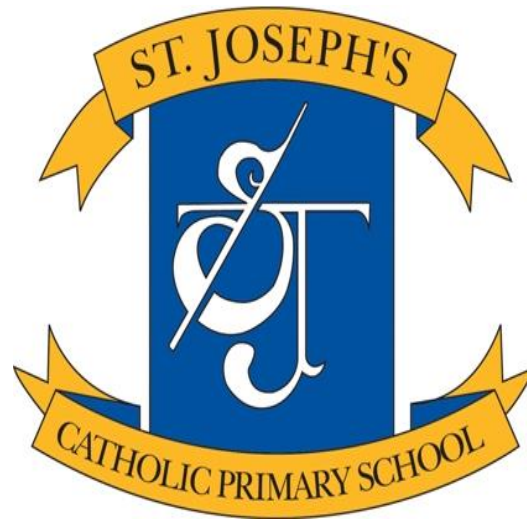


St Joseph's Catholic Primary School

History:

Curriculum Overview



Kapow
Primary™

Long Term Overview: History

	Autumn One	Autumn Two	Spring One (Geography Focus)	Spring Two (Geography Focus)	Summer One (Geography Focus)	Summer Two
EYFS	Our Family Peek into the past	Bonfire Night Adventures through time				The Seaside: Now and Then
Year 1		How am I making history?		How have toys changed?		Explorers
Year 2		How was school different in the past?		How did we learn to fly?		What is a monarch?
Year 3		Stone Age to Iron Age		Romans		Egyptians
Year 4		How have children's lives changed?		Anglo-Saxons		Maya
Year 5		Vikings		Tudor England		Ancient Greece
Year 6		What did the census tell us?		World War II		Transition Unit: Untold Stories

EYFS – History Overview



Reception

Autumn Term

Our Family/ Peek into the past

During our topic 'Marvelous me!', children begin to make sense of their own life-story and family history by looking at photos of themselves and their family from different periods of time (e.g. baby photos). We also look at our homes and how they differ from family homes in the past. Children reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.

Bonfire Night/Adventures through time

As part of our 'Dark night, bright lights' topic in Autumn two, we look into the history of Bonfire night; we listen to stories, learn songs and look at pictures from the past.

Children compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.

Spring Term

Geography focus

Summer Term

The Seaside

During our 'Pirates' topic, children explore images of the seaside now and images of the seaside from the past. Children compare images and talk about the similarities and differences. Children think about why things might have been different in the past.

KS1 – History Overview



	Year 1	Year 2
Autumn Term	<p><u>How am I making history?</u></p> <p>Children look at their personal chronology and find out about the past within living memory by examining photographs and asking questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p><u>How was school different in the past?</u></p> <p>Children find out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>
Spring Term	<p><u>How have toys changed?</u></p> <p>Children sequence toys into a physical timeline. They investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>	<p><u>How did we learn to fly?</u></p> <p>Children develop their knowledge of events beyond living memory and reinforce their chronological understanding by looking at significant events in the history of flight on a timeline. Children learn about the individuals who contributed to the history of flight.</p>
Summer Term	<p><u>How have explorers changed the world?</u></p> <p>Children find out about events and people beyond living memory by focusing on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>	<p><u>What is a monarch?</u></p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>

LKS2 – History Overview



	Year 3	Year 4
Autumn Term	<p><u>Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence when reconstructing the life of the Amesbury Archer.</p>	<p><u>How have children's lives changed?</u></p> <p>Investigating the lives of children in history, children study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.</p>
Spring Term	<p><u>Why did the Romans invade and settle in Britain?</u></p> <p>Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.</p>	<p><u>How hard was it to invade and settle in Britain?</u></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>
Summer Term	<p><u>What did the ancient Egyptians believe?</u></p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Children learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>	<p><u>How did the achievements of the Ancient Maya impact their society and beyond?</u></p> <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>

UKS2 – History Overview



	Year 5	Year 6
Autumn Term	<p><u>Were the Vikings raiders, traders or something else?</u></p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, children investigate whether the Vikings were raiders, traders or settlers.</p>	<p><u>What can the census tell us about local areas?</u></p> <p>Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.</p>
Spring Term	<p><u>What was life like in Tudor England?</u></p> <p>Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.</p>	<p><u>What was the impact of World War II on the people of Britain?</u></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>
Summer Term	<p><u>What did the Greeks ever do for us?</u></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p><u>Unheard histories: Who should go on the £10 banknote?</u></p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>