

Subject Curriculum Overview

History

	Autumn		Spring		Summer	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
N			How do humans change and grow over time?		How has the seaside changed over time?	
			I can make comparisons between myself as a baby and now.	I know what I can do now compared to what I could do as a baby.	I can make comparisons between old and new transport. I can make comparisons between old and new clothes.	I know that Victorian people would get the train to the seaside. I know that now, most people travel in cars to the seaside. I know that people used to wear different clothes on the beach.
R	‘How have we changed since being a baby?’ ‘What was it like living in a castle?’		‘How has space exploration developed over the years?’ ‘How has our local area changed over time?’		How long ago did dinosaurs live?’ ‘How has the seaside changed over time?’	
	I can make comparisons between different times in my own life. Look at photos of items we liked, pictures of ourselves. I can explain how houses have changed over time. I can look at pictures of a castle and compare them to our homes.	I can remember and talk about significant events in my own experience. I can identify different parts of a castle. I can talk about what life was like in a castle.	I can explain how houses have changed over time. I can look at pictures of our local area and how they have changed to today. I can look at pictures of my house and how it has changed over time. I can explain how space exploration has changed over time.	I can remember how parks, my room or places in my home have changed. I can name astronauts from the past and now. I can watch the moon landings that happened and discuss differences. I can talk about different astronauts that have visited space.	I can make comparisons between dinosaurs and animals that exist today. I can talk about past and present events in my own life.	I know when dinosaurs lived. I can name different dinosaurs. I know that dinosaurs lived a long time ago. I can name some seaside activities from the past and now. I can talk about past and present events in my own life.
	No History		How is our childhood different to my parents and grandparents’ childhood?		No History	

	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
1	•		<ul style="list-style-type: none"> To understand language of the passing of time To chronologically order events in their lifetime Comparing a significant life event (first day of school) with that of a parent Comparing life (toys, clothes homes) with grandparents To be able to say whether something is old or new using sources 	-To understand that history occurred in the past. -To learn simple new vocabulary showing the passing of time e.g. history, yesterday, last year, next, first, before that, then etc. - To understand how we change over time e.g. differences between children as a baby to now. -To understand how to identify if something is new and how they would know. -To understand how to identify if something is old and how they would know. -To learn about different ways to find out information e.g. asking questions, reading books, using the internet etc. -To understand that a source is how we find out information about history.		
2	No History		No History		How does Ancient Egyptian life impact us now?	

					<ul style="list-style-type: none"> - I can use timelines. - I can put things in order. - I can name a few famous people from the past. - I can spot similarities and differences between different times. - I can talk about why people from the past might have acted differently. - I can talk about how I found things out about the past. - I understand that I have to have evidence to learn about the past. - I can ask questions about the past. - I can think about how to answer questions about the past. - I can use artefacts to learn about the past. - I can use historical language. - I can recount stories. - I can tell you about a time before I was born. - I can use and read hieroglyphics with support from a translating symbol/word bank. 	<p>Know that the River Nile is important for crops, water and understand that this is why people lived near it.</p> <p>Use an Egyptian letter or number prompt to write their own name and the year of their birth.</p> <p>Know a cartouche is an oval which encloses the name of someone royal in hieroglyphics.</p> <p>Know that Howard Carter (archaeologist) and Lord Carnarvon (financial backer) were responsible for discovering the tomb of Tutankhamun.</p> <p>Know what a pharaoh is and name Tutankhamun and Cleopatra.</p> <p>Know that the Egyptians use hieroglyphics to communicate and this has helped us to learn lots about their life.</p> <p>Know that the Rosetta Stone allowed us to understand and translate hieroglyphics.</p> <p>Key Vocabulary Afterlife – The place where Egyptians believed they would go after they died</p>
--	--	--	--	--	---	---

						<p>Akhet – The season of the year when the Nile river flooded</p> <p>Canopic jars – Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach</p> <p>Dynasty – A period of rule when a series of kings or pharaohs all came from the same family</p> <p>Hieroglyphics – A type of writing that used a combination of pictures and symbols</p> <p>Papyrus – A plant that grew on the banks of the Nile</p> <p>Pharaohs – The supreme ruler of all of Ancient Egypt</p> <p>Sarcophagus – A large stone box that held a mummy's coffin</p>
3	Who were the Romans, how did they live and what impact did they have on Britain?		No History		No History	
	<ul style="list-style-type: none"> - I can use timelines. - I can put things in order. - I can name a few famous people from the past. - I can spot similarities and differences between different times. - I can talk about 	<ul style="list-style-type: none"> • To understand why Britain was the target for invasion (eg availability of raw materials and resources). • where the Romans come from. 				

	<p>why people from the past might have acted differently.</p> <ul style="list-style-type: none"> - I can talk about how I found things out about the past. - I understand that I have to have evidence to learn about the past. - I can ask questions about the past. - I can think about how to answer questions about the past. - I can use artefacts to learn about the past. - I can use historical language. - I can recount stories. - I can tell you about a time before I was born 	<ul style="list-style-type: none"> • To understand the size and importance of the Roman Empire • why the Romans came to Britain in 55BC, 54BC and AD 43 • To understand how powerful and organised the Roman army were and to identify different tactics used eg Testudo. • know what Roman soldiers wear eg sword, shield, tunic, sandals. • To know what a Roman town and a Roman villa is like and link to mosaics in Art. • The Romans worshipped many gods and goddesses • Understand the importance of the Roman road network • who Boudicca 				
--	--	--	--	--	--	--

		<p>was and why she was important</p> <ul style="list-style-type: none"> • understand why Hadrian's wall was built 				
4	No History		What impact have the Tudors had on Britain today?		No History	
			<ul style="list-style-type: none"> • Use a range of sources and evaluate usefulness. • To make comparisons between jobs of the rich and poor. • To sequence key events • To make comparisons between different times • To use primary and secondary sources to find out about the past • To understand how events effect future events • Draw conclusion from evidence • To ask and answer questions about 	<ul style="list-style-type: none"> • To understand the events that led to the defeat of Richard 3rd • To know the Battle of Bosworth was in 1485 • Know who Henry VIII was and what he looked like • To know why the Church of England was formed • Know how the Church of England was formed • To know Henry 8th married 6 wives • To know the names of the 6 wives • To know what 		

			<p>the past</p> <ul style="list-style-type: none"> To carry out research 	<p>happened to each of the wives</p> <ul style="list-style-type: none"> To know the difference between what rich and poor Tudor people wore people had To know the difference between rich and poor jobs in Tudor times To know what food Tudor people ate To know how Tudors cured illness To know how to make a pamander 		
5	No History		How does life for children in Manchester during the Industrial Revolution compare to that of modern children?		No History	
			<ul style="list-style-type: none"> To compare life in Manchester in the past, to present day To ask questions about the past To research the past using primary and secondary 	<ul style="list-style-type: none"> What the Industrial Revolution is and its effects on Manchester's development, dramatic population increase, spread of diseases. 		

			<p>sources</p> <ul style="list-style-type: none"> • To understand cause and effect • To sequence events in chronological order • To understand different historical perspectives. 	<ul style="list-style-type: none"> • To know that people had different jobs in the past compared to today such as chimney sweeps, scavengers, spinners, carders. • Important dates in Manchester's development up to present day, 1819 Peterloo Massacre, powerloom invented 1784, railways opened 1825, cholera epidemic hits Manchester 1832. • Know what life was like in Victorian workhouses including the jobs they would have done, sleeping conditions, food eaten, religion. • To know that many Victorian children would have worked 		
--	--	--	--	--	--	--

				<p>rather than gone to school</p> <ul style="list-style-type: none"> Differences in class in Victorian times. E.g. that poor children will probably have not had an education, disease would have been widespread 		
6	What was life like during the Second World War and how was it different to the past and present?		No History		No History	
	<ul style="list-style-type: none"> To understand how the present has been shaped by the past To understand some reasons for WW2 To ask questions about events in the past To compare the two world wars To understand how WW2 was fought. To understand how and why warfare had changed overtime <i>To place key events in chronological order</i> <i>To use the language of cause</i> 	<ul style="list-style-type: none"> To know the dates of WW2 (1939-45) To know that WW2 began because of the invasion of Poland. Know who Neville Chamberlain, Winston Churchill, Anne Frank and Adolf Hitler were. To know that Neville Chamberlain was the prime minister when WW2 started in 1939. He gave a famous speech 				

	<p><i>and effect</i></p> <ul style="list-style-type: none"> • <i>To be able to use relevant dates and terms on a timeline</i> • To use a variety of primary and secondary sources • To draw conclusions from several sources of evidence • To evaluate sources and their reliability. • To use evidence to research and find out for themselves. • To understand that different evidence will lead to different conclusions • To understand what happened during an air raid • To be able to research and communicate and understanding of how people protected themselves during the Blitz. • To understand the effect of war on everyday life. • To learn how it may have felt to be evacuated. 	<p>to the country.</p> <ul style="list-style-type: none"> • To define primary source - A piece of information that was created by someone who witnessed the event first hand or took part in the event and secondary - a piece of information created by someone who was not directly involved in the event. • To name some similarities and differences between warfare in First and Second World Wars. • To define chronology and invasion • To know Winston Churchill was the British Prime Minister from 1940– 1945 • Know 3 key events of WW2 • To know what 				
--	---	---	--	--	--	--

	<ul style="list-style-type: none"> • To compare a child's life now to that of an evacuee • To find out the experience and feelings of evacuees from a range of sources. • To understand the purpose of propaganda • To understand why propaganda was so powerful and convincing • To be able to research a range of ideas and make comparisons. • To be able to compare Nazi and British propaganda • To understand the importance of politics and its potential dangers • To learn what rationing was. • To discuss preferences and give reasons. • To be able to understand the experiences of women during the war • To understand that religious 	<p>an air raid was and what happened during an air raid.</p> <ul style="list-style-type: none"> • To know some precautions to be taken during an air raid. • To know meaning of the term Blitzkrieg • To know that British children were evacuated during the war and the reason why • To know The billeting officer = the person who found the evacuees homes • To know what happened during evacuation and how children felt. • To know what rationing was (1940—1954) • To know the role that women played during the war • To know Manchester was 				
--	---	---	--	--	--	--

	<p>differences have affected experiences in the past.</p> <ul style="list-style-type: none"> • To reflect on ideas of right and wrong and their own and others responses to them • To recognize the consequences of racism on individuals and communities. To find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. 	<p>affected during the Christmas Blitz</p> <ul style="list-style-type: none"> • To know some famous phrases used in propaganda • To know what the Holocaust was. 				
--	--	--	--	--	--	--