

History Curriculum Overview

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| Rationale | <p>For all children to have:</p> <ul style="list-style-type: none"> a secure knowledge and understanding of the past both local, national and worldwide the skills and language to be able to make observations, make connections, comparisons, ask questions and evaluate to draw conclusions from what they see, learn and understand | | |
| Approach | <ul style="list-style-type: none"> Ensuring a balance of gaining knowledge, understanding and developing enquiry skills to learn about the past including chronological understanding Maximising the use of first-hand experiences and use of a range of sources to ensure the children are developing historical enquiry skills Encouraging critical thinking through the interpretation of evidence and challenging reliability of evidence Sequencing learning to make connections, understand cause and consequence and develop sound evaluations Providing a progressive, systematic building of vocabulary and concepts linking learning over time to enable secure building of knowledge, skills and understanding | | |
| Nursery | <ul style="list-style-type: none"> Describing about significant events in their own experience Remembering and talking about past and present events in their own lives and in the lives of family members | | |
| Reception | <ul style="list-style-type: none"> Understanding the difference between past and present events in their own lives Explaining some reasons why people's lives were different in the past | | |
| Y1 | <p>Communication and technology Changes in living memory</p> | <p>Victorian Life Childhood over 100 years ago</p> | <p>Local Study Significant event, person, place</p> |
| <i>Builds on prior learning</i> | <i>of significant events and family routines by establishing basic chronological frameworks and introducing simple historical evidence</i> | <i>by expanding chronological understanding to over 100 years ago</i> | <i>by developing enquiry and interpretation of 'how do we know' from last unit and applying to local context</i> |
| | <ul style="list-style-type: none"> Learning about changes in living memory through their own lives and the lives of family and teachers Exploring how changes in technology have changed the way we communicate | <ul style="list-style-type: none"> Comparing their present experiences with one period of history Exploring a variety of historical sources to learn about how experiences of life change between the past and the present. Exploring how different social classes would have experienced different lives. | <ul style="list-style-type: none"> Understanding how has our local area changed Evaluating change in use of spaces, buildings, transport, fashion through photographs and maps Asking questions and discussing reliability of sources <p>School focus: Clapham Common</p> |
| Y2 | <p>Great Fire of London</p> <ul style="list-style-type: none"> Significant event beyond living memory | <p>Comparing life in different periods</p> <ul style="list-style-type: none"> hospitals and health Florence Nightingale, Mary Seacole, Joseph Bazelgette | <p>Events and people</p> <ul style="list-style-type: none"> Rights and equality - race, sex, religion Suffragettes; Ruby Bridges, Rosa Parks, Nelson Mandela, Malala Yousafzai, Universal Declaration of Human Rights |
| <i>Builds on prior learning</i> | <i>by exploring a significant national historical event that takes place in a different historical context and over a more extended period.</i> | <i>By extending from experience of childhood life to consider wider national changes but keeping within same time period as Y1 unit</i> | <i>By extending thinking about rules in RE to events and people who have created change in society</i> |
| | <ul style="list-style-type: none"> Using a variety of physical and written sources to learn about an event significant in national life. Constructing historical narratives and evaluating source material Making connections: cause and consequence Comparing 2 versions of same event - perspective | <ul style="list-style-type: none"> Understand changes in aspect of national life through the work of individuals Exploring and evaluating the lives of significant individuals in British history Understanding the historical context of the individuals' work through historical sources, interactive museum visits and discussions. | <ul style="list-style-type: none"> Understand events lead to change in nationally and globally (beyond and within living memory) Comparing aspects of life in different periods to present day Can say why some people are remembered more than others Can understand how past events fit into a chronological timeline |
| | <p>Local Study - Significant event, person, place</p> <ul style="list-style-type: none"> History of our school; School of grandparents/community <i>by expanding the changes over 3 time periods through relatable aspect of education from Victorian, 50 years ago and now.</i> Comparing similarities and difference through study of school photos and evidence Using oral history as evidence to draw conclusions, make links Compare time and place – how school experience varies with country, society, culture, history Analyse key changes over time – 3 time periods. | | |
| Y3 | <p>The Romans In Britain</p> | <p>Ancient Egypt Civilisation</p> | <p>Changes from Stone Age to Iron Age</p> |
| <i>Builds on prior learning</i> | <i>Building on prior learning by exploring a significant period of British history interconnected with European history.</i> | <i>by expanding pupils' chronological framework; links with prior learning on the Romans as a culture that impacted Britain by now exploring a distant culture in its own context.</i> | <i>with links to the Roman invasion of Britain and comparatively with the achievements of Ancient Egyptians during chronological overlap.</i> |
| | <ul style="list-style-type: none"> Asking questions about where evidence comes from and its reliability Understanding the motivations for and organisation behind the Roman Conquest of the British Isles including the power of the Roman army Evaluating contradictory historical narratives through the study of Boudicca and the rebellion against Roman rule <p>Explaining impact of Roman rule in changes to the fabric of British life; introducing concept of legacy</p> | <ul style="list-style-type: none"> Understand the culture and society of a significant culture and its achievements Developing understanding of civilisation and legacy through study of architecture, culture, language Understanding how discovery and interpretation of sources is constantly changing perspectives and historical understanding <p>Make comparisons within the period in Ancient Egypt and how this fits into the picture of world history</p> | <ul style="list-style-type: none"> Understand life of Stone Age hunter gatherers in Britain. Understanding the limitations in historical evidence of the Stone Age and interpreting cave paintings, monuments and others evidence - Otzi the Ice-man <p>Explaining creation of the first settlements, and the transitions that moved from the Stone Age to the Iron Age: e.g. Skara Brae, Maiden Castle.</p> |
| | <p>Local Study: How the local area has changed <i>School Focus: Northcote Road; Clapham Junction</i> <i>Builds on learning from Y1 extending depth of interpretation of sources and identifying themes and reasons for change. Wider areas of locality. Links to sustainability of food.</i></p> <ul style="list-style-type: none"> Analysing streets photographs over a range of time to now and how they are now <p>Identifying significant changes: leisure, amenities, transport, shops, clothing,</p> | | |

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| Y4 | The changing power of monarchs: The Tudors | Settlement by Anglo-Saxons and Scots | Viking raids and invasion |
| <i>Builds on prior learning</i> | <i>establishing a chronological framework of British history and applying many of the historical themes and disciplines of the Ancient Egypt unit in Year 3 to a British context</i> | <i>by exploring different ideas of kingship in contrast to Tudors. Builds on the chronological framework established with the Romans and aspects of civilisation from Ancient Egypt.</i> | <i>by linking the overlapping periods and seeing them side by side. Develops the chronological framework established with the Romans unit in Year 3 and motivations for invading and settling</i> |
| | <ul style="list-style-type: none"> Establishing changing themes, dynamics and ideas in British history within the reigns of two monarchs. Comparing reign of Henry VIII and Elizabeth I through style of power, presentation and policies. Analysing range, purpose and reliability of historical evidence to make inferences including: portraits as a form of propaganda, architecture, fashions and ceremonies Understanding of the importance of religion, colonisation, empire, trade, philosophy and emerging sciences | <ul style="list-style-type: none"> Understanding reasons for the collapse of Roman power in Britain children and the arrival and settlement of Anglo-Saxons. Using a variety of evidence types to expand the range of valid historical questions and narratives Placing the Anglo-Saxon kingdoms in context through the examination of physical evidence Appreciating the organisation of society and cultural wealth of the Anglo-Saxons Understanding the motivations and impact of Viking raiders and settlers at the time Understanding of impact now with settlements and names | <ul style="list-style-type: none"> Understand the motivations and impact of Viking raiders and settlers at the time Evaluate the connections to present day in place names and language Exploring imagery and evidence for reliability in how Vikings are portrayed Using a variety of evidence types to expand the range of valid historical questions |
| <p>Local Study: A study of an aspect of history or a site that is significant in the locality: The First Railways School Focus: Clapham Junction <i>Builds on prior learning by using national themes to explore a discrete local context. Using new types of historical evidence (maps and census records) to establish a historical narrative</i></p> <ul style="list-style-type: none"> Exploring how national changes can effect local life: transport and industrialisation Explain changes to the local area brought on by industrialisation and mechanisation. Understanding connections in social history in housing, work, immigration, livelihoods and public health in the local area | | | |
| Y5 | Ancient Greek Civilisation <i>of civilisation, legacies of Rome and Ancient Egypt,</i> | Early Islamic Civilisation including Baghdad | Local Study: significant people <i>of significant individuals in Y2, in RE and history in English and tackling discrimination unit in RE in Y5</i> |
| <i>Building on prior learning</i> | | <i>by exploring the history of an advanced non-European civilisation, placing it in context with previous units covered and contrasting with British history. Islam will have been studied.</i> | |
| | <ul style="list-style-type: none"> Exploring major innovations in philosophy, democracy, culture and society Using historical evidence from a variety of periods to make connections about life at the time Understanding the city states of Ancient Greece; exploring their political systems, societies and cultures. Identifying and explaining the significance of the development in society at the time and now | <ul style="list-style-type: none"> Knowing when and where Islamic civilization developed and including the importance of Baghdad Explaining the importance of learning to the life of Baghdad (<i>including literature, medicine, Silk Road</i>) Comparing life in 900 AD to life today Understanding the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire | <ul style="list-style-type: none"> Investigating significant local people through plaque or cemetery study. Exploring concept of subjective historical narratives. Using historical evidence to evaluate the lives and achievements of local individuals <p>SCHOOL FOCUS:</p> <ul style="list-style-type: none"> William Wilberforce, Clapham Sect Edward Thomas |
| Y6 | World War II Significant turning point in British history | Movement and Migration: Who are the British | Local Study |
| <i>Builds on prior learning</i> | <ul style="list-style-type: none"> Explaining life during WW2 – focus on Blitz in London - local area links using varied historical sources about the causes of World War Two Understanding experiences of different sections of British and Commonwealth society during the war. Evaluating the purpose of different texts during the war. Exploring role of propaganda motivating soldiers on both sides Exploring problems faced by children and families Evaluating how the war changed Britain, and led to changes in national life welfare state, reconstruction | <ul style="list-style-type: none"> Exploring changes in British national life and culture through the arrivals of many groups of people – including school community Applying chronological understanding, linking knowledge of settlement including Anglo Saxons, Celts, Vikings, Romans to present day Focusing on recent patterns of migration since WW2 including impact of Commonwealth; Windrush and more recent Using a range of evidence to evaluate, support and critique historical narratives | <ul style="list-style-type: none"> Exploring the impact of WW2 on local area Using maps and photos to evaluate changes over time Explaining impact of specific events to the locality <p>SCHOOL FOCUS:</p> <ul style="list-style-type: none"> Clapham Common, Clapham South Shelter, Clapham Bus Garage, Balham Bombing. Local evacuation stories |