

CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY			CURRICULUM REVIEW: OVERVIEW			SUBJECT: HISTORY		
Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Autumn 1	<p>Understanding the World:</p> <ul style="list-style-type: none"> - Comments and ask questions about the natural world <p>The World:</p> <ul style="list-style-type: none"> - Looks closely at similarities, differences, pattern and change *order/sequence the school day (images) 	<p>Local History</p> <p>Know the name of a famous person, or famous place, close to where they live.</p> <p>Famous local people: Stuart Broad, Rebecca Adlington, Sat Bains</p> <p>Surpassing NC</p>	<p><u>Beyond Living Memory</u></p> <p><u>Great Fire of London</u></p> <p>Know about an event or events that happened long ago, even before grandparents were born.</p> <p>Know what we use today instead of a number of older artefacts given.</p>	<p><u>Chronology Stone Age – 1066</u></p> <ul style="list-style-type: none"> *Know how Britain changed between the beginning of the stone age and the iron age *Know the main differences between the stone, bronze and iron ages *Know what is meant by ‘hunter-gatherers’ 	<p><u>Chronology (STONE AGE TO 1066)</u></p> <p>Romans</p> <ul style="list-style-type: none"> - Know how Britain changed from the iron age to the end of the Roman occupation. - Know how the Roman occupation of Britain helped to advance British society. - Know how there was resistance to the Roman occupation and know about Boudica. - Know about at least one famous Roman emperor. 	<p><u>Chronology (Romans)</u></p> <ul style="list-style-type: none"> -Know how Britain changed between the end of the Roman occupation and 1066 <p><u>Chronology (Anglo-Saxons and Scots)</u></p> <ul style="list-style-type: none"> -Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today -Use a time line to show when the Anglo-Saxons were in England 	<p><u>BEYOND 1066 – WW1</u></p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <ul style="list-style-type: none"> - Timelining of ancient civilisations - War and conflict – WW1 – causes and influences 	<p>- The development of Church, state and society in Medieval Britain 1066-1509</p> <p>- The development of Church, state and society in Britain 1509-1745</p> <p>- Ideas, political power, industry and empire: Britain, 1745-1901</p> <p>- Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>- A local history study</p> <p>- The study of an aspect or theme in British history</p>
Autumn 2	<p>Understanding the World:</p> <ul style="list-style-type: none"> - Remember and talk about significant events in their own experiences 					<p><u>CHRONOLOGY (STONE AGE to 1066)</u></p> <ul style="list-style-type: none"> • Know where the Vikings originated from 	<p><u>BEYOND 1066 – WW2 and the Battle of Britain</u></p> <ul style="list-style-type: none"> • Know about a theme in British history which extends 	

	<p>The World: - Children talk about past and present events in their own lives</p>					<p>and show this on a map</p> <ul style="list-style-type: none"> • Know that the Vikings and Anglo-Saxons were often in conflict <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>	<p>beyond 1066 and explain why this was important in relation to British history know how Britain has had a major influence on the world</p>	<p>that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>- At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].</p>
Spring 1	<p><u>Understanding the World:</u> - Be interested in families and talk about their own family</p> <p><u>The World:</u> - Children know about similarities and differences in relation to places, objects, materials and living things</p>	<p><u>Local Study – Eyam</u> Know about the plague and the impact on Eyam.</p>	<p><u>Alfreton 100 years ago</u> Know that children's lives today are different to those of children a long time ago.</p> <p>Know that the local area is different to the way it used to be a long time ago.</p> <p>Differentiate between things that were here</p>					
Spring 2	<p><u>Understanding the World:</u> <u>People and Communities:</u> - They know about similarities and differences between themselves and others and among</p>	<p><u>Changes within living memory</u> Know that the toys their grandparents played with were different to their own.</p>	<p>100 years ago and things that were not (buildings, toys, tools)</p>					

	families communities and traditions	Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.					
Summer 1	<p><u>Understanding the World:</u> - Recognise similarities and differences in relation to families and friends</p> <p><u>People and Communities:</u> - Children talk about past and present events in their own lives of family members</p>	<p><u>Lives of significant individuals</u> Know about a famous person from the locality and explain why they are famous: Florence Nightingale</p>	<p><u>Lives of significant individuals</u> Know about a famous person from outside the UK and explain why they are famous –</p> <p><u>Compare aspects of life in different time periods:</u> Nelson Mandela Mary Seacole Ibn Battuta a medieval Muslim traveller who wrote one of the world's most</p>	<p>Ancient Greece</p> <p>*Know some of the main characteristics of the Athenians and the Spartans</p> <p>*Know about the influence the gods had on Ancient Greece</p> <p>*Know at least five sports from the Ancient Greek Olympics</p>	<p>ANCIENT ANCIENTS Ancient Egyptians - Know about, and name, some of the advanced societies that were in the world around 3000 years ago. - Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.</p>	<p>Local Study (Arkwright) -Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p><u>CIVILIZATIONS FROM 1000 YEARS AGO</u></p> <ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: <u>the early Islamic civilization</u>; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe

<p>Summer 2</p>	<p><u>Understanding the World:</u> - Recognise similarities and differences in relation to families and friends</p> <p><u>People and Communities:</u> - Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.</p>		<p>famous travel logs, the Riḥlah.</p>				<p><u>CIVILIZATIONS FROM 1000 YEARS AGO</u></p> <ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: <u>the Mayan civilization</u>; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe 	
	<p>EYFS</p>	<p>YEAR 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>	
	<p>*Order events over a day</p>	<p>*Order events over a week, labelling the timeline</p>	<p>*Order artefacts or events over a period less than 100 years with labelled lines/sections</p>	<p>*Consider BC and label timeline with eras stone-age to iron age *Work out ‘time between’ on simple level – eg millennia/thousands of years ago</p>	<p>*Labelled timeline connecting present day /Biblical events/ history periods studied *Work out ‘time-between’</p>	<p>*Use timelines to work out periods of dominance Romans/Saxons/ Vikings/Normans and add log eg history of writing *Work out ‘how long ago’ in maths to the year.</p>	<p>*Record events on a timeline from 1900 – 1953 and begin to explain links/cause and effect eg rise of Hitler and the Depression. Use dates in</p>	

	<p>*Conflict and Resolution: PHSE link/RE link Why do we fall out with friends? How do we put it right? 2 RECOUNT PICTURES</p>	<p>* Who do we fall out with in our family? Why do we fall out with brothers and sisters? How do we put it right? (Focus on eg property/toys/ space etc) RECOUNT (modelled sentences)</p>	<p>*Toys: competitive games/war toys: Toy soldiers, Marbles, Action Men, video games – why do people like to win? Why is it hard to lose? When is it hard to lose?</p>	<p>*In RE: place Church's year on a labelled timeline</p> <p>*Stone-Age/Iron Age conflict : space, food, wood, water *How did early people resolve their disputes? Evidence? *Did UK exist? Why not?</p>	<p>*Cause and effect Roman occupation. *Why was the Roman Army so successful? *Who did the Romans conquer? (ie Empire boundaries – link Geography) *Why was Hadrian's Wall built where it was built? What was happening in Scotland?</p>	<p>*Anglo-Saxon establishment and defence of 'kingdoms' How? *Why and how did Anglo-Saxons and Vikings share what is now England? *What was happening in Scotland, Wales and Ireland?</p>	<p>independent writing</p> <p>*Why were so many countries involved</p>	
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