

Hadley Wood Primary School

History Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood, our history curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

We have designed our history curriculum to equip our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

History Curriculum Overview: EYFS – Year 6

History	
Year 1 and beyond	Early Years
Developing cultural capital	<ul style="list-style-type: none"> Historical vocabulary: now, next days of the week, relating to the timetable of the day Ordering days of the weeks Counting forwards and backwards to develop understanding of chronological order
Changes within living memory	<ul style="list-style-type: none"> Circle time following each half term break - Questions around what the children did over the holiday Busy the Bee goes home with a different child each week and children share what they did with him each Monday with the class. Discussions around family members and their personal history. Captured on 2Simple software
Events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> Bonfire Night, Remembrance Day are some of the festivals the children will discuss during the
The lives of significant individuals in the past who have contributed to national and International achievements.	<ul style="list-style-type: none"> Topic focusing on people who help us. Significant individuals in our lives
Significant historical events, people and places in their own locality.	<ul style="list-style-type: none"> Battle of Barnet themed week. Children made flags and took part in the battle Small world play Role play activities knights/castles/princesses

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Bonfire night - Learn about a significant historical figure: Guy Fawkes - Understand who Guy Fawkes was and is involvement with the	Black history - Looking at the lives of significant individuals in the past – Nelson Mandela, Mary Seacole etc.	Toys in time - Comparing toys today to toys of our grandparents - Looking at Victorian toys and seeing what is the same and what is	<i>Geography Unit</i>	<i>Geography Unit</i>	<i>Geography Unit</i>

	<p>Gunpowder plot</p> <ul style="list-style-type: none"> - Sequence the events of the Gunpowder plot - Look at a key event of time: Bonfire night 		different			
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 2	<p>Great Fire of London</p> <ul style="list-style-type: none"> - To know the events leading up to and during the Great Fire of London - - To be able to explain how the fire started and why it spread so quickly - To know the difference between primary and secondary sources and give an example of each - - Be able to place The Great Fire in a chronological sequence. - To know what the impact of the fire was on the future building materials used in London. - Label time lines with words or phrases such as: past, present, older and newer - Observe or handle evidence to ask questions and find answers to questions about the past - Use artefacts, pictures, stories, online sources and databases to find out about the past - Use evidence to ask questions and find answers to questions about the past -Suggest causes and consequences of some of the main events and changes in history - Use sources of evidence to deduce 	<p><i>Geography Unit</i></p>	<p><i>Geography Unit</i></p>	<p>Real Life Heroes</p> <ul style="list-style-type: none"> - Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements - Children to compare aspects of life in different periods (Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) - Children will learn to locate events on a timeline and describe key events in the life of a significant person - Children will think about the reasons for and against an innovative idea - Children will discuss the challenges these individuals faced - Children will look at significant historical events, people and places in their own locality 	<p><i>Geography Unit</i></p>	<p>The Space Race- Changes in space travel</p> <ul style="list-style-type: none"> - Create a timeline - Look at historical/technological factors that impacted the changes in space crafts and how we explore space

	information about the past -Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	<i>Geography Unit</i>	<i>Geography Unit</i>	Stone Age: Caveman - Develop an understanding of the late Neolithic hunter/gatherer period and farmers. E.g. Skara Bare - Understand how ancient civilisations lived their everyday lives	<i>Geography Unit</i>	Bronze Age - How did Ancient Religion, technology and travel e.g. Stonehenge differ from today? - Develop an understanding of how technology has developed/changed lives	Iron Age - Develop an understanding of how homes have developed over time e.g. Hill forts, tribal kingdoms, farming, art, culture - Develop understanding of historical enquiry – Offer contrasting arguments using knowledge of this BC topic. -Link understanding of prior historical knowledge e.g. Caveman and Bronze Age to strengthen points
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 4	<i>Geography Unit</i>	<i>Geography Unit</i>	Ancient Civilisation - Mayan Civilisation -To build an over view of world history - Compare some of the times studied with those of the other areas of interest around the world - Describe the social, ethnic, cultural or religious diversity of past society - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of	Roman Britain- <i>The Roman Empire and its impact of Britain</i> - To investigate and interpret the past. chronology - Give reasons why separate versions of the same event may differ - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) - Understand the concept of change over	Extended Chronological study- <i>The changing Power of the Monarchy</i> - Use dates and historical terminology - Explore main events and changes giving cause and consequence - Give reasons for the changes of the period - Describe how past actions and events have changed life today	<i>Geography Unit</i>

			men, women and children	time, representing this, along with evidence, on a time line - Use dates and terms to describe events - Use sources of evidence to deduce information about the past - Suggest causes and consequences of some of the main events and changes in history		
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5	Ancient Greece - Explore the history of Greece following the defeat of the Persians until the defeat of Athens by Sparta. -Learn about advances in democracy, art, literature, and architecture developed within Athens - Develop understanding of the golden age of Athens -The Peloponnesian War -Alexander the Great -Contributions of the Greeks	<i>Geography Unit</i>	<i>Geography Unit</i>	<i>Geography Unit</i>	The Anglo Saxons/ /Vikings - Reasons for the Saxon invasion and comparing this with the Romans' motives - Explore the evidence we have for the Saxon way of life - Key changes such as the coming of Christianity will also be explored as well as the reign of King Alfred, which not only provides a great way of linking the Saxons and the Vikings, it also offers a really fruitful context for exploring historical interpretations. - To ensure that pupils have a clear overview of the whole period, and its importance in British history, we finish by exploring the question: <i>How 'Dark' were the Dark Ages?</i>	<i>Geography Unit</i>

Year 6	<p>Conflict – Cause and Consequence (WW1)</p> <ul style="list-style-type: none"> - Cause and effect of WW1 on different countries including UK, Germany and rest of Europe. - Implication of Treaty of Versailles and the lead up to WW2 - Use sources of evidence to deduce information about the past. - Use dates and terms accurately in describing events. - Use appropriate historical vocabulary to communicate - Use literacy and computing skills to communicate information - Understand cause and consequence - Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims 	<p>A significant turning point in British history (WW2)</p> <ul style="list-style-type: none"> - Changes in Germany from WW1 to WW2 - Rise of Hitler and use of propaganda as a means of indoctrination - UK response to WW2 – Make do and mend Home Front effort - Select suitable sources of evidence, giving reasons for choices. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Identify periods of rapid change in history and contrast them with times of relatively little change. - Use original ways to present information and ideas. 	<i>Geography Unit</i>	<i>Geography Unit</i>	<i>Geography Unit</i>	
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History Progression of Skills: EYFS – Year 6

EYFS				
30-50 Months		40-60 Months		ELG
Understanding the World		Understanding the World		Understanding the World
People and Communities	The World	The World		People and Communities
<ul style="list-style-type: none"> - To show interest in the lives of people who are familiar to them. - To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To show interest in different occupations and ways of life. - To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about some of the things they have observed, such as plants, animals, natural and found objects. - To talk about why things happen and how things work. - To develop an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> - To look closely at similarities, differences, patterns and change. 		<ul style="list-style-type: none"> - To talk about past and present events in their own lives and in the lives of family members. - To know about similarities and differences between themselves and others, and among families, communities and traditions.
				<ul style="list-style-type: none"> - To know about similarities and differences in relation to places, objects, materials and living things. - To talk about the features of their own immediate environment and how environments might vary from one another.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> - Recount past changes from their own lives - Sequence some events in chronological order 	<ul style="list-style-type: none"> - Place historical figures, events and artefacts in order on a given time line, using dates where appropriate - Add labels to time lines 	<ul style="list-style-type: none"> - Use dates to place events, artefacts and historical figures on a timeline 	<ul style="list-style-type: none"> - Understand that changes occur over time. - Add evidence and dates to timeline to represent this - Use dates and historical terminology to describe events 	<ul style="list-style-type: none"> - Identify significant changes within and across historical periods studied - Understand that continuity and change occurs over time - Add evidence and dates to timeline to represent this 	<ul style="list-style-type: none"> - Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) - Relate current studies to previous learning and make comparisons between different times in history
Interpreting and Investigating	<ul style="list-style-type: none"> - Begin to use sources to identify some details and answer simple 	<ul style="list-style-type: none"> - Use artefacts, pictures, stories, online sources and databases to find 	<ul style="list-style-type: none"> - Study two different accounts of the same event, exploring 	<ul style="list-style-type: none"> - Give reasons why separate versions of the same event may differ in 	<ul style="list-style-type: none"> - Select reliable sources of evidence to answer questions about the 	<ul style="list-style-type: none"> - Select suitable sources of evidence, giving reasons for the choice.

	questions	out about the past - Ask and answer questions such as What was it like for a...? What happened? How long ago?	similarities and differences - Refer to more than one source of evidence for more accurate understanding of events	the accounts - Explore main events and changes in history, giving causes and consequences - Independently suggest sources of evidence to answer their questions	past - Appreciate that there is not always a single answer to historical questions - Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others	- Explore all available evidence to form their own opinion on a historical event - Evaluate the usefulness and accuracy of different sources of evidence - Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.
Knowledge and Understanding	- Identify key events and people	- Give reasons why people from the past acted in the ways they did. - Use information gained from research to describe differences between then and now	- Describe features of period studied e.g. clothes, beliefs, homes, attitudes - Describe similarities and differences between people, events and objects over time	- Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes - Describe how some past events and actions of people affect life today	- Describes causes and consequences of the main events, situations and changes in the period studied - Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world - Identifies links and changes within and across the time periods and localities studied	- Explain and evaluate causes and consequences of the main events, situations and changes in the period studied - Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.
Vocabulary	- Subject related vocabulary - Historical vocabulary: ▪ Past ▪ Old ▪ New ▪ Recent ▪ Young ▪ Days ▪ Months	- Subject related vocabulary - Historical vocabulary: ▪ Recently ▪ Before ▪ After ▪ Now ▪ Later ▪ A long time ago	- Subject related vocabulary - Historical vocabulary ▪ Century ▪ Decade ▪ BC ▪ AD	Subject related vocabulary - Historical vocabulary: ▪ During ▪ Chronology ▪ Era ▪ Dates ▪ Time period ▪ Change	- Subject related vocabulary - Historical vocabulary: ▪ Legacy ▪ Period	- Subject related vocabulary - Historical vocabulary: ▪ Continuity ▪ Social ▪ Religious ▪ Political ▪ Technological ▪ Cultural