

# Keevil CofE Academy History Curriculum Overview

	EYFS/KS1	Lower KS2	Upper KS2
Year 1	<p>Toys</p> <p><b>How have toys changed over the years?</b></p> <p><b>Why are toys different now to in the past?</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Use common words and phrases related to the passing of time.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions.</li> <li>Understand some of the ways in which we find out about the past.</li> <li>Identify some of the different ways in which the past is represented.</li> <li>Changes within living memory – used to reveal aspects of change in national life.</li> </ul> <p><b>Conceptual Understanding</b></p> <p>Society</p>	<p>Prehistory</p> <p><b>How did daily life change from Stone Age to Iron Age?</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>Note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms.</li> <li>Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li><b>Changes in Britain from the Stone Age to the Iron Age.</b></li> </ul> <p><b>Conceptual Understanding</b></p> <p>Civilisation</p> <p>Settlements – Farm, Village</p>	<p>Aspect of British history</p> <p><b>What was it like to be a child during World War 2?</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>Note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms.</li> <li>Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history.</b></li> </ul> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conflict, War, Enemy, Military, Alliance</p> <p>Power - Government, Democracy, Parliament, Prime Minister, Dictator</p>
	<p>Florence Nightingale, Mary Seacole, Isambard Kingdom Brunel</p> <p><b>How can one person make a difference?</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Use common words and phrases related to the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions.</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>Understand some of the ways in which we find out about the past.</li> <li>Identify some of the different ways in which the past is represented.</li> <li><b>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></li> <li>Significant historical events, people and places in their own locality.</li> </ul> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conflict, War, Enemy, Military</p>	<p>Invaders and Settlers</p> <p><b>Who has made Britain their home?</b></p> <p><b>Emphasis on study of Roman Britain</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>Note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms.</li> <li>Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li><b>The Roman Empire and its impact on Britain.</b></li> </ul> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conquest, Empire, Frontier</p> <p>Power - Government, Emperor</p> <p>Law - Freedom, Rights, Slaves</p> <p>Religion</p>	
		<p>Invaders and Settlers</p> <p><b>Who has made Britain their home?</b></p> <p><b>Linked to Legend writing and reading Beowulf in English</b></p> <p><b>Emphasis on study of Anglo-Saxon settlement on Britain</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>Note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms.</li> <li>Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li><b>Britain's settlement by Anglo-Saxons and Scots</b></li> </ul> <p><b>Conceptual Understanding</b></p> <p>Settlements - Village</p> <p>Society</p>	

<p><b>Cross-curricular opportunities to re-visit and extend learning</b></p>	<p><b>English</b>  Reading and writing a variety of non-fiction texts  Study of Mr Penguin And The Lost Treasure by Alex T Smith  Reading and writing a variety of non-fiction texts.</p>	<p><b>English</b>  Study of How To Train Your Dragon by Cressida Cowell  Study of Erik The Viking by Terry Jones  Study of The Firework Maker’s Daughter by Phillip Pullman  Reading and writing a variety of non-fiction texts.</p> <p><b>Geography</b>  Local Study  European comparison</p>	<p><b>English</b>  Study of Why The Whales Came by Michael Morpurgo  Study of Greek Myths and Legends  Reading and writing a variety of non-fiction texts.</p> <p><b>Geography</b>  Study of Physical and Human Geography</p>
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<b>Year 2</b>	<p>Homes <b>How have houses changed over the years?</b> <b>Why are houses different now to in the past?</b></p> <ul style="list-style-type: none"> <li>• <i>Talk about the lives of people around them and their roles in society.</i></li> <li>• <i>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</i></li> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> <li>• Use common words and phrases related to the passing of time.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions.</li> <li>• Understand some of the ways in which we find out about the past.</li> <li>• Identify some of the different ways in which the past is represented.</li> <li>• <b>Changes within living memory – used to reveal aspects of change in national life.</b></li> </ul> <p><b>Conceptual Understanding</b> Settlements – Village, Town, City Society</p>	<p>Early Civilizations <b>How do we know so much about the Ancient Egyptians today?</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Use appropriate historical terms.</li> <li>• Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• <b>To study 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; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China</b></li> </ul> <p><b>Conceptual Understanding</b> Civilisation Power - Monarchy Religion Society</p>	<p>Local History Study <b>How can we tell about the development of Longleat from the things that remain?</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Use appropriate historical terms.</li> <li>• Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• <b>A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></li> </ul> <p><b>Conceptual Understanding</b> Settlements - Estate Society</p>
	<p>The Great Fire of London and Samuel Pepys <b>What made the fire of London ‘Great?’</b></p> <ul style="list-style-type: none"> <li>• <i>Talk about the lives of people around them and their roles in society.</i></li> <li>• <i>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</i></li> <li>• <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> <li>• Use common words and phrases related to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions.</li> <li>• Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past.</li> <li>• Identify some of the different ways in which the past is represented.</li> <li>• <b>Events beyond living memory that are significant nationally or globally.</b></li> </ul> <p><b>Conceptual Understanding</b> Settlements - City Society</p>	<p>Invaders and Settlers <b>Who has made Britain their home?</b> <b>Linked to work in English – How To Train Your Dragon by Cressida Cowell</b> <b>Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Use appropriate historical terms.</li> <li>• Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></li> </ul> <p><b>Conceptual Understanding</b> Invasion - Conflict, Peace, Kingdom, Nationality</p>	<p>Non-European Society <b>How did the Mayan Culture affect our lives today?</b></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Use appropriate historical terms.</li> <li>• Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• <b>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 c. AD 900</u>; Benin (West Africa) c. AD 900-1300</b></li> </ul> <p><b>Conceptual Understanding</b> Civilisation Power - Monarchy Religion Law – Judge, Punishment Settlements</p>
<b>Cross-curricular</b>	<p>English Study of Flat Stanley – Jeff Brown</p>	<p>Geography Using maps, atlases and other sources to study the geography of Egypt</p>	<p>English Reading and writing a variety of non-fiction texts</p>

<b>opportunities to re-visit and extend learning</b>	<p>Study of Traditional Tales          Study of Enid Blyton stories          Reading and writing a variety of non-fiction texts</p> <p><b>DT</b>          'Be an Architect'</p>	<p><b>English</b>          Reading and writing a variety of non-fiction texts.          Study of Myths and Legends</p> <p><b>Art</b>          Creating Ancient Egyptian inspired works eg, canopic jars, wall art</p>	<p>Study of The Explorers by Katherine Rundell</p> <p><b>Geography</b>          Geographical study of the local area          Study of a region of South America</p> <p><b>Art</b>          Creating Mayan inspired works eg. headdresses, masks          Weaving and Textiles</p>
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