

History Overview

Unit I Overview



Curriculum Aims:

The national curriculum for history aims to ensure that all pupils:

- 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 a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Schema: My Locality	Schema: Settlement	Schemata: Settlement Civilisation & Society	Schemata: Settlement Invasion & Empire	Schemata: Invasion & Empire Power & Leadership	Schemata: Invasion & Empire Power & Leadership
Unit Title: My grandparents’ lives	Unit Title: The Great Fire of London	Unit Title: Stone Age, Bronze Age, Iron Age	Unit Title: The Roman Empire	Unit Title: Anglo-Saxons and Vikings	Unit Title: Kings and Queens
Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]• significant historical events, people and places in their own locality.		Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age	Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• the Roman Empire and its impact on Britain	Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• Britain’s settlement by Anglo-Saxons and Scots• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Essential Knowledge: (Substantive/Subject) My <i>parents’</i> parents are <i>my</i> grandparents. Life is different in different generations and my grandparents’ generation was different to mine. Where my grandparents are from. What entertainment/technology/etc my grandparents had.	Essential Knowledge: (Substantive/Subject) When, where, how and why the Great Fire of London occurred. What a fire brigade is, and what this has been over time. E.g.: starting as private insurers, then public servants, then the formation of a brigade Strategies used over time to fight fires. Samuel Pepys - general info and his diary	Essential Knowledge: (Substantive/Subject) The sequence of the three ages. How society changed over time from hunter-gatherer, to farming, to trade. How technology such as stone tools developed. The Stone Age can be split into 3 parts: palaeolithic, mesolithic, neolithic - and what this meant What homes looked like - considering migration versus settlement, leading into hillforts and eventually Celts. Roundhouse and what these teach us	Essential Knowledge: (Substantive/Subject) Celts existed already. The fall of Boudicca. Hadrian’s Wall. Roads and towers. Roman villas compared to existing settlements. The role of religion. Rome was founded in 753 BC and Romans conquered many lands to grow their empire. The structure of the Roman Empire - emperor and legion.	Essential Knowledge: (Substantive/Subject) What Vikings were, where they came from, how and why they travelled. Lindisfarne as a point of entry. The origin of Anglo-Saxons - Saxons, Angles, Jutes The Seven Kingdoms. The role of religion. Laws and punishments.	Essential Knowledge: (Substantive/Subject) Leadership before 1066. Post-1066: William the Conqueror King John King Richard III Henry VIII Queen Elizabeth I King Charles I Queen Victoria Queen Elizabeth II King Charles III

		about past society.	The geographical spread of the Roman Empire - not just Italy and England. Links to the Roman Empire still left over - roads, place names, Roman Numerals, etymology		The above should be taught in comparison and contrast to a wide variety of monarchs and other leaders from around the world, and eras.
Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, mapping history in abstract ways (e.g.: timelines, family trees, etc)., formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, sequencing events, building simple timelines, comparing and contrasting, reporting and presenting information, beginning to analyse sources of information (diary), cause and effect	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, sequencing events, building simple timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology rather than sources, building models/dioramas, cause and effect	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, sequencing events, building simple timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology and sources of information, carrying out research, building models/dioramas, map skills, cause and effect	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, sequencing events, building timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology and sources of information, carrying out research, building models/dioramas, map skills, cause and effect	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence - including current affairs, sequencing events, building timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology and sources of information, carrying out research, map skills, cause and effect, linking history to wider politics (religious, socio-economic, etc).
Links to prior learning: See EYFS LTP	Links to prior learning: Y1 - Sequencing events.	Links to prior learning: Y1 - Family structures through time. Y2 - Use of tools. Y2 - Exploring sources of information.	Links to prior learning: Y2 - London Y2 - Inventions Y3 - Direct chronological continuation and societal structures. Y3 - People in power.	Links to prior learning: Y1 - Role of women. Y2 - Role of London. Y3 - What settlements were like. Y3 - People in power. Y4 - Movements of and changes to populations over time. Journey arrows, etc. Y4 - Changes to the English language.	Links to prior learning: Y1 - Monarch when our grandparents were alive. (Queen Elizabeth II) Y2 - Monarch during the great fire of London. (King Charles II) Y2 - British monarchy and our locality. Y3 - Changing societal structures in Britain. (hunter-gatherers, farmers, traders) Y3 - Ancient Egyptian rulers and gods. Y4 - Roman Emperors. Y4 - Ancient Greek democracy and gods. Y5 - 7 Anglo-Saxon kingdoms, 1st king of England, Viking and Norman battles for power and their leaders. Y5 - Ancient Islamic leaders - Caliphate and Mongolian invaders.
Links to future learning: Y1 - Exploring links we hold with LHR. Y2 - Sequencing events. Y2 - Exploring links we hold with LHR, especially routes of diaspora. Y3 - Family structures through time. Y4 - The role of children in society.	Links to future learning: Y3 - Use of tools. Y3 - Exploring sources of information. Y3 - Civil engineering - layout of housing vs irrigation and access to resources. Y4 - London Y4 - Inventions Y5 - Role of London. Y5 - Civil planning - layout of buildings/wider area. Y5 - Literary sources and scholarship as evidence. Y6 - Monarch during the great fire of London. (King Charles II) Y6 - Decisiveness in times of crisis and emergency.	Links to future learning: Y3 - Human ingenuity and the role of inventions and tools. Y4 - Direct chronological continuation and societal structures. Y4 - Societal structure. Y4 - Religious beliefs and their impact on daily life. Y5 - What settlements were like. Y5 - People in power. Y5 - Ancient civilisations. Y6 - Changing societal structures in Britain. (hunter-gatherers, farmers, traders) Y6 - Tools, machines, weapons. Y6 - Post-life rituals and customs.	Links to future learning: Y4 - What the ancients did for us/left behind. Y5 - Movements of and changes to populations over time. Journey arrows, etc. Y5 - Changes to the English language. Y5 - What the ancients did for us/left behind. Y5 - Methods of invasion, attack and defence. Y6 - Roman Emperors. Y6 - The spread of empires and armies. KS3 - ideas, political power, industry and empire: Britain	Links to future learning: Y5 - Exploring the reasons for invasion. Y6 - People in power. Y6 - Battle strategies. E.g. propaganda KS3 - The development of Church, state and society in Medieval Britain. KS3 - ideas, political power, industry and empire: Britain	Links to future learning: KS3 - ideas, political power, industry and empire: Britain KS3 - challenges for Britain, Europe and the wider world

History at Beavers

Unit 2 Overview



Curriculum Aims:

The national curriculum for history aims to ensure that all pupils:

- 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 a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Schemata: Settlement Civilisation & Society	Schemata: Settlement Civilisation & Society	Schemata: Power & Leadership Civilisation & Society	Schemata: Power & Leadership Civilisation & Society	Schemata: Invasion & Empire Civilisation & Society	Schemata: Invasion & Empire Power & Leadership
Unit Title: Women in flight	Unit Title: Flight in Hounslow	Unit Title: Ancient Egypt	Unit Title: Ancient Greece	Unit Title: Ancient Islam	Unit Title: World War Two
Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]• significant historical events, people and places in their own locality.		Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• Ancient Greece – a study of Greek life and achievements and their influence on the western world	Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Subject Content: Pupils should be taught about: <ul style="list-style-type: none">• a local history study• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Essential Knowledge: (Substantive/Subject) What flying is (and is not e.g. gliding, falling, etc) How flying works How aviation relates to our school and wider locality General history of flight Female Significant Individuals	Essential Knowledge: (Substantive/Subject) LHR in the past, present, future How LHR relates to our school Buildings in our area Local jobs in aviation How the local landscape has changed because of LHR	Essential Knowledge: (Substantive/Subject) Pharaoh, slavery, Moses (R.E. links), BCPS timeline - link to wider world events eg pyramids and mammoths, Where is Egypt? Modern vs Ancient Egypt Daily life in Ancient Egypt King Tut. and other leaders Education - writing and careers Belief - Gods dictated everyday life Hieroglyphics as a source How life revolves around the Nile	Essential Knowledge: (Substantive/Subject) Everyday life in Ancient greece, Modern versus Ancient Greece, The Greek Empire how it started/grew/maintained+impact of it Greek achievements/influence on the Western World e.g. democracy philosophy, war strategies, etc. Greek writing, educated masses, hierarchy, writers+stories, God(desse)s and other myths/legends as cautionary tales, war games eg trojan horse,	Essential Knowledge: (Substantive/Subject) “Invasion” - captured, sacked, burned Must include a study of Baghdad circa AD900 (aka 900 CE) Baghdad now vs then (now it’s Iran+Iraq). The House of Wisdom - scholarship and its effect on the world The Caliphate - the 1st caliph Roles and responsibilities Trade+power linked to The Silk Road Siege of Baghdad when the Mongols invaded (links to Genghis Khan)	Essential Knowledge: (Substantive/Subject) “Invasions” - bombing “Power-play” - Japan, Winston Churchill, neutrality of Spain and Switzerland, Allied Forces versus The Axis of Power Basic WW2 info Countries involved Choice-makers: eg Evacuation, Rationing, Holocaust Key leaders and their styles/politics/techniques/strategies Battle of Britain - links to KS1 flight

			Ancient Greece on timeline compared to other known eras, God(desse)s important as they influenced daily practices		
Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas, applying map skills to show change over time	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas, considering cause and effect, deciphering language/symbols for meaning	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas, considering cause and effect, deciphering language/symbols for meaning, map skills for various purposes e.g.: war strategies, change over time, comparison to other ancient civilisations, etc	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and creating diagrams and build models/dioramas, considering cause and effect, map skills for various purposes e.g.: war strategies, change over time, comparison to other ancient civilisations, etc	Essential Skills: (Disciplinary/Procedural) Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and creating diagrams and build models/dioramas, considering cause and effect, map skills for various purposes e.g.: war strategies, change over time, motivations for conflict/neutrality, etc
Links to prior learning: See EYFS LTP Y1 - Exploring links we hold with LHR.	Links to prior learning: Y1 - Exploring links we hold with LHR, especially routes of diaspora. Y1 - Women in flight.	Links to prior learning: Y2 - Civil engineering - layout of housing vs irrigation and access to resources. Y3 - Human ingenuity and the role of inventions and tools.	Links to prior learning: Y1 - The role of children in society. Y3 - Societal structure. Y3 - Religious beliefs and their impact on daily life. Y4 - What the ancients did for us/left behind.	Links to prior learning: Y2 - Civil planning - layout of buildings/wider area. Y2 - Literary sources and scholarship as evidence. Y3 - Ancient civilisations. Y4 - What the ancients did for us/left behind. Y4 - Methods of invasion, attack and defence. Y5 - Exploring the reasons for invasion.	Links to prior learning: Y1 - Women in flight. Y1 - The impact of WW2 on families. Y2 - Flight in Hounslow. Y2 - Decisiveness in times of crisis and emergency. Y3 - Tools, machines, weapons. Y3 - Post-life rituals and customs. Y4 - Democracy versus dictatorship. Y4 - The spread of empires and armies. Y5 - Laying siege and other battle strategies.
Links to future learning: Y2 - Sequencing events. Y2 - Exploring links we hold with LHR, especially routes of diaspora. Y6 - Airfields and wartime effort.	Links to future learning: Y3 - Use of tools and materials Y3 - Exploring sources of information. Y3 - Civil engineering - layout of housing Y4 - London Y4 - Inventions Y5 - Role of London. Y5 - Civil planning - layout of buildings/wider area. Y6 - British monarchy and our locality. Y6 - Flight in Hounslow. Y6 - Decisiveness in times of crisis and emergency.	Links to future learning: Y4 - Direct chronological continuation and societal structures. Y4 - People in power. Y4 - Religious beliefs and their impact on daily life. Y5 - What settlements were like. Y5 - People in power. Y5 - Ancient civilisations. Y6 - Ancient Egyptian rulers and gods. Y6 - Tools, machines, weapons. Y6 - Post-life rituals and customs. KS3 - significant society or issue in world history and its interconnections with other world developments	Links to future learning: Y5 - Movements of and changes to populations over time. Journey arrows, etc. Y5 - Changes to the English language. Y5 - What the ancients did for us/left behind. Y5 - Methods of invasion, attack and defence. Y6 - Ancient Greek democracy and gods. Y6 - Democracy versus dictatorship. Y6 - The spread of empires and armies.	Links to future learning: Y6 - Ancient Islamic leaders - Caliphate and Mongolian invaders. Y6 - Laying siege and other battle strategies.	Links to future learning: KS3 - ideas, political power, industry and empire: Britain KS3 - challenges for Britain, Europe and the wider world