none"> Communicate his/her learning in an organised and structured way, using appropriate terminology. Understanding of events, people and changes <ul style="list-style-type: none"> Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 		historical information <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research Understanding of events, people and changes <ul style="list-style-type: none"> Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe changes in Britain from the Stone Age to the Iron Age Use evidence to support arguments
Spring 2	<u>Where The Wild Things Are!</u> Organisation and communication <ul style="list-style-type: none"> Talk, draw or write about aspects of the past (each term) Historical interpretations <ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version (each term) 	<u>Magical Mapping</u> Historical interpretations <ul style="list-style-type: none"> Describe significant historical events, people and places in his/her own locality. Organisation and communication <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing. 	<u>Feel the Force</u>	<u>Italian Invader</u> Romans and Scotts Chronological understanding <ul style="list-style-type: none"> Place some historical periods in a chronological framework Use historic terms related to the period of study Historical enquiry <ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past Historical interpretations <ul style="list-style-type: none"> Understand that sources can contradict each other Organisation and communication <ul style="list-style-type: none"> Communicate his/her learning in an organised 	<u>It's All Greek To Me</u> Ancient Greeks Chorological understanding <ul style="list-style-type: none"> Use dates to order and place events on a timeline Historical enquiry <ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past Historical interpretations <ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Organisation and communication <ul style="list-style-type: none"> Present findings and 	<u>Revision Unit</u>

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				<p>and structured way, using appropriate terminology.</p> <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Describe Britain's settlement by Anglo-Saxons and Scots Describe the Roman Empire and its impact on Britain 	<p>communicate knowledge and understanding in different ways</p> <ul style="list-style-type: none"> Provide an account of a historical event based on more than one source <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Give some reasons for some important historical events. Describe a study of Ancient Greek life and achievements and their influence on the western world 	
Summer 1	<p><u>Under the Sea</u></p> <p>Organisation and communication</p> <ul style="list-style-type: none"> Talk, draw or write about aspects of the past (each term) <p>Historical Interpretations</p> <ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version (each term) 	<p><u>All Creatures Great and Small</u></p> <p>Understanding of events, people and changes.</p> <p>Charles Darwin Grace Darling</p> <ul style="list-style-type: none"> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell 	<p><u>Bugs Life</u></p>	<p><u>Fantastic Beasts and Where to Find Them</u></p>	<p><u>Road Trip!</u></p>	<p><u>Stepping into Business</u></p>
Summer 2	<p><u>A Grand Day Out</u></p> <p>Understanding of events, people and changes.</p> <p>Christopher Columbus</p> <ul style="list-style-type: none"> Understand key features of events. Identify some similarities and differences between ways of life in different periods. <p>Organisation and communication</p> <ul style="list-style-type: none"> Talk, draw or write about aspects of the past (each term) 	<p><u>Oh I do Like to be Beside the Seaside</u></p> <p>Historical interpretations</p> <ul style="list-style-type: none"> Describe changes within living memory and aspects of change in national life. <p>Historical enquiry</p> <ul style="list-style-type: none"> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p><u>Town Planning</u></p> <p>Chronological understanding</p> <p>UK</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. <p>Understanding of events, people and changes</p> <ul style="list-style-type: none"> Describe a local history study 	<p><u>Fantastic Beasts and Where to Find Them</u></p>	<p><u>Life in Cold Places</u></p>	<p><u>Extreme Earth</u></p>

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	Historical interpretations <ul style="list-style-type: none">• Relate his/her own account of an event and understand that others may give a different version (each term)					
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