



The Eliot Bank and Gordonbrock Schools Federation



HISTORY CURRICULUM OVERVIEW

Progression of knowledge and skills

	Knowledge and skills
Reception	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <ul style="list-style-type: none">● To comment on images of familiar situations in the past● To compare and contrast characters from stories, including figures from the past● To talk about the live of the people around me and their roles in society [ELG]● To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class [ELG]● To understand the past through settings, characters and events encountered in books read in class and storytelling [ELG] <p>[Bold indicates ELG.]</p>

	Knowledge	Skills
Year 1	<p>How are toys of today better than the toys of the past? Why / Why not?</p> <ul style="list-style-type: none"> • To describe the characteristics of old and new toys. • To identify the similarities and differences between old toys and new toys. • To know about the toys my parents/ carers and grandparents played with. • To say whether a toy is old or new and why. • To talk about a toy inventor and describe ways life was different when they lived. <p>How was your grandparents' childhood home different from yours?</p> <ul style="list-style-type: none"> • To find out about homes from the past • To identify the key features of homes built a long time ago • To identify the differences between two homes built at different times • To identify and describe what some household objects from the past were used for and say why I think this • To identify the different types of homes in my local area • To describe the common external features of homes • To describe some human and physical features of the local area • To know that there are different types of homes in different areas (e.g. cottages in rural areas) • To explain why people did things in the past. (e.g. use a dolly and not a washing machine) 	<p>Are toys of today better than the toys of the past? Why / Why not?</p> <ul style="list-style-type: none"> • To sort toys into chronological order and use relevant time language to give reasons and describe this • To look at toys from the past and ask relevant questions for example, 'what were they used for?' • To listen to stories to help me find out about the past • To look at different sources to find out about toys then and now <p>How was your grandparents' childhood home different from yours?</p> <ul style="list-style-type: none"> • To place homes in chronological order and explain why • To ask and answer questions about old and new homes • To look closely at household objects and pictures from the past and ask, 'what were they used for?' and try to answer • To use words and phrases such as: now, a long time ago, before I was born, when my parents/grandparents were young • To look at different sources to find out about homes then and now
Year 2	Why wouldn't the Great Fire of London happen again?	Why wouldn't the Great Fire of London happen again?

	<ul style="list-style-type: none"> ● To know when and how the Great Fire of London started, spread and ended ● To describe the impact of the Great Fire ● To give some reasons why there hasn't been a similar fire in London since ● To explain why Samuel Pepys is important <p>Who likes to be beside the seaside?</p> <ul style="list-style-type: none"> ● To describe what a holiday would have been like at different times in the past. Elements to include: entertainment, travel, clothing, food ● To use information I have found out about the past to describe similarities and differences in holidays in the past and now 	<ul style="list-style-type: none"> ● To identify places linked to the Great Fire on a map and use a map to retell events ● To use a map to identify differences London now and then ● To order the events of the Great Fire of London ● To place the Great Fire of London on a timeline ● To use appropriate language associated with the passing of time ● To identify different ways in which the past is represented (e.g. diaries, paintings) and ask questions about these ● To talk about the effectiveness of sources and how reliable they are ● To find out about the Great Fire of London using different sources (e.g. paintings, stories, eye witness accounts, artefacts, visits) <p>Who likes to be beside the seaside?</p> <ul style="list-style-type: none"> ● To use aerial photographs to recognise landmarks and basic human and physical features of an area and to compare different locations ● To record observations about the physical features of the seaside. ● To sequence photos from different periods ● To suggest different ways to find out about holidays in the past ● To collect information about the past by asking questions of people who were alive before me and from objects and pictures
Year 3	<p>Why do I have to go?</p> <ul style="list-style-type: none"> ● To identify changes that happened to my local area as a result of WWII. ● To describe the impact of WWII on daily life in my local area. ● To find out about everyday lives of people during this period and compare my own life. ● To give reasons for evacuations and understand why people had to do it. ● To know about some of the significant individuals during this period (Churchill, Hitler) <p>Finders keepers?</p>	<p>Do I have to go?</p> <ul style="list-style-type: none"> ● To use a range of maps and aerial photographs (London, local area, street level) to help identify differences between the local area now and the local area at the time of World War II. ● To sequence the events of WWII. ● To place WWII on a timeline of other events I have studied (great fire of London, Victorians...). ● To remember some key dates. ● To use a range of sources to find out about the period I am studying. ● To use different sources to ask and answer questions. <p>Finders keepers?</p>

	<ul style="list-style-type: none"> ● To know where and when the earliest civilisations appeared (including Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty) ● To describe features of everyday life in Ancient Egypt and compare them with my life ● To describe some Ancient Egyptian beliefs ● To know why and how the pyramids were built ● To give reasons why the Nile was important in Ancient Egypt ● To describe some of the developments that happened during this civilisation and find out about the impact they had on the future ● To know about some significant individuals in this period (Cleopatra, Tutankhamun etc.) 	<ul style="list-style-type: none"> ● To describe the main physical features of Egypt and compare them to the UK ● To recognise that the past can be divided into periods, eg ancient, modern, BC, AD ● To understand that archaeologists have helped us find out more about the past ● To identify and give reasons for different ways in which the past is represented ● To look at a range of different sources and evaluate their usefulness
<p>Year 4</p>	<p>How have the Romans and Celts affected my life?</p> <ul style="list-style-type: none"> ● To use evidence to describe and compare the houses and settlements of Celtic tribes and Romans in Britain ● To use evidence to describe and compare the culture and leisure activities of the Celts and Romans ● To use evidence to describe and compare the clothes, way of life of the Celts and Romans ● To compare the lives of the people then to now ● To identify key events (Boudicca) and offer explanations. ● To describe how some of the things I have studied from the past affect life today <p>What really is so great about the Greeks?</p> <ul style="list-style-type: none"> ● To describe elements of everyday life in Ancient Greece (clothes, food, entertainment, travel etc.) ● To give reasons why there are similarities and differences between life in Ancient Greece and life today. ● To describe several differences between life in different city states. ● To describe some Ancient Greek beliefs. 	<p>What did the Romans do for us?</p> <ul style="list-style-type: none"> ● To explain why the Celts settled where they did because of the physical features and natural resources in those areas ● To find out about the Celts and Romans using different sources (e.g. artefacts, photos, artist impressions) ● To use evidence to build up a picture of a past event ● To select and combine information from a range of sources (e.g. archive materials, the Internet, pictures, artefacts, visits to museums) to answer specific questions ● To use evidence to build up a picture of a past event ● To give reasons why there may be different accounts of history <p>What really is so great about the Greeks?</p> <ul style="list-style-type: none"> ● To use a timeline to place Ancient Greeks and understand that this happened BC and AD. ● To use words and phrases to describe the passage of time, including BC, AD, ancient, modern. ● To describe the main changes in a period in history. (Using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.)

	<ul style="list-style-type: none"> ● To describe several ways that the Ancient Greeks influence life today and give reasons for this. (democracy, Olympics) ● To give my own reasons why changes occurred in Ancient Greece, backed up by evidence I have researched. 	<ul style="list-style-type: none"> ● To look at two versions of the same event in history and identify differences in the accounts
<p>Year 5</p>	<p>How did the Anglo Saxons and Vikings impact Britain?</p> <ul style="list-style-type: none"> ● To use evidence from a variety of sources, including archaeology, to describe and compare the lives of different people (men and woman, rich and poor) in this period. (houses and settlements, culture and leisure activities, clothes, food, law and order) ● To compare and aspect of life with the same aspect in another period (our own and periods previously studied) ● To describe how some of the things I have studied from the past affect life in Britain today <p>What was so marvellous about the Maya?</p> <ul style="list-style-type: none"> ● To discover facts about the Maya civilisation and explain who the Maya people were ● To locate where the Ancient Maya lived and their cities ● To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people ● To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant ● To understand how the Maya number system works and compare it to our own. ● To explain what the Mayan writing system consists of, how words are constructed and what codices are 	<p>How did the Anglo Saxons and Vikings impact Britain?</p> <ul style="list-style-type: none"> ● To use a timeline to place The Vikings and Saxons and the previous periods learned about ● To make comparisons between different times in history ● To begin to identify primary and secondary sources ● To use a range of different evidence to build up a picture of life in the periods studied ● To use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past <p>What was so marvellous about the Maya?</p> <ul style="list-style-type: none"> ● To use a timeline to place the Ancient Maya and the previous periods learned about ● To use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time ● To understand the role of archaeologists in finding out about the past ● To look at two versions of the same event in history and identify differences in the accounts ● To give reasons why there may be different accounts of history ● To use maps to locate the places where the ancient Maya lived

	<ul style="list-style-type: none"> ● To identify and use a range of evidence sources to help me understand more about the Maya civilisation.(Frederick Catherwood drawings, Chichen Itza) ● To describe similarities and differences between the Ancient Maya civilization and our society today 	
<p>Year 6</p>	<p>Who should have the power ? Exploring the power struggle between the monarchy and society.</p> <ul style="list-style-type: none"> ● To name several important British monarchs and give reasons why they are significant ● To give reasons why changes may have occurred to the monarchy, backed up by evidence I have researched ● To explain ways that different monarchs influenced the lives of people in Britain ● To describe similarities and differences between some monarchs and events during their reigns ● To describe how some of the things I have studied from the past affect life today <p>What were the changes from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> ● To understand what humans needed for survival in the Stone Age ● To know where the Stone Age gets its name ● To know which tools were crucial to the survival of early man ● To know how tools changed during the Stone Age to make hunting more successful ● To explain the different challenges of survival for early man ● To explain how homes changed from the Stone Age to the Iron Age ● To understand the changes to how people lived during the different periods of the stone age and how technology helped them to settle 	<p>Who should have the power and why?</p> <ul style="list-style-type: none"> ● To describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural'.) ● To place the Tudor period on a timeline of British history and place it with other periods I studied ● To recall dates from key periods and events ● To identify connections, contrasts and trends over time ● To recognise primary and secondary sources ● To use a range of sources to find out about the past ● To suggest how to find out about the past and bring several sources together in one account <p>What were the changes from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> ● To use a range of sources to find out about the past ● To link sources to make inferences and deductions ● To consider ways of checking the accuracy of interpretations-fact or fiction and opinion ● To know that different evidence will lead to different conclusions