







HISTORY CURRICULUM OVERVIEW

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and my home	Colours and Celebrations	Bears	Planting and Growing	Seaside holidays	Seaside animals
UNDERSTANDING THE WORLD	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
ELGs	<p><i>Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history.</i></p>	<p><i>Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history.</i></p>	<p><i>Compare and contrast characters from stories, including figures from the past.</i></p>	<p><i>Compare and contrast characters including figures from the past.</i></p>	<p>Comment on images of familiar situations in the past (transport)</p>	
Substantive	Civilisation	Social & Cultural	Social & Cultural	Civilisation	Social & Cultural	
Disciplinary	Similarities & Differences	Change & Continuity	Historical Significance	Historical Significance	Change & Continuity	
Overview	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Children can talk about what they do with their family and places they have been with their family. They can draw similarities and make comparisons between other families.</p>	<p>Children can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p>	<p>Listening to stories and placing events in chronological order.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p>	<p>Look at different places to go on holiday including the seaside. Introduce the children to a range of transport and where they can be found. Encourage them to comment on what their holiday was like. Show photos of the children's holidays now and in the past and encourage them to draw comparisons. Watch a Punch and Judy show and encourage the children to perform their own.</p>	

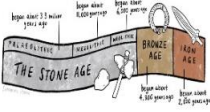



HISTORY CURRICULUM OVERVIEW

CYCLE A	Autumn 2nd	Spring 2nd	Summer 1st
Year 1 & 2		 	
Unit Title	The Great Fire of London	Dinosaur Discoveries	Oh! We Do Like to be Beside the Seaside!
National Curriculum	<i>Events beyond living memory Significant historical events, people and places in their own locality. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. Mary Anning & Richard Owen</i>	<i>Changes within living memory; where appropriate, these should be used to reveal aspects of change in national life. Significant historical places in their own locality. Seaside (Morecambe Bay)</i>
Key Enquiry Question	Why was the Great Fire of London a significant event?	How should we remember these significant key figures?	Would you rather visit the seaside now, or in the past?
Substantive Concepts	Civilisation	Civilisation Social & Cultural	Social & Cultural
Disciplinary Concepts	Chronology – know that the GFoL occurred in 1066 and sequence events in order Cause and Consequence – reason for the fire spreading so quickly and the devastation caused Continuity and Change – change in London after the fire	Chronology - fit people into a chronological timeframe Historical Significance	Chronology – fit people into a chronological timeframe Historical Evidence – photographs and paintings of seaside towns in the past Similarities and differences – compare seaside holidays then and now
Overview/ Key knowledge	1666: The Great Fire of London. The fire started in Pudding Lane on 2 September 1666 in the bakery of Thomas Farriner, who was the King’s baker. Children will learn about the different reasons for the fire spreading so quickly and causing such devastation. They will learn about Samuel Pepys and interpret historical evidence using his diaries. They will also discover the lasting legacy of the fire and what makes an event that occurred 300 years+ ago so significant.	Children will learn who Mary Anning was and what she is remembered for. How she became famous in a ‘man’s world’. They will learn about local palaeontologist Richard Owen who was from our locality – Lancaster. They will know how people find out about the past, including dinosaurs.	Children will learn what seaside holidays were like in the past 1890’s, 1950’s and compare to now, including what they wore and what they did at the seaside. Children will learn why some places became seaside towns and resorts. There will be a significant focus on Morecambe Bay.





HISTORY CURRICULUM OVERVIEW

CYCLE A	Spring 1&2	Summer 1st
Year 3 & 4 Unit Title	 <p style="text-align: center;">Stone Age to Iron Age</p>	 <p style="text-align: center;">Walk Like an Egyptian</p>
National Curriculum	<i>Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</i>	<i>The achievements of the earliest civilizations – an in-depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>
Enquiry Question	1. What was 'new' about the New Stone Age (Neolithic period)? 2. Which was better, bronze or iron?	How did the ancient Egyptians affect the world we know today?
Substantive Concepts	Settlement	Civilisation
Disciplinary Concepts	Chronology - Use dates and terms related to the three periods and passing of time. Similarities and differences - compare different ages	Chronology - Use terms related to the period and begin to date events & understand more complex terms E.G. BC/AD. Similarities and differences – compare and contrast different civilisations around at the same time Continuity and Change – how Egypt has changed over time & use of River Nile
Overview	In this unit, children will learn that people have been living in Britain for a very long time. They will learn about the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools. By the Iron Age, the Celts built hill forts for protection from their enemies.	Children will learn where and when some of the earliest civilisations began including the Shang Dynasty of Ancient China, the Indus Valley and the Ancient Sumer. They will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. Children will use geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands.



HISTORY CURRICULUM OVERVIEW

CYCLE A	Spring 1 & 2	Summer 2nd
Year 5 & 6	 <p>1. World War II (abroad) 2. World War II (home)</p>	 <p>Mysterious Maya</p>
National Curriculum	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 E.G Battle of Britain. A significant turning point in British history.</i></p>	<p>A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900.</p>
Enquiry Question	<p>1. What were the significant events leading up to the Battle of Britain? 2. What was the impact of WW2 on children and also the local area – Lancashire?</p>	<p>How was Maya life similar to the ancient Egyptians and how was it different to Britons in this time?</p>
Substantive Concepts	<p>Invasion</p>	<p>Civilisation</p>
Disciplinary Concepts	<p>Chronology – when it began abroad, key dates during WWII Cause & Consequence – effect of Germany's invasion Historical Interpretation – propaganda Historical Significance – events leading up to Battle of Britain</p>	<p>Chronology – make connections between periods of history Similarities and differences – between Maya and Egyptian (pyramids, religion, writing) and contrasts with British history Historical Interpretation & Evidence – reasons for the decline of the Maya civilisation</p>
Overview	<p>In this unit, children will learn about the invasion by Germany across Eastern Europe. They will learn which countries were Allied countries and which were Axis countries. They will learn about the experiences of Jewish children during WWII and that the war created many refugees.</p> <p>In the second half term children will learn about Operation Sealion and why Hitler's plan to invade Britain in WWII was unsuccessful. They will understand the events leading up to the Battle of Britain; who was involved in the defence effort and why winning the battle is considered by many historians to be a key turning point in British history. They will learn about how civilians at home in Britain were affected by these events. Analysing sources will help them to explore how nights of consecutive air raids during the Blitz (which continued after the Battle of Britain was over) affected urban communities and find out how people tried to stay safe. Children will learn what happened to children who were evacuated from the city to the country. Finally, they will learn what the effects of WW2 was on the local area.</p>	<p>In this unit children will learn when the Maya Empire began and where in the world they settled. They will learn how their society was structured and how religions impacted on their daily life. Children will learn how the Maya civilisation were astrologers and mathematicians and they will compare and contrast comparisons between the Egyptians and British history. They will understand how the rainforest was important to their way of life.</p>