



Curriculum overview for parents and carers

History

A summary of key History learning for Reception to Year 6.

Reception (EYFS)

Unit 1

Peek into the past

Reflecting on memories and experiences from the children's own past and discussing images of familiar situations in the past. The children also identify similarities and differences between photos, images and objects from the past and present day.

Activity 1: Can you guess who?

Studying their peers' baby photographs, identifying that they have all changed over time and using language about the past when describing these changes.

Activity 2: Past and present

Making simple observations, deciding whether photographs depict the past or not.

Activity 3: My life timeline

Creating a timeline to develop an understanding of personal chronology.

Activity 4: Toy box

Observing a range of toys and beginning to recognise similarities and differences between the past and present.

Activity 5: Spot the difference

Comparing pictures from past and present, identifying some similarities and differences.

Unit 2

Adventures through time

Comparing and contrasting characters from various stories set in the past, including historical figures. The children also identify similarities and differences between the characters to enhance their understanding of the past.

Activity 1: Family tree

Positioning images of children, parents and grandparents on a family tree to show who is older and younger.

Activity 2: My achievements

Recognising some interests and achievements from their own lives and the lives of their families and friends.

Activity 3: Treasure box

Recognising that kings and queens are usually important, powerful people who rule over others.

Activity 4: Picture detective

Using photographs and stories to compare the past with the present day.

Activity 5: Transport through time

Using photographs and stories to compare modes of transport from the past with the present day.

	Year 1	Year 2
Autumn	<p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory, the children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p>How was school different in the past?</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>
Spring	<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, the children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>	<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>
Summer	<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, the children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Discuss ways in which these significant people could be remembered.</p>	<p>What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>

	Year 3	Year 4
Autumn	<p>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</p> <p>Looking at the chronology of mankind from the Stone Age to today, the children are introduced to Britain's past. Using archaeological evidence, to learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>How have children's lives changed?</p> <p>Exploring the continuities and changes to children's lives through time, the children learn about past leisure activities, health problems and work. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.</p>
Spring	<p>British history 2: Why did the Romans settle in Britain?</p> <p>Developing their chronological awareness of AD and BC, the children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, and how the Romans still influence our lives today.</p>	<p>British history 3: What changed in Britain after the Anglo-Saxon invasion?</p> <p>Developing understanding of why people invade and settle, the children learn about the Anglo-Saxon invasion and Viking raids, Anglo-Saxon beliefs and how Christianity spread. Investigating Anglo-Saxon settlements and how the period of Anglo-Saxon rule came to end.</p>
Summer	<p>What was important to ancient Egyptians?</p> <p>Developing their understanding of how ancient civilisations emerged, the children explore the geography of Ancient Egypt and the significance of the River Nile. They learn how historians use evidence like the Rosetta Stone to uncover the past and examine the role of religion in daily life through beliefs about gods, goddesses and the afterlife. Additionally, they consider how these beliefs were reflected in mummification practices and burial items.</p>	<p>How did the achievements of the ancient Maya impact their society and beyond?</p> <p>Investigating historical and archaeological evidence, the children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>

	Year 5	Year 6
Autumn	<p>British history 4: Were the Vikings raiders, traders or something else?</p> <p>Extending their understanding of different societies, the children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>What does the census tell us about local areas?</p> <p>Investigating the census records of different areas, the children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.</p>
Spring	<p>British history 5: What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, the children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>	<p>British history 6: What was the impact of World War 2 on the people of Britain?</p> <p>Extending their chronological knowledge beyond 1066, the children learn about how World War 2 changed British society. They discover the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War 2 and consider how migrants helped the war effort.</p>
Summer	<p>What is the legacy of the ancient Greek civilisation?</p> <p>Through investigating the city states of Athens and Sparta, the children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>Option 1: Unheard histories: Who should go on the £10 banknote?</p> <p>Investigating why historical figures are on banknotes and learning about the criteria for historical significance. The children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure for the £10 note.</p> <p>Option 2: What was the Sikh Empire? (6 lessons)</p> <p>Using a wide range of sources, the children learn about the development of the Sikh Empire under the leadership of Ranjit Singh and consider the beliefs that influenced his reforms in the Punjab. They learn about the significance of Lahore as a trading hub. Pupils use a criteria to explore what makes Ranjit Singh historically significant and compare his achievements to his granddaughter, goddaughter of Queen Victoria and suffragette, Princess Sophia.</p>