



Ambition - Community - Equality

Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Nursery-see EYFS Overview for EYFS Outcomes	Can you sing your favourite nursery rhyme?	What makes a good friend?	What colours can I see around me?	Which pet will I choose?	What is your favourite food?	Can you tell me a story?
EYFS outcomes						
Concrete knowledge/skill progression	-I can listen to story and follow what happens over time -I can see how I have changed over time	-I can listen to story and follow what happens over time -I can answer a question- who is old/young in a story	-I can listen to story and follow what happens over time -I can respond to time related phrase: 'now'	- I can listen to story and follow what happens over time -I can start to select pictures to show a story order over time	-I can listen to story and follow what happens over time -I can see changes in time -I can order simple pictures with support to tell a story	-I can see how people change over time. -I can respond to questions relating to time-What did you do yesterday? This morning? -I can see how I have changed over time and remember an event in time
	-I can watch what happens when things change and respond to 'what happened?'					

<p>-I can listen to story and follow what happens over time -I can see how I have changed over time</p>	<p>-I can listen to story and follow what happens over time -I can answer a question- who is old/young in a story</p>	<p>-I can listen to story and follow what happens over time -I can respond to time related phrase: 'now'</p>	<p>- I can listen to story and follow what happens over time -I can start to select pictures to show a story order over time</p>	<p>-I can listen to story and follow what happens over time -I can see changes in time -I can order simple pictures with support to tell a story</p>	<p>-I can see how people change over time. -I can respond to questions relating to time- What did you do yesterday? This morning? -I can see how I have changed over time and remember an event in time</p>
---	---	--	--	--	---



Ambition - Community - Equality

Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Reception- see EYFS Overview for EYFS Outcomes	What makes me great?	When do we celebrate?	Where do I live?	What job do I want to have?	How do things grow?	How do we get there?
EYFS outcomes						
Concrete knowledge/skill progression	-I can talk about events in my own life using past, present & future forms -I can understand that people change over time		-I can look at pictures from the past and say something that is the same/different (houses)	-I can talk about the present & future using correct forms.		-I can understand that transport has changed over time.
	-I can respond to questions relating to today, yesterday, tomorrow -I know that there are different days in the week and months of the year. I can say what day it is					





Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y1	What is in the world around me?	Am I making history?	How do we know Birmingham and London are cities?		Do all superheroes wear capes?	
N/C objectives		Learn about a significant historical event, person and place in their own locality	<p>Learn about events beyond living memory that are significant nationally or globally (The Great Fire of London (fire equipment now and then comparison))</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys)</p> <p>Learn about a significant historical event, person and place in their own locality (look at the statue of Boulton, Watt and Murdoch and study one of these people)</p>		<p>Learn about 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 (Mary Seacole and Florence Nightingale, compare to a modern nursing (medicines, cleanliness, equipment, technology available to nurses now))</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Action figures – toys now and in the times of their grandparents)</p>	

Concrete Knowledge		<p>Know what makes a significant event</p> <p>Name significant events in their lives</p>	<p>Know who Samuel Pepys is and explain why he is famous</p> <p>Know about an event that happened a long time ago, even before the birth of their grandparents (The Great Fire of London)</p> <p>Know how technology has changed lives (fire equipment, the ability to phone the fire service)</p> <p>Know about famous people from Birmingham in the past (Look at the statue of Boulton, Watt and Murdoch in during ed. visit Centenary Square and study one of these people)</p>	<p>Know how Florence Nightingale helped soldiers in the Crimean War</p> <p>Know why Mary Seacole was awarded medals for being a nurse</p> <p>Know the challenges that Mary Seacole faced when she wanted to become a nurse</p> <p>Know that the toys their grandparents played with were different to their own</p> <p>Know how technology has changed lives (toys/nursing)</p>	
Skill Progression Historical enquiry		<p>I can sort pictures of events to show whether they are significant</p>	<p>I can answer questions using sources of information (e.g. How do we know about The Great Fire of London? (paintings and Samuel Pepys's diary, How did they put the fire out? – photos of firefighting equipment)</p>	<p>I can ask and answer questions about old and new objects</p>	

Skill progression Interpretations of History				<p>To appreciate that some famous people have helped our lives to be better today</p> <p>I can tell the difference between fact and opinion in stories</p>	
Skill Progression Chronological understanding		<p>I can order significant events in my life to make a simple timeline.</p>	<p>I can sequence some events in order (timeline of The Great Fire of London)</p> <p>I can put 2 objects in chronological order - firefighting equipment (now and then)</p>	<p>I can put 2 objects in chronological order (now and in the past)</p>	
Vocabulary		<p>Significant event, famous, important, timeline,</p>	<p>old, new, a long time ago, sources, first, then, next, eyewitness, diary, squirt, fire break, fire hook, rebuilt</p>	<p>old, new, a long time ago, sources</p>	



Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y2	Why should I go to Sheldon?		What is it like in Africa?		Why do we visit the seaside?	
N/C objectives	<p>Learn about a significant historical event, person and place in their own locality (The opening of Birmingham Airport/ The Bull Ring/ Neville Chamberlain and Chamberlain Square)</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Invite in a visitor and find out about how Elms Farm and The Radleys has changed)</p>				<p>Learn about 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</p> <p>Learn about changes in national life (seaside holidays in the past compared to now)</p>	
Concrete Knowledge	<p>Know the main differences between their school days and that of their grandparents</p> <p>Know how the local area is different to the way it used to be in the past</p> <p>Know about a significant historical event, person and place in their own locality</p>				<p>Know about a famous person and explain how they improved people's lives in the past (Brunel and Richard Branson)</p>	
Skill Progression Historical enquiry	<p>I can find out something about the past by asking questions and talking to an older person</p> <p>I can answer questions by using a specific source</p>				<p>I can research the life of a famous Briton from the past using different resources (Brunel and Richard Branson)</p>	

				<p>I can recall information that I have I have learned about the past (recap information learned across the key stage)</p> <p>I can use a source to compare different aspects of life in different periods (holidays/travel past and present – link to Brunel and Branson)</p>
<p>Skill progression Interpretations of History</p>				<p><i>I can discuss the reliability of photos/ stories</i></p>
<p>Skill Progression Chronological understanding</p>	<p>I can sequence photographs etc. from different periods</p>			
<p>Vocabulary</p>	<p>before, after, past, present, then, now, compare</p>			<p>Briton, compare, famous, steam engine, passenger train, space tourism</p>



Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y3	How do I use a map?	How do natural disasters affect the world?	Stone Age to Iron Age: How did Britain change?		Why is Greece popular?	What did the Ancient Greeks do for us?
N/C objectives			Learn about changes in Britain from the Stone Age to the Iron Age (Everyday life of Stone age, Bronze age and Iron age people. How has it changed over time?)			Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world
Concrete Knowledge			<p>Know how Britain changed between the beginning of the stone age and the iron age (Everyday life of Stone age, Bronze age and Iron age people. How has it changed over time?)</p> <p>Know the main differences between the stone, bronze and iron ages</p>			<p>Know some of the aspects of everyday life for rich and poor Ancient Greeks</p> <p>Know some of the achievements of the Ancient Greeks and explain where we can see this in our lives today (democracy, Olympics, architecture)</p> <p>Know the key events in the Battle of Marathon</p>

Skill Progression Historical enquiry			I can research to find out what life would have been like for early settlers			I can use various sources of evidence to answer questions about the past
Skill progression Interpretations of History			I can look at different representations of the same story (sources)			
Skill Progression Chronological understanding			I can order a timeline using dates I can sequence artefacts			
Vocabulary			ancient, AD, BC, hunter gatherers, Celts, revolt, past, present, sources, Neolithic, spear, dagger weapons, borer, hammerstone, roundhouse, bronze, iron, Stonehenge			ancient, AD, BC, empire, government, slaves, citizen, acropolis, temple, Parthenon, gymnasium, Olympics, Marathon, democracy, architecture



Ambition - Community - Equality

Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y4	Home or abroad?	What did the Romans do for us?	Why was Britain invaded by the Saxons and Vikings?		What is a biome? Why are rainforests and oceans important to our lives?	

N/C objectives

Learn about the Roman Empire and its impact on Britain
(The Roman army, Gladiators and their ability to fight, What happened in AD 60? Boudicca's revolt, How did they impact of Britain? – roads, sanitation, house design, baths)

Learn about Britain's settlement by Anglo-Saxons and Scots

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (resistance by Alfred the Great and Athelstan, first king of England, Edward the Confessor and his death in 1066, life of a Viking) – link to *The Battle of Hastings* taught in year 2

Concrete Knowledge		<p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know about why the Romans invaded Britain-The Roman Empire</p> <p>Know that Boudicca led a resistance of the Roman occupation and know about in AD 60</p> <p>Know about The Roman army's soldiers, formation and weaponry</p> <p>Know that the Romans were ruled by an emperor</p>	<p>Know that the Vikings came from Scandinavian countries in long boats to take control of Britain</p> <p>Know that Sutton Hoo is a Saxon burial site in England that has provided artefacts to develop understanding of Saxon life</p> <p>Know that the Saxons battled with the Vikings for control of Wessex</p> <p>Know King Alfred the Great defeated the Vikings and made a deal to rule particular areas</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know what everyday life was like as an Anglo-Saxon (farming, village jobs, clothing, jewellery)</p>		
Skill Progression Historical enquiry		<p>I can explain how the Roman occupation of Britain helped to advance British society– roads, sanitation, house design, baths</p> <p>I can ask questions and choose materials to explain what life</p>	<p>I can research and explain how locations for settlements are selected</p> <p>I can explain the influence of the Saxons on place names in Britain using evidence</p>		

		was like in for The Romans			
Skill progression Interpretations of History	Begin to evaluate the usefulness of different sources	Begin to evaluate the usefulness of different sources Photos of significant landmarks (baths, Roman roads, aqueducts) Secondary sources Watching archaeological dig	I can give more than one reason to support an historical argument (viewpoints on how battles started) I can evaluate the usefulness of different sources and how they tell us about the past Artefacts, maps – looking at the names of places and where derived from Watching archaeological dig www.bbc.co.uk/history/ancient/vikings/dig_reports_01.shtml		
Skill Progression Chronological understanding		I can add periods of British history on a timeline, understanding AD BC	I can use a timeline to show when the Anglo-Saxons were in England, understanding AD BC		
Vocabulary	century, decade, gladiator, centurion, emperor, battle, settlement,	century, decade, gladiator, centurion, emperor, battle, occupation, advance, society, Celts, tribe	century, decade, battle, settlement, long boat, battle, invasion, artefact, excavation,		

	<i>before, after, past, present, then, now and recently old, new, a long time ago, sources, Ancient, Century, AD, BC, decade, Hunter gatherers, Celts, revolt</i>	Roman, invade, settle, conquest, legion, troops, defeat, formation, shields	archaeology, historian, sources, evidence, interpretation exile, outlawed, pagan, pillaged			
--	---	--	---	--	--	--



Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y5	What is a river's journey?		Who were Britain's famous monarchs?	Why does the USA have different climate zones?	What were the achievements of the Ancient Egyptians?	
N/C objectives					<p>Learn about where and when the earliest civilisations appeared</p> <p>Learn about the achievements of the earliest civilizations – a depth study of Ancient Egypt</p> <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p>	<p><i>Science linked history</i> <i>Learn about historical figures (Galileo, space travel, the first moon landings, Issac Newton's theory about gravity)</i></p> <p><i>Learn about the achievements of Katherine Johnson, Dorothy Vaughan and Mary Jackson and how they were treated as African-American women by NASA</i></p>
Concrete Knowledge			Know who Henry VIII, Charles II, Victoria, Elizabeth II were and what makes them significant		History Know about the key achievements of Ancient Egypt (pyramids, using mud to make bricks, irrigation paper, hieroglyphics)	Know about the achievements of Katherine Johnson, Dorothy Vaughan and Mary Jackson to NASA and why this is significant

					<p>Know that the Ancient Egyptians had religious beliefs and worshipped their own Gods</p> <p>Know how Ancient Egyptian life was different to today</p> <p>Know the significance of the building of pyramids as part of the burial of Ancient Egyptian pharaohs</p> <p>Know the importance of the River Nile to the Ancient Egyptians</p> <p>Know the significance of the discovery of Tutankhamun by Howard Carter</p> <p>Know that archeology is used as a source of information</p>	<p>Know about the achievements of Galileo and its impact on the knowledge of space</p> <p>Know that Neil Armstrong was the first man to walk on the moon</p>
--	--	--	--	--	--	--

<p>Skill progression Historical enquiry</p>			<p>I can discuss the reliability of different primary and secondary sources</p>		<p>I can research to plot where and when on a world map the Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China and its place on a timeline</p> <p>I can identify primary and secondary sources</p> <p>I can select relevant information to find out how the Ancient Egyptians contributed to our life today: phonetic alphabet, surgery, writing on paper, toothpaste, glass</p> <p>I can appreciate how the Ancient Egyptian pyramids now contribute to the Egyptian economy (tourism)</p>	<p>I can describe Issac Newton's theory about gravity and its impact on the world</p>
---	--	--	--	--	---	--

<p>Skill progression Interpretations of History</p>			<p>I can offer reasons for different versions of events (Henry VIII's wives)</p> <p>I can discuss why Britain's involvement in the slave trade was ethically wrong</p> <p>Accounts from point of view different wives</p>		<p>I can compare accounts of events from different sources</p> <p>Look at contents of pyramids including hieroglyphs from different periods of Ancient Egypt. Similarities and differences and developments</p>	
<p>Skill Progression Chronological understanding</p>			<p>I can draw a timeline with different time periods which shows specific information</p> <p>I can name two Tudor Explorers</p>		<p>I can sequence key events</p> <p>I can compare The Ancient Egyptians to The Ancient Geeks/Romans</p>	
<p>Vocabulary</p>			<p>period, era, Tudor, religion, beheaded, divorce, Church of England, Protestant, Catholic, century, AD, BC, monarch, ethical, explorer, discovery</p>		<p>Ancient Sumer, hieroglyph, irrigation, archaeology, Ancient, AD, BC, crops, mud bricks, papyrus, architecture, pyramid, archaeology, pharaoh, cartouche, silt</p>	<p>theory, discovery, telescope, inventor, gravity, NASA, significant</p>





Ambition - Community - Equality

Curriculum Overview

Subject: History

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y6	Mexico and the Maya: what has been their impact on Birmingham?		What was the impact of WWII on the West Midlands?		How do I look after myself?	
N/C objectives		Complete a non-European study of a society that provides contrasts with British history (Maya Civilization c. AD 900)	Complete a local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
Concrete Knowledge		Know about Maya life (Who were the Ancient Maya? What did the Ancient Maya achieve?) Know why the Maya empire grew Know how the Maya Civilisation influenced trade in the wider world (What is the link between Ancient Maya and Cadbury's in Birmingham?)	Know about a period of history that has strong connections to their locality and understand the issues associated with the period: Know the cause of WW2: Hitler's regime and how it threatened the values of many nations, inequality of Nazi values and treatment of people (Auschwitz) Know how a significant event in British history shaped the history of the local area: Know how the West Midlands was affected by WW2: daily life (rationing, air raids), evacuation, buildings Know how the West Midlands contributed to the national efforts (Spitfires made in Birmingham)			

		<p>Know why most of the Mayan civilisation 'disappeared' around 900AD</p>	<p>Know how allies united to defeat Hitler and how the leadership of Churchill led the country</p> <p>Know that migration supported the rebuilding of the country post WWII (Windrush)</p>	
<p>Skill progression Historical enquiry</p>		<p>I can recognise primary and secondary sources and use them to find out about The Mayans</p> <p>I can bring together information from sources into a fluent account</p>	<p>I can evaluate the validity of different primary and secondary sources of information</p> <p>I can bring together information from sources into a fluent account</p>	<p>I can bring together information from sources into a fluent account</p> <p>I can talk about how industry improved people's lives and its significance in British History</p>
<p>Skill progression Interpretations of History</p>			<p>I can describe how different evidence will lead to different conclusions</p> <p>Consider how to check the accuracy of interpretations</p>	<p>Consider how to check the accuracy of interpretations</p>
<p>Skill Progression Chronological understanding</p>			<p>I can place historical events (10) and people on a timeline and explain their relevance to other time periods</p>	<p>I can describe the main changes in a period of history and place them accurately on a timeline</p>
<p>Vocabulary</p>		<p>civilisation, AD, BC, archaeology, trade, pyramids, hieroglyph, maths, calendar</p>	<p>nation, alliance, allies, anti-Semitism, Nazism, convoy, fascism, evacuation, allies, axis, evacuee, blitz, air raid, ration books, gas masks, spitfire, conflict, air raid shelter, resolution, Windrush, emigration</p>	<p>industry, industrial, economic, trade, mining, revolution, factories, child labour, exploitation, workhouses, slums, machinery, coal, raw materials, urbanisation, monarchy, government, reform</p>