



Gretton Primary School

History Curriculum



Curriculum Overview for History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Understanding the World Development Matters Statements:				Past and Present Early Learning Goal:	
	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. 		<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 		<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences 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 class books and storytelling. 	
Y1/2 Cycle A	How have toys changed?	Which individuals helped to shape our future?	Geography based unit	How was school different in the past?	Geography based unit	Geography based unit
	<ul style="list-style-type: none"> Ask questions about toys Make comparisons Sequence artefacts Describe changes 	<ul style="list-style-type: none"> Understand the lives and significance of Rosa Parks, Mary Seacole and Florence Nightingale 	N/A	<ul style="list-style-type: none"> Order and date photographs Use timelines Make comparisons 	N/A	N/A
Y1/2 Cycle B	Geography based unit	How did the Great Fire of London start?	How have explorers changed the world?	Geography based unit	What is a Monarch?	Geography based unit
	N/A	<ul style="list-style-type: none"> Explore an event beyond living memory that is nationally significant 	<ul style="list-style-type: none"> Neil Armstrong Create a timeline Legacy of significant individuals 	N/A	<ul style="list-style-type: none"> Develop a chronology of British monarchs 	N/A
Y3/4 Cycle A	Stone Age	Iron / Bronze Age	Geography based unit	Geography based unit	Geography based unit	Geography based unit
	<ul style="list-style-type: none"> Hunter gatherers Skara Brae Archaeological evidence 	<ul style="list-style-type: none"> Technology Travel (Stonehenge) Iron Age forts Iron Age culture / beliefs 	N/A	N/A	N/A	N/A
Y3/4 Cycle B	Anglo Saxons	Vikings	Geography based unit	Local area study	Beyond 1066 –a key turning point in British History - Battle of Britain	
	<ul style="list-style-type: none"> Roman withdrawal Anglo Saxon invasion and settlement Art / culture Christianity conversion 	<ul style="list-style-type: none"> Viking raids e.g. Lindisfarne Anglo Saxon resistance (Alfred the Great) Danelaw 	N/A	<ul style="list-style-type: none"> Understanding changes in the local area over time 	<ul style="list-style-type: none"> Causes of war Understanding reasons for victory Propaganda posters 	<ul style="list-style-type: none"> Life in the Blitz Evacuation of children
Y5/6 Cycle A	Around the World in 80 Days		Let Me Entertain You- India	Let Me Entertain You - USA	What A Wonderful World	
	<ul style="list-style-type: none"> Queen Victoria Victorian life Local history:1882 census & Winchcombe workhouse 		<ul style="list-style-type: none"> Gandhi 	<ul style="list-style-type: none"> Independence 	<ul style="list-style-type: none"> Brief look at Aztecs 	
Y5/6 Cycle B	The Final Frontier		So You Think You're Civilised - Ancient Egypt	So You Think You're Civilised - The Kingdom of Benin	What Makes Britain Great	
	<ul style="list-style-type: none"> Polar exploration The Space Race The American West 		<ul style="list-style-type: none"> Building the pyramids Importance of the Nile Mummification 	<ul style="list-style-type: none"> Perceptions of Africa Using artefacts to understand historic context Benin bronzes 	<ul style="list-style-type: none"> Roman Britain Boudicca British lives through the ages 	

Knowledge and Skills Progression in Year 1/2

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Knowledge and Skills Progression in Year 3/4

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Knowledge and Skills Progression in Year 5/6

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.