



Sedley's Church of England Primary School

History Overview – Year A

<p>What are the aims and intentions of this curriculum ?</p>	<ul style="list-style-type: none">• 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.• 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 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- and long-term timescales. <p>Concepts: Society and Community, Exploration and Invasion, Power, Conflict and Disaster</p> <p>Children will:</p> <ul style="list-style-type: none">• 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.
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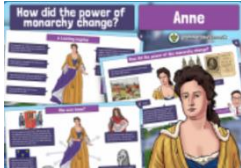
Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>Why did London Burn Events beyond living memory How did the Great Fire change London Lives of significant individuals Samuel Pepys diary</p> 	<p>Why did the Ancient Egyptian build pyramids? The earliest civilisations What were the greatest achievements of the Ancient Egyptians</p> 	<p>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?</p> 
	<p>Kings, Queens and Castles Lives of significant individuals Where did Kings and Queens live through time?</p> 	<p>The Tudors A study of British history What was life like in Tudor England?</p> 	<p>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?</p> 
	<p>Toys Changes within and beyond living memory How have children's toys changed since our older relatives were little?</p> 	<p>Did the Romans build more than just a wall? Changes in Britain How did the Roman Empire impact Britain?</p> 	<p>The Shang Dynasty of Ancient China The earliest civilisations What were the greatest achievements of the Shang Dynasty of Ancient China?</p> 

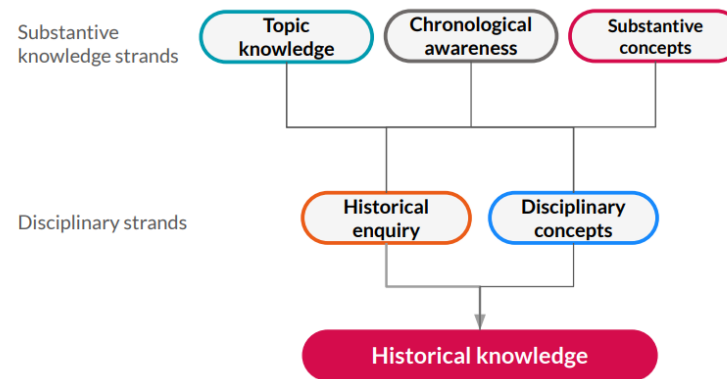


Sedley's Church of England Primary School

History Overview – Year B

<p>What are the aims and intentions of this curriculum?</p>	<ul style="list-style-type: none">• 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.• 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 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- and long-term timescales. <p>Concepts: Society and Community, Exploration and Invasion, Power, Conflict and Disaster</p> <p>Children will:</p> <ul style="list-style-type: none">• 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.
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Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>How has technology changed?</p> <p>Changes within and beyond living memory</p> <p>How has technology changed over time?</p> 	<p>Stone Age to Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>How did daily life change in Britain from the Stone Age to the Iron Age?</p> 	<p>Ancient Maya</p> <p>Contrasting Non-European Society</p> <p>What similarities and difference are there between the Maya civilization and England from the 8th to the 10th century?</p> 
Spring Term	<p>Who has explored my world?</p> <p>Events beyond living memory, within living memory and lives of significant individuals</p> <p>Where have humans explored?</p> 	<p>Windrush Generation</p> <p>Lives of significant individuals</p> <p>How have significant black individuals changed life in Britain?</p> 	<p>How has crime and punishment changed over time in Britain?</p> <p>Post 1066 study</p> <p>How has Crime and Punishment changed over time in Britain?</p> 
Summer Term	<p>Hospitals and healthcare</p> <p>Human and physical geography and place knowledge</p> <p>How did Florence Nightingale and Edith Cavell help to improve hospitals?</p> 	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the world</p> <p>What were the greatest achievements of the Ancient Greeks?</p> 	<p>The changing power of Monarchy in Britain</p> <p>Post 1066 study</p> <p>How has the British Monarchy changed over time?</p> 



How is the History scheme of work organised?

