

History Curriculum Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Families through the ages To talk about their families and their experiences in the past tense. Dinosaurs To know that dinosaurs lived in the past not current day.		Arctic Animals To know that some animals lived in the past not current day.		Police in the past To know that the police were different in the past. To compare to the police in the past to the current day.	
Reception	Families through the ages To know families are very different people. To know some of the objects people used in the home are the same and some are different. Dinosaurs To know dinosaurs are prehistoric creatures that existed a long time ago but are now extinct. To know some dinosaurs ate meat and some ate plants. To know that fossils tell us about the past. To know there are different types of dinosaurs such as a Tyrannosaurus Rex, Triceratops and a Stegosaurus.	Role in Society To know letters are used to keep in touch with people. To know post men and women help us to deliver letters and parcels to other people. To know some of the ways letters are delivered have changed	Castles To know castles were the home of Kings and Queens. To know that castles were designed to keep people safe. To know castles are made up of different parts- moat, high walls, drawbridges. To know that castles were built on hills to make it hard to access to view approaching enemies.	Toys To know roller skates have changed over the years. To know in the past they were made from wood and now they are made from different materials.		Lighthouses To know lighthouses are towers with a light built near to the sea. To know they help ships to see the way in the dark. To know there used to be lots of lighthouses now there are only a few. To know the light used to be a lamp and now it is an electrical light.
Year 1		Standish in the past What was Standish like when our			Wright Brothers, Bessie Coleman, Amelia Earhart Who are significant people	

		<p>Grandparents were children?</p> <p>To use photographs to identify features of Standish.</p> <p>To understand what Standish provided for the community.</p> <p>To ask questions about Standish in the past.</p> <p>To remember stories from people about Standish in the past.</p> <p>To identify similarities and differences between Standish then and now.</p>			<p>in the history of aviation and what did they do?</p> <p>To know who the Wright Brothers were.</p> <p>To understand the key event of the first aeroplane flight.</p> <p>To know who Bessie Coleman is and why she is significant.</p> <p>To know who Amelia Earhart is.</p> <p>To explain the significant events of Amelia Earhart's life.</p>	
<p>Year 2</p>	<p>Queen Elizabeth</p> <p>Why is Queen Elizabeth and Queen Victoria such significant people?</p> <p>To know who Queen Elizabeth II is.</p> <p>To understand Queen Elizabeth II's achievements.</p> <p>To understand who Queen Victoria was and her importance</p>		<p>The Great Fire of London</p> <p>Why is was the Great Fire of London such a significant event?</p> <p>To know what the Great Fire of London was and how it started.</p> <p>To understand why the fire burned for so long.</p> <p>To recognise how we know about the Great Fire of London.</p> <p>To understand what changes were made to make London safer.</p>		<p>Neil Armstrong, Mae Jemison and Matthew Henson.</p> <p>Why are Neil Armstrong and Christopher Columbus significant?</p> <p>To know who Neil Armstrong was and why he is a significant individual.</p> <p>To know who Mae Jemison is and why she is a significant individual.</p>	

	<p>during the Victorian Period. To compare Queen Victoria and Queen Elizabeth.</p>				<p>To know who Matthew Henson is and why he is a significant individual.</p> <p>To make comparisons between Neil Armstrong and Matthew Henson</p>
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age What was Prehistoric Britain and how did life change and develop during this time?</p> <p>To know what the Prehistoric Period is and when this happened. To know and compare how people obtained food across the ages and the tools they used to do so (Cheddar Man). To know how settlements and lifestyle changed from the Stone to Iron Age. To understand why prehistoric Britain came to an end.</p>			<p>Egyptians How have the Ancient Egyptians left such an impact on our world today?</p> <p>To know the achievements of the first civilisations. To know where and when the first civilisations appeared in Ancient Egypt. To know the importance of the River Nile for settlement and life To know the legacy of the Ancient Egyptians. To know what the Ancient Egyptians believed about Pharaohs. To know what the Egyptian Gods meant to the people. To know the steps in the process of mummification and know about beliefs in afterlife.</p>	

Year 4		<p>Ancient Greeks Why was democracy in Ancient Greece significant and why were there such differences between the people?</p> <p>To know who Alexander the Great was and how he controlled the empire. To know what the Ancient Greeks beliefs were about Gods. To know what the Ancient Greek Olympics were like. To know how democracy began in Ancient Greece. To understand the legacy of the Ancient Greeks.</p>	<p>The Roman Empire and its impact on Britain. How and why were the Romans so successful in their invasion and why is the Roman Empire still significant to us today?</p> <p>To know how the Roman empire expanded through invasion(Aurelian Moors, Ivory Bangle Lady, Beach Head Lady) To know how and why the Roman Armies were so successful To know about British resistance. To know about the legacy of the Romans. To know what the Romans believed about the afterlife. To know how Britain changed from the Iron Age to the end of the Roman occupation.</p>		
Year 5	<p>Anglo Saxons What was the role of the Anglo-Saxons in the fall of the Roman Empire and what was life like as an Anglo Saxon?</p> <p>To understand the Anglo-Saxons role in the fall of the Roman Empire. To know that England was divided into</p>		<p>Vikings How and why did the Vikings raid Britain and how did their beliefs and lifestyle differ from the Anglo-Saxons?</p> <p>To know about the origins of the Vikings and why were their invasions were so successful.</p>	<p>Islamic Civilisation What impact did the Golden Age have on Europe?</p> <p>To know about the Prophet Mohammad and how he is associated with the Golden age. To understand the Golden Age of Islam through a study of Bagdad c. AD 900</p>	

	<p>different Kingdoms.</p> <p>To understand the beliefs of the Anglo Saxons.</p> <p>To know about the lifestyle of the Anglo Saxons.</p> <p>To understand the legacy of the Anglo-Saxons.</p>		<p>To know how the Vikings settled.</p> <p>To know about the Viking invasions.</p> <p>To know who Alfred the Great is and his achievements.</p> <p>To know about the lifestyle of Vikings.</p> <p>To understand the beliefs of the Vikings.</p>	<p>To know the part the Golden age played in improving healthcare.</p> <p>To compare the Golden Age of Islam with the Dark Ages of Europe.</p> <p>To know why the Golden age ended and the impact it had.</p>		
Year 6			<p>Crime and Punishment- Anglo Saxons, Victorians and current day.</p> <p>What were the typical crimes and punishments of the Anglo- Saxons and Victorians and how has the history of crime and punishment changed to modern day?</p> <p>To recall and explain what life was like as a citizen in Anglo-Saxon Britain.</p> <p>To identify and explain the typical crimes and punishments of Anglo-Saxon Britain.</p> <p>To know who the Victorians were and how the country was ruled during this time.</p> <p>To understand the lifestyle and culture during Victorian times.</p> <p>To identify and explain the typical crimes and punishments of Victorian times.</p>		<p>Industrial Revolution</p> <p>What was the Industrial Revolution and why was it so significant?</p> <p>To know what the industrial revolution was and why it happened.</p> <p>To know the impact of the industrial revolution on transport.</p> <p>To know the impact of the industrial revolution on mining.</p> <p>To know the impact of the industrial revolution on production in cotton mills.</p> <p>To know when and why the industrial revolution ended.</p>	

			To evaluate what I have learnt about the history of crime and punishment in Britain and compare to the modern methods of crime prevention and detection (Norwell Roberts-Met's First Black Police Constable)		
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