

Sedley's Church of England Primary School

<u>History Overview – Year A</u>

What are the aims	 Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 					
and intentions of this curriculum ?	 world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain and deploy historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliaments', and 'peasantry'. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discem 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- and long-term timescales. 					
	Concepts: Society and Community, Exploration and Invasion, Power, Conflict and					
	Disaster					
	 Children will: Develop an interest in the past and begin to understand how the past has influenced the world and community that we live in today. (diversity) Develop chronological understanding and an ability to question, analyse and evaluate, thus enabling them to work creatively as historians. 					

Curriculu Drivers	Community, Diversity, Creativity					
	Year 1 & 2	Year 3 & 4	Year 5 & 6			
Autumn Term	Why did London Burn Events beyond living memory How did the Great Fire change London Lives of significant individuals Samuel Pepys diary The Great Fire of London Versiti Stryand Iving (Instrativ) How did the Great Fire change London?	Why did the Ancient Egyptian build pyramids? The earliest civilisations What were the greatest achievements of the Ancient Egyptians Ancient Egyptians What were the greatest achievements of the Ancient Egypt?	How has war changed our lives? A study of British history beyond 1066 Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?			
Spring Term	Kings, Queens and Castles Lives of significant individuals Where did Kings and Queens live through time? Kings, Queens and Castles (Sprittarie individual and local places) Where did Kings and Queens live through time?	The Tudors A study of British history What was life like in Tudor England?	Anglo-Saxons and Vikings Britain's settlement by Anglo Saxons and Vikings How did England change during the settlement of the Anglo-Saxons and Vikings? Anglo-Saxons and Vikings How did England change during the settlement of the Anglo-Saxons and Vikings			
Summer Term	Toys Changes within and beyond living memory How have children's toys changed since our older relatives were little?	Did the Romans build more than just a wall? Changes in Britain How did the Roman Empire impact Britain? The Romans (The Roman Engine and is separate as brand How did the Roman Empire impact Britain?	The Shang Dynasty of Ancient China The earliest civilisations What were the greatest achievements of the Shang Dynasty of Ancient China?			

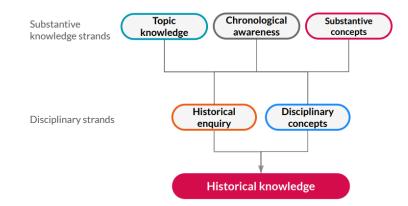


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<u>History Overview – Year B</u>

What are the aims and intentions of this curriculum?	 by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain and deploy historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliaments and 'peasantry'. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discem how and why contrasting arguments and interpretations of the past have been constructed. 				
	political, religious and social history and between short- and long-term timescales.				
	Concepts: Society and Community, Exploration and Invasion, Power, Conflict				
	and Disaster				
	Children will:				
	• Develop an interest in the past and begin to understand how the past has influenced the world and community that we live in today. (diversity)				
	• Develop chronological understanding and an ability to question, analyse and evaluate, thus enabling them to work creatively as historians.				

Curriculum Drivers	Community, Diversity, Creativity			
	Year 1 & 2	Year 3 & 4	Year 5 & 6	
Autumn Term	How has technology changed? Changes within and beyond living memory How has technology changed over time? Technology How has technology thanged over the last 60 years?	Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age How did daily life change in Britain from the Stone Age to the Iron Age? Stone Age to Iron Age (Charge an Britain from the Stone Age How did daily life change in Britain from the Stone Age to the Iron Age?	Ancient Maya Contrasting Non-European Society What similarities and difference are there between the Maya civilization and England from the 8 th to the 10 th century? Ancient Maya (A not European study that provides contrast with Billish History) What similarities and differences are there between the Maya civilisation and England from the 8 th to the 10 th century?	
Spring	Who has explored my world? Events beyond living memory, within living	Windrush Generation Lives of significant individuals	How has crime and punishment changed over time in Britain?	
Term	memory and lives of significant individuals Where have humans explored?	How have significant black individuals changed life in Britain?	Post 1066 study How has Crime and Punishment changed over time in Britain? Crime and Punishment (Post 1006 Sludy) How has crime and punishment changed over time in Britain?	
Summer Term	Hospitals and healthcare Human and physical geography and place knowledge How did Florence Nightingale and Edith Cavell help to improve hospitals? Hospitals and healthcare (Significant individuals and local individuals) How did Florence Nightingale and Edith Cavell help to improve hospitals?	Ancient Greece A study of Greek life and achievements and their influence on the world What were the greatest achievements of the Ancient Greece Made of Owek No and achievements and their interest What were the greatest What were the greatest achievements of the Ancient Greeks?	The changing power of Monarchy in Britain Post 1066 study How has the British Monarchy changed over time?	



How is the History scheme of work organised?

Substantive knowledge strands

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied. This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of Substantive (abstract) concepts.

Chronological awareness

Understanding language related to chronology Building a mental timeline of the chronological order of periods Developing awareness of general features of periods Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Tax and trade Beliefs Achievements and follies of mankind **Disciplinary strands**

Disciplinary concepts

Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations

Historical enquiry

Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, analysing and making connections Evaluating and drawing conclusions Communicating findings