

The intent of our History Curriculum:

Our high-quality History education at Overfields aims to inspire pupils' curiosity to know more about the past, developing a knowledge and understanding of Britain's past and that of the wider world. Pupils should develop key skills including asking perceptive questions, thinking critically, weighting up evidence, sifting arguments and developing perspective and judgement.

The aims for implementation of our curriculum for History:

To ensure that all pupils:

- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspect of history of the wider world: the nature of ancient civilisations; the expansion and termination of empires; characteristic features of past non-European societies; achievements of mankind.
- Gain a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written accounts and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.

EYFS Statement

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. Children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

'Exploring Past & Present'

- How have I changed since I was a baby?
- Talk about members of their immediate family/name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories.

Year group/term	Year 1 Autumn Term	Year 1 Spring Term	Year 1 Summer Term
Learning Topic	Changes in living memory Toys/Education - Victorians		Events beyond living memory (globally and nationally) Travel & Transport
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Ask and begin to answer questions using different sources e.g What was it like when my grandparents were children? What toys did my grandparents play with? • Discuss change and continuity in an aspect of life e.g How have toys changed? Are there any toys from the past which we still play with? • Identify similarities and differences between ways of life in different periods, including in their own lives. e.g. How was my grandparents' life similar/ different to my life? Which of my grandparents' toys are similar/ different to my toys? • Find out about something in the past by talking to an older person. • Put up to three objects/artefacts in chronological order, matching objects to people of different ages. 		<ul style="list-style-type: none"> • To record the different ways in which travel and transport has changed from past to present. • Understand how transport has changed over time, and begin to develop a chronology of automobiles, trains and space travel. • To locate different types of transport correctly in order. Label correctly with words or phrases. • To discuss the ways people travelled before cars were invented. • To explore the technological development in transport and its impact on how we live. • Identify historical events, people and places in their own locality.

Year group/term	Year 2 Autumn Term	Year 2 Spring Term	Year 2 Summer Term
Learning Topic	Events beyond living memory (nationally or globally) The Great Fire of London		Lives of significant individuals Explorers
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Ask and answer questions about events from a range of sources. e.g When did the Great Fire of London happen? What was London like? Why did the Great Fire of London start? Who was involved? Who were Thomas Farrinor and Samuel Pepys? • Recognise why people did things e.g Why did King Charles pull houses down? • Understand why some events happened e.g Why did the fire spread so quickly? Ask and answer questions from a range of sources. • Recognise what happened as a result of people’s actions and events. How has London changed? How has the way we build houses changed? • Recognise and make simple observations about who was important in an historical event e.g talk about who was important and why. 		<ul style="list-style-type: none"> • An understanding of how society existed before colonisation. • Researching famous explorers using a range of sources. Who are explorers and where have some explorers travelled in different periods of time? • For example - Who was Neil Armstrong and when did he travel? Place key events in chronological order, accurately label with words, pictures and phrases making connections with different time scales and dates. • Identify different ways that the past is represented e.g fictional accounts, illustrations, films, songs, museum display? Comparing different versions and identifying which is most reliable. • Identify historical event, people and places in their own locality. • How important are explorers?

Year group/term	Year 3 Autumn Term	Year 3 Spring Term	Year 3 Summer Term
Learning Topic	Changes in Britain The Stone Age to the Iron Age		Roman Britain The Roman Empire and its impact on Britain
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. • Describe and begin to make links between main events, situations and changes within and across different periods and societies. • What was 'new' about the New Stone Age? • Late Neolithic hunter-gatherers and early farmers • Describe some of the similarities and differences between different periods e.g social, belief, local and individual. • Identify and begin to describe historically significant people and events in situations. Bronze Age religion, technology and travel. • Begin to use dates displayed on a timeline to set out the order things may have happened. 		<ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes. Understand the concept of change over time, representing evidence on a timeline .E.g Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. • Identify some of the results of historical events, situations and changes. Successful invasion by Claudius and conquest, including Hadrian's Wall. • Sort information to help them understand the consequences of the impact of the Romans in Britain and compare to prior learning; use evidence to build up a picture of a past event; choose relevant material to present an aspect of life in the time studied; ask a variety of questions; use the library and internet for research. • Identify and begin to describe historically significant people and events in situations and place historical figures on a timeline. If you were Julius Caesar, would you have invaded Britain in 55BC? • The Roman Empire by AD42 and the power of its army.

Year group/term	Year 4 Autumn Term	Year 4 Spring Term	Year 4 Summer Term
Learning Topic	Britain's settlement by Anglo-Saxons and Scots Invaders & Settlers		The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study. Ancient Egypt
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to use evidence to suggest reasons for this. • Use dates to describe and make links between main events, situations and changes within different periods. • Viking Invasion and Alfred the Great. • Identify and give reasons for historical events and changes. Use a timeline to display events, artefacts and historical figures. • Where did the Anglo Saxons come from? • Where did the Anglo Saxons settle? • Communicate knowledge and understanding – recall, select and organise historical information. 		<ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within different periods and societies. • Describe some of the similarities and differences between different periods e.g social, belief, local and individual - e.g Everyday life in Ancient Egypt. • Identify and begin to describe historically significant people and events in situations e.g Howard Carter. • Use a range of sources to find out about a period eg, tomb paintings, artefacts, monuments, hieroglyphs. Observe details in sources and evaluate the usefulness. • Begin to research and use this to ask and answer questions about how they lived and what they believed.

Year group/term	Year 5 Autumn Term	Year 5 Spring Term	Year 5 Summer Term
Learning Topic	<p>Ancient Greece The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study. A study of Greek life; achievements and their influence on the Western World.</p>		<p>A local study Ironstone</p>
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this. A study of Greek life; achievements and their influence on the Western World. • Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies. • Begin to offer explanations about why people in the past acted the way they did. Who were the ancient Greeks? An insight into Greek Gods and Goddesses. How ancient democracy influenced the modern world we live in. • Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual. • Give reasons why some events, people or developments are seen as more significant than others. • How did the Olympics begin? Comparing ancient and modern sports. • The Trojan War. Exploring the importance of The Battle of Marathon and how it is celebrated now. 		<ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality. Enhancing pupils' spiritual, moral, social and cultural development. • Understand that the past is represented and interpreted in different ways and give reasons for this. • Investigate the function and history of buildings and sites of cultural significance • Research local significant people and their impact on the community and wider world e.g life as a miner. • Identify changing social, cultural and ethnic influences on local design and architecture. Ironstone heritage Trail. • Examine our rights and responsibilities towards the built environment • Explore local places of worship and memorials and consider how they have changed to reflect their community

Year group/term	Year 6 Autumn Term	Year 6 Spring Term	Year 6 Summer Term
Learning Topic	<p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Conflict</p> <p>A significant turning point in British history World War I, Suffragettes Jarrow March, LGBTQ</p>		<p>Non-European society that provides contrast with British history</p> <p>Mayan Civilisation</p>
Key knowledge and skills to be secured	<ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this. Know and sequence key events eg start/end of different conflicts, using relevant terms and period labels e.g; make comparisons between different times in the past. Accurately displaying knowledge on a timeline. • Study different aspects of different people eg. different evacuation experiences, different celebrations and personal meanings; examine causes and events of outbreak and Declaration of War and subsequent impact on British people. Understand the concepts of continuity and change representing with evidence. • Begin to offer explanations about why people in the past acted the way they did, beliefs and behavioural characteristics. e.g the changing role in women. • Be able to evaluate the accuracy of interpretations and evidence – fact, fiction or opinion. 		<ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this. • To explore where and when the Mayan civilisation existed, how long it lasted and how their civilisation compared to others, including a comparison of the organisation of their society to modern Britain • Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions, refining lines of enquiry. • Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individuals. • Give reasons why some events, people or developments are seen as more significant than others.