

WCLA History Curriculum Overview



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus:	Who discovered new places? <u>The lives of significant individuals in the past</u> Name a famous person from the past and explain why they are famous		Who has helped make history? <u>the lives of significant individuals in the past</u> - Name a famous person from the past and explain why they are famous - Know the name of a famous person, or a famous place, close to where they live		Am I making history? <u>Changes within living memory</u> - Know that the toys their grandparents played with were different to their own - Organise a number of artefacts by age - Know what a number of older objects were used for - Know the main differences between their school days and that of their grandparents	
Chronological understanding	- Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages					
Range and depth of historical knowledge	- Recognise the difference between past and present in their own and others' lives - Begin to describe similarities and differences in artefacts - They know and recount episodes from stories about the past - drama – why people did things in the past use a range of sources to find out characteristic features of the past					
Interpretations of history	- Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? - Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)					
Historical enquiry	- Find answers to simple questions about the past from sources of information e.g. artefacts. - Identify different ways that the past is represented.					
Organisation and communication	- Sort events or objects into groups (i.e. then and now.) - Use timelines to order events or objects. - Tell stories about the past. - Talk, write and draw about things from the past.					
Concepts						
Continuity and Change		Cause and Consequence		Similarity / Difference		Significance (of events / people)
Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time		Question why things happen and give explanations		Know about similarities and differences between themselves and others, and among families, communities and traditions		Recognise and describe special times or events for family or friends

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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus:	Who started the Great Fire? – Autumn 1 <u>events beyond living memory and significant historical events, people and places in their own locality</u> • Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children’s lives today are different to those of children a long time ago • Know how the local area is different to the way it used to be a long time ago		How have significant people shaped the future? <u>the lives of significant individuals in the past</u> • Know about a famous person from outside the UK and explain why they are famous • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.		Geography units.	
Chronological understanding	• Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in their lives • Use a timeline to place key events.					
Range and depth of historical knowledge	• Recognise why people did things, why events happened and what happened as a result • Identify similarities and differences between ways of life at different times • Empathise with people from history • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history.					
Interpretation s of history	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories					
Historical enquiry	• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.					
Organisation and communicatio n	• Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using technology.					
Concepts						
Continuity and Change		Cause and Consequence		Similarity / Difference		Significance (of events / people)
Identify similarities / differences between ways of life at different times		Recognise why people did things, why events happened and what happened as a result		Make simple observations about different types of people, events, beliefs within a society		Talk about who was important e.g. in a simple historical account

WCLA History Curriculum Overview



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus:			How has Britain changed? changes in Britain from the Stone Age to the Iron Age •Know how Britain changed between the beginning of the stone age and the iron age •Know the main differences between the stone, bronze and iron ages •Know what is meant by ‘hunter-gatherers’		Who were the Ancient Egyptians? 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	
Chronological understanding	- Place the time studied on a timeline - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts					
Range and depth of historical knowledge	- Find out about everyday lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something					
Interpretations of history	- Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc					
Historical enquiry	- Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research					
Organisation and communication	- Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. - Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. - Use Historically accurate terms to talk about the passing of time - Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode					
Concepts						
Continuity and Change		Cause and Consequence		Similarity / Difference		Significance (of events / people)
Describe / make links between main events, situations and changes within and across different periods/societies		Identify and give reasons for, results of, historical events, situations, changes		Describe social, cultural, religious and ethnic diversity in Britain & the wider world		Identify historically significant people and events in situations

WCLA History Curriculum Overview



Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus:	Who were the Romans and what is their legacy? the Roman Empire and its impact on Britain				Did the Mayans build pyramids? 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; <u>Mayan civilization</u> c. AD 900; Benin (West Africa) c. AD 900-1300.	
Chronological understanding	- Place events from period studied on timeline - Use terms related to the period and begin to date events - Understand more complex terms e.g. BC/AD					
Range and depth of historical knowledge	- Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events					
Interpretations of history	- Look at the evidence available - Begin to evaluate the usefulness of different sources - Use textbooks and historical knowledge					
Historical enquiry	- Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research					
Organisation and communication	- Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. - Construct own responses beginning to select and organise relevant Historical information. - Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY					
Concepts						
Continuity and Change		Cause and Consequence		Similarity / Difference		Significance (of events / people)
Describe / make links between main events, situations and changes within and across different periods/societies		Identify and give reasons for, results of, historical events, situations, changes		Describe social, cultural, religious and ethnic diversity in Britain & the wider world		Identify historically significant people and events in situations

WCLA History Curriculum Overview



Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus:	What have the Saxons ever done for us? Britain’s settlement by Anglo-Saxons and Scots		Were the Vikings vicious? the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Is it better to be a tribe or a kingdom? Country study the lives of significant individuals (Nelson Mandela) in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. –KS1 skill-build on at KS2 level. 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.	
Chronological understanding	- Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past					
Range and depth of historical knowledge	- Study different aspects of different people - differences between men and women - Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period					
Interpretations of history	- Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions of events					
Historical enquiry	- Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information - Use the library and internet for research with increasing confidence					
Organisation and communication	- Recall, select and organise historical information. - Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. - Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. - Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY					
Concepts						
Continuity and Change		Cause and Consequence		Similarity / Difference		Significance (of events / people)
Describe / make links between main events, situations and changes within and across different periods/societies		Identify and give reasons for, results of, historical events, situations, changes		Describe social, cultural, religious and ethnic diversity in Britain & the wider world		Consider/explain the significance of events, people and developments in their context and in the present.

WCLA History Curriculum Overview



Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic focus:	What was it like in Britain during WWII? a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <u>WWII</u>		What caused the Titanic to sink? a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <u>The Titanic</u>		What is Jacques Cousteau’s legacy? Theme in British history beyond 1066- <u>Undersea exploration and films</u>	
Chronological understanding	- Place current study on timeline in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a timeline					
Range and depth of historical knowledge	- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied					
Interpretations of history	- Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and internet for research					
Historical enquiry	- Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account					
Organisation and communication	- Recall, select and organise information. - Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. - Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. - Select and organise information to produce structured work, making appropriate use of dates and terms.					
Concepts						
Continuity and Change		Cause and Consequence		Similarity / Difference		Significance (of events / people)
Describe / make links between main events, situations and changes within and across different periods/societies		Identify and give reasons for, results of, historical events, situations, changes		Describe social, cultural, religious and ethnic diversity in Britain & the wider world		Consider/explain the significance of events, people and developments in their context and in the present.