

Keevil CofE Academy History Curriculum Overview

	EYFS/KS1	Lower KS2	Upper KS2
Year 1	<p>Toys</p> <p>How have toys changed over the years?</p> <p>Why are toys different now to in the past?</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Use common words and phrases related to the passing of time. • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions. • Understand some of the ways in which we find out about the past. • Identify some of the different ways in which the past is represented. • Changes within living memory – used to reveal aspects of change in national life. 	<p>Prehistory</p> <p>How did daily life change from Stone Age to Iron Age?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Changes in Britain from the Stone Age to the Iron Age. 	<p>Aspect of British history</p> <p>What was it like to be a child during World War 2?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history.
	<p>Florence Nightingale, Mary Seacole, Isambard Kingdom Brunel</p> <p>How can one person make a difference?</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Use common words and phrases related to the passing of time. • Know where the people and events they study fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions. • Choose and use parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past. • Identify some of the different ways in which the past is represented. • 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. • Significant historical events, people and places in their own locality. 	<p>Invaders and Settlers</p> <p>Who has made Britain their home?</p> <p>Emphasis on study of Roman Britain</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • The Roman Empire and its impact on Britain. <p>Invaders and Settlers</p> <p>Who has made Britain their home?</p> <p>Linked to Legend writing and reading Beowulf in English</p> <p>Emphasis on study of Anglo-Saxon settlement on Britain</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Britain's settlement by Anglo-Saxons and Scots 	
Cross-curricular opportunities to re-visit and extend learning	<p>English</p> <p>Reading and writing a variety of non-fiction texts</p> <p>Study of Mr Penguin And The Lost Treasure by Alex T Smith</p> <p>Reading and writing a variety of non-fiction texts.</p>	<p>English</p> <p>Study of How To Train Your Dragon by Cressida Cowell</p> <p>Study of Erik The Viking by Terry Jones</p> <p>Study of The Firework Maker's Daughter by Phillip Pullman</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Geography</p> <p>Local Study</p> <p>European comparison</p>	<p>English</p> <p>Study of Why The Whales Came by Michael Morpurgo</p> <p>Study of Greek Myths and Legends</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Geography</p> <p>Study of Physical and Human Geography</p>

Year 2	<p>Homes How have houses changed over the years? Why are houses different now to in the past?</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Use common words and phrases related to the passing of time. • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions. • Understand some of the ways in which we find out about the past. • Identify some of the different ways in which the past is represented. • Changes within living memory – used to reveal aspects of change in national life. 	<p>Early Civilizations How do we know so much about the Ancient Egyptians today?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • 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; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Local History Study How can we tell about the development of Longleat from the things that remain?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • 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.
	<p>The Great Fire of London and Samuel Pepys What made the fire of London ‘Great?’</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Use common words and phrases related to the passing of time. • Know where the people and events they study fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions. • Choose and use parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past. • Identify some of the different ways in which the past is represented. • Events beyond living memory that are significant nationally or globally. 	<p>Invaders and Settlers Who has made Britain their home? Linked to work in English – How To Train Your Dragon by Cressida Cowell Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<p>Non-European Society How did the Mayan Culture affect our lives today?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • 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
Cross-curricular opportunities to re-visit and extend learning	<p>English Study of Flat Stanley – Jeff Brown Study of Traditional Tales Study of Enid Blyton stories Reading and writing a variety of non-fiction texts</p> <p>DT ‘Be an Architect’</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. Study of Myths and Legends</p> <p>Art Creating Ancient Egyptian inspired works eg, canopic jars, wall art</p>	<p>English Reading and writing a variety of non-fiction texts Study of The Explorers by Katherine Rundell</p> <p>Geography Geographical study of the local area Study of a region of South America</p> <p>Art Creating Mayan inspired works eg. headdresses, masks Weaving and Textiles</p>