



History Curriculum Overview 2023 – 2024

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Understanding of The World: Past and Present Skills: I can notice changes and link to the passage of time. Knowledge: Changes relating to topics of interest, such as: <i>growing seeds; decay; seasons; different transport; housing materials, ageing and growth of people and our families</i>					
EYFS	Theme: International term Key Texts: Colour Monster Owl Babies Harry and the Dinosaurs go to School Non-Fiction Look at me in this ABC Information book on the country Key Question: How does time pass? Skills: to settle into the school routine Knowledge: The times of the day go in order and repeat everyday e.g. morning is before lunch time	Theme: Celebrations/ Festivals Key Texts: Kipper’s Birthday The Scarecrow’s Wedding Non-Fiction Divali A Little Bit Different/ Something Else- Anti Bullying Week Key Question: How do people across the world celebrate? Skills: to talk about their own family and customs/ celebrations Knowledge: To know that people in our community celebrate special days Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)	Theme: Journeys Key Texts: Mr Gumpy’s Outing The Train Ride Noah’s Ark Non-Fiction The Naughty Bus The Night Pirates Key Question: How do you travel? Knowledge: To know that we change what we do/wear in response to the passage of time	Theme: Buildings/ Easter Key Texts: The Three Little Pigs What’s Underneath? Signs in the Environment Suddenly- C McNaughton All Kinds of Homes	Theme: The Global Garden Key Texts: Oliver’s Vegetables Jack and the Beanstalk Jasper’s Beanstalk Non-Fiction My Bean Diary Key Question: How does the passage of time create changes? Knowledge: To know the sequence of life cycles	Theme: The Great Outdoors Key Texts: Little Red Riding Hood We’re going on a Bear Hunt Natural Disasters Minibeasts Rosie’s Hat Billy and the Beast The Dinosaur that pooped a planet Key Question: What can you see that has changed? Knowledge: That the passage of time changes the world around us



<p>1</p>	<p>***Black History Month – presentations; picture books; exploring own heritage</p> <p>Windrush – 75th anniversary. Eddy Smythe – visitor - assembly. What was Windrush?</p>	<p>Theme: Guy Fawkes / Bonfire Night; Victorian Christmas <i>[lives of significant individuals; compare aspects of life; events beyond living memory; significant historical events]</i></p> <p>Key Question: Who was Guy Fawkes and what was the gunpowder plot? / What was Christmas like in Victorian times?</p> <p>Skills: I can use stories to find out about the past. I can retell historical events and begin to explain why they happened. I can describe significant people from the past. I can begin to compare historical events with modern day times. I can describe historical events. I can use key words and phrases to describe the passing of time. I can begin to use a timeline and place events on it.</p> <p>Knowledge: To know the events of the gunpowder plot in order and be able to explain why it happened. To know who Guy Fawkes was and why he is still famous today. To explain how Christmas was different in Victorian times to the modern day.</p> <p>***Armistice Day – an introduction</p>	<p>Theme: Christopher Columbus <i>[events beyond living memory; lives of significant individuals; historical events]</i></p> <p>Key Question: Who was Christopher Columbus, and what did he do? How has life changed since the 1400's?</p> <p>Skills: I can use artefacts, pictures, stories, workshops and online sources to find out about the past. I can use dates where appropriate. I can use phrases such as 'a long time ago'. I can compare life now to life in the Middle Ages. I can begin to use a timeline and place events on it. I can describe significant people from the past. I can begin to compare historical events with modern day times.</p> <p>Knowledge: I know who Christopher Columbus was and why his achievements are still important today. I know where he travelled to and how (geography link). I know some ways that life has changed since then. I know why he may be controversial due to his opinions and beliefs. I know how travel has changed since then.</p> <p>(Geography link to oceans and Antarctica)</p>	<p>Theme: Ernest Shackleton <i>[events beyond living memory; lives of significant individuals; historical events]</i></p> <p>Key Question: Who was Ernest Shackleton, and what did he do? How has life changed since he was an explorer?</p> <p>Skills: I can use artefacts, pictures, stories, workshops and online sources to find out about the past. I can use dates where appropriate. I can use phrases such as 'a long time ago'. I can compare life now to life in the Middle Ages. I can begin to use a timeline and place events on it. I can describe significant people from the past. I can begin to compare historical events with modern day times.</p> <p>Knowledge: I know who Ernest Shackleton was and why his achievements are still important today. I know where he travelled to and how (geography link). I know some ways that life has changed since then. I know how travel has changed since then.</p> <p>(Geography link to oceans and Antarctica)</p>		<p>Theme: Castles and Monarchs <i>[lives of significant individuals; compare aspects of life]</i></p> <p>Key Question: What were castles built and used for? What is the role of a monarch, and how have they changed? How has life changed since Queen Elizabeth 1 reigned?</p> <p>Skills: I can show an understanding of the concept of nation and a nation's history. I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. I can ask questions such as: what was it like for people? What happened? How long ago? I can describe significant people from the past. I can begin to use a timeline and place events on it.</p> <p>Knowledge: To be able to identify the purposes of different features that castles have. To know what castles were/are used for. To identify and describe some key Monarchs in British history, and describe their role.</p> <p>***Windsor Castle trip</p>
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<p>2</p>	<p>***Black History Month – presentations; picture books; exploring own heritage</p> <p>Windrush – 75th anniversary. Eddy Smythe – visitor - assembly. What was Windrush?</p>	<p>Theme: First man on the moon – <i>[Significant individuals; travel and transport]</i></p> <p>Key Question: Who was the first man on the moon? Why was it a significant event? Why was it significant in history?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago? I can describe historical events and why they are important. I can describe significant people from the past. I can place events and artefacts in order on a time line. I can show an understanding of the concept of nation and a nation's history. I can make links to science and discoveries as part of my history learning.</p> <p>Knowledge: To know the space explorers involved in the first moon landing. To know about Neil Armstrong and Tim Peake, why they are famous and what they did.</p>	<p>Theme: The great fire of London (events beyond living memory)</p> <p>Key Question: Who was Samuel Pepys and was he significant in the fire? How did the fire start and when?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago? I can describe historical events and why they are important. I can describe significant people from the past. I can explain the significance the fire had on buildings today.</p> <p>Knowledge: To name the date the fire started and finished. To know the significance of Samuel Pepys.</p>	<p>.</p>	<p>Theme: Florence Nightingale (Significant individuals)</p> <p>Key Question: Who was Florence Nightingale? Why was she significant? What change did she make?</p> <p>Skills: : I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago? I can describe historical events and why they are important. I can describe significant people from the past. I can place events and artefacts in order on a time line.</p> <p>Knowledge: To know the work that Florence Nightingale did and the impact this had on medicine today</p>	<p>Theme: The Seaside, Past and Present</p> <p>Key Question: How has the seaside and our leisure time changed?</p> <p>Skills: I can ask questions and find answers to questions about the past, such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, people, online sources and databases to find out about the past. I can place events and artefacts in order on a time line. I can use dates where appropriate. I can recount changes that have occurred in my own life.</p> <p>Knowledge: Describe the way we spend our leisure time has changed, and how our holidays are different. Begin to make predictions about how it might change again in the future. Understand that things were different for my parents and grandparents, and that they may be different for me in my own lifetime.</p>
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History Curriculum Overview 2023 – 2024

<p style="text-align: center; font-size: 24pt; font-weight: bold;">3</p>	<p>***Black History Month – presentations; picture books; exploring own heritage</p> <p>Windrush – 75th anniversary. Eddy Smythe – visitor - assembly. What was Windrush?</p>		<p>Theme: Battle of Britain (WW2)</p> <p>Key Question: What happened in the Battle of Britain and how did it affect the people and places that lived through it?</p> <p>Skills: Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history</p> <p>Knowledge: To know the timeline of events for the Battle of Britain, who was involved, why, when and how it was started, and why, when and how it ended. Understand the different roles of women within WW2. Develop knowledge of the Blitz; how to stay safe during an air raid; evacuation; rationing.</p> <p>***Trip to Lincolnfield</p>	<p>Theme: Local History</p> <p>Key Question: What did Chinnor used to be like? What is similar or different to now? How has it changed?</p> <p>Skills: Identifying key features of Chinnor on a map. Compare and recount the history of Chinnor. I can place significant events on a timeline.</p> <p>Knowledge: I know what life was like in Chinnor in the past, and can talk about key landmarks changes that have taken place here.</p>	<p>Theme: Ancient Egypt</p> <p>Key Question: What was life like in Ancient Egypt?</p> <p>Skills: To be able to use dates when writing a description of historical events. To be able to recall facts about life as an ancient Egyptian. To compare historical times with the present day. I can place significant events and civilisations on a timeline.</p> <p>Knowledge: I know about jobs, rituals and beliefs, different Gods, the rulers, and day to day life of and in Ancient Egypt.</p>
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History Curriculum Overview 2023 – 2024

4	<p>Theme: History of chosen country</p> <p>Key Question: How has (countries) civilisation changed?</p> <p>Skills: I can compare some of the times studied with those of other areas of interest around the world. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Knowledge: I know the social and cultural history of the country I am studying and understand how this still shapes this country today.</p> <p>***Black History Month – presentations; picture books; exploring own heritage</p> <p>Windrush – 75th anniversary. Eddy Smythe – visitor - assembly. What was Windrush?</p>	<p>Theme: Tudors</p> <p>Key Question: What was life like in Tudor times? Who are some key Tudors and what did they do?</p> <p>Skills: I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. I can suggest causes and consequences of some of the main events and changes in history. I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Knowledge: I know who Henry VIII is and can give some key facts about his life and practises. I know why he had an impact on religion in the Western World. I know some important differences between life in Tudor times and modern day life, practises and beliefs.</p>	<p>Theme: Britain's Settlement by Anglo-Saxons</p> <p>Key Question: How did the Anglo-Saxons come to settle in Britain, and what was life like for an Anglo-Saxon?</p> <p>Skills: I can give a broad overview of life in Britain from ancient until medieval times. I can place events, artefacts and historical figures on a time line using dates.</p> <p>Knowledge: I know about Anglo-Saxon art and culture and how it is different to our own. I know about the Roman withdrawal from Britain. I can describe the Scots invasions. I know how the Anglo-Saxons influenced place names and village life.</p>	<p>Theme: Vikings</p> <p>Key Question: What was life like in Viking times?</p> <p>Skills: I can give a broad overview of life in Britain from ancient until medieval times. I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Knowledge: I know where the Vikings came from and when they invaded Britain. I am able to organise information about the Viking and Anglo-Saxon kings onto a timeline. I know some aspects of everyday Viking life and typical punishments.</p>		<p>Theme: Roald Dahl</p> <p>Key Question: What happened in Roald Dahl's life and how did this influence his work?</p> <p>Skills: I can understand the concept of change over time, representing this, along with evidence, on a time line. I can use dates and terms to describe events.</p> <p>Knowledge: I know what life was like throughout Roald Dahl's life and how this influenced him.</p>
5	<p>***Black History Month – presentations; picture books; exploring own heritage</p> <p>Windrush – 75th anniversary. Eddy Smythe – visitor - assembly. What was Windrush?</p>	<p>Theme: The Roman Empire</p> <p>Key Question: What was life like living in the Roman Empire and how did it impact Britain?</p> <p>Skills: Use appropriate historical vocabulary – AD/BC, century, decade, legacy. Understand concepts of change over time (timelines). Describe characteristic features of the past – experiences of people living in the past. No single source of evidence gives a full picture. Look at a range of sources and evidence. Place events and civilisations on a timeline using dates, and</p>	<p>Theme: Victorians and the Industrial Revolution</p> <p>Key Question: What was life like for a child in Victorian England? How does their experience compare with mine?</p> <p>Skills: Select suitable sources of evidence giving reasons for choices. Identify periods of rapid change in history and contrast them with periods of little change. Describe the social, ethnic, cultural or religious diversity of past society. Place events and civilisations on a timeline using dates, and</p>		<p>Theme: The Ancient Greeks</p> <p>Key Question: What was life like in Ancient Greece and how has it influenced the Western World?</p> <p>Skills: Seek out a wide range of evidence in order to justify claims about the past. Describe the main changes in a period of history – democracy. Understand the concept of philosophy. Place events and civilisations on a timeline using dates, and understand what came before / after.</p>	



History Curriculum Overview 2023 – 2024

		<p>understand what came before / after.</p> <p>Knowledge: I can name and describe important figures such as Julius Caesar and Boudicca. I can describe invasions and conquests such as Hadrian's Wall. I know about the power of the Roman army and compare it to modern day armies. I know where the Roman Empire fits on the timeline. I know how this civilisation impacted Britain and our modern way of living.</p>	<p>understand what came before / after.</p> <p>Knowledge: To know what life was like for Victorian children and how their lives differ from the modern experience of childhood. Focus on the industrial revolution and how that has shaped our world and led to the climate crisis.</p>		<p>Knowledge: I know the important figures and practises during the time of the Ancient Greeks. I know where the Ancient Greeks fit on the timeline. I know how this civilisation impacted the Western World and our modern way of living.</p>
6	<p>Theme: The Mayan Civilization Key Questions: What was life like in the Mayan Civilization? How did it develop over time? How did it end? What was daily living, punishment and schooling like during the Mayan Civilization? Skills: I can ask questions and find answers to questions about the Mayan Civilization, such as: What was it like for people? What happened? How long ago? What were their daily lives like. I can describe historical events and why they are important. I can place events and artefacts in order on a time line. Knowledge: To know what life was like for Mayan people and how their lives differ from others during that time in period. What inventions and achievements are they acknowledge for.</p>	<p>Theme: Stone age to Iron age Key Question: What was life was like in the Stone and Iron ages? How did it develop over time? Skills: I can ask questions and find answers to questions about the stone age, such as: What was it like for people? What happened? How long ago? What were their daily lives like. I can describe historical events and why they are important. I can place events and artefacts in order on a time line. I can make links to science and discoveries as part of my history learning. Knowledge: To know what life was like for Stone age people and how their lives differ from the modern experience. Understand the changing use of materials and tools.</p>		<p>Theme: Changing role of women Key Question: What was and how has the role of women changed throughout History? Skills: I can ask questions and find answers to questions about the past, such as: What was it like for Women? What happened during the suffragette's movement? How long ago? I can use pictures, stories, people, online sources and databases to find out about the changing role of women. I can place events in order on a timeline. I can use dates where appropriate. I can recount changes that have occurred in my own life due to past events. Knowledge: To know how perceptions, expectations and roles of women have changed over recent History. To know that these things along with others, change as the opinions and situation of society change over time.</p>	<p>Theme: Titanic Key Question: Who was to blame for the sinking of the Titanic? Skills: I can describe historical events and why they are important. I can describe significant people from the past. I can show an understanding of both primary and secondary sources. Knowledge: To know what life was like for passengers on board and during the time period. Understand the development of steam power engines in the context of a post-industrial revolution world. Understand the British class system in the 20th century.</p>



History Curriculum Overview 2023 – 2024

All	<p>Black History Month – exploring the history of black culture and heritage in Britain and throughout the World.</p> <p>Visitors from the local community talking about experiences such as Windrush and being a black serving officer in the war.</p> <p>Use of picture books throughout all year groups to encourage discussion and understanding.</p> <p>Focus on inclusivity and pride in who we are as individuals and a community.</p> <p>Understanding the lives of those whose experiences may be different from our own.</p> <p>Understanding and investigating how times may have changed for those with different cultural heritage to our own.</p>	<p>Remembrance – this year we can link to our value of Thankfulness. why should we be thankful to the soldiers who gave their lives?</p> <p>Encouraging awareness of a major historical development for Britain, Europe and the world.</p>				
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