

# History Curriculum Overview



|                  | <u>Unit 1</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Unit 2</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Unit 3</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Reception</b> | <p><b><u>All About Me!</u></b><br/>To learn about past and present events in our own lives and our families' lives.</p> <p>To know families are very different people.</p> <p>Talk about changes and significant events in our own lives and of people familiar to us, (parents and grandparents) understanding past, present and future.</p> <p>Talk about past and future events using language associated with time - today, tomorrow, yesterday, week, month, year.</p> <p><b><u>From Light to Dark</u></b><br/>To know events happened before they were born.</p> <p>To describe and retell familiar past events, including the Christmas story.</p> <p>To sequence events, using language such as before, after, long ago.</p> <p>Recognise similarities and differences between life in the past and now.</p> <p>To understand that some special celebrations today happen because of important events in the past.</p> | <p><b><u>Our Hot and Cold World</u></b><br/>To talk about events in stories and celebrations and recognise they happened before they were born.</p> <p>To learn about a tradition from the past – Pancake Day.</p> <p>To understand that some celebrations from the past are still celebrated today – pancake day (Shrove Tuesday)</p> <p>To use vocabulary linked to time, such as long ago, past, before, now, today.</p> <p><b><u>Spring Into Life!</u></b><br/>To know that the Easter Story happened a long time ago.</p> <p>Children recap previous learning and explore another significant event by recounting the Easter story.</p> <p>Compare how Easter was celebrated in the past with how it is celebrated today.</p> <p>They compare celebrations, noticing similarities and differences, and deepen understanding of how events are remembered and celebrated each year.</p> <p>Use words and phrases such as old, new and a long time ago.</p> | <p><b><u>A Very Hungry Garden</u></b><br/><b><u>St George's Day</u></b><br/>To learn that St George lived a long time ago.</p> <p>To understand that some stories from the past are remembered and celebrated today.</p> <p>To identify similarities and differences between life in St George's time (long ago) and life today.</p> <p>To recognise symbols associated with St George, such as the red and white flag.</p> <p>To use vocabulary such as past, long ago, knight, castle, dragon, Saint, celebration</p> <p><b><u>Beatrix Potter</u></b><br/>To explore the life of Beatrix Potter and compare life in the past with today.</p> <p>To begin to understand differences between life today and life in the past (homes, technology, transport, toys and books today and long ago).</p> <p><b><u>Growth and Nature</u></b><br/>To talk about how plants grow and change and begin to link this to earlier discussions about growth and life changes.</p> <p><b><u>Journeys and Adventures</u></b><br/>Children revisit learning from across the year and focus on change over time, particularly in nature and seasonal changes.</p> <p>They explore different transport when considering journeys and adventures and learn how transport has changed over time.</p> <p>To learn about the similarities and differences between things in the past and now, drawing on our experiences.</p> |

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| <b>Year 1</b> | <p><b><u>The life of a significant person</u></b><br/> <b>Why are Florence Nightingale and Mary Seacole such significant people?</b><br/>         To know who Florence Nightingale and Mary Seacole were.</p> <p>To understand that Florence Nightingale improved hospital conditions for injured soldiers.</p> <p>To know that Mary Seacole cared for sick and injured soldiers and provided medicine and support.</p> <p>To explain that both women helped people and are remembered because of the difference they made to the lives of others.</p> <p>Identify similarities and differences between ways of life then and now.</p> <p>List key events on a timeline and understand key features of events.</p> | <p><b><u>Significant events in history</u></b><br/> <b>Why was the Great Fire of London such a significant event?</b><br/>         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>Understand where people and events fit in within a chronological framework.</p> <p>Identify similarities and differences between ways of life then and now.</p> <p>List key events on a timeline and understand key features of events.</p> | <p><b><u>The life of a significant person</u></b><br/> <b>How does Samuel Pepys help us learn about the Great Fire of London?</b><br/>         To describe what London was like when Samuel Pepys saw and wrote about it.</p> <p>To know that Samuel Pepys' diary helps us learn about the past.</p> <p>Ask and answer questions and extend knowledge and understanding of his life and his way of life and order events on a timeline.</p> <p>Understand his role in giving us information including the Great Fire of London through his diary writing.</p> |
| <b>Year 2</b> | <p><b><u>The life of a significant person</u></b><br/> <b>Why are Christopher Columbus and Tim Peake significant?</b></p> <p>Recount the important events in Christopher Columbus' exploration.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Compare aspects of life, identifying similarities and differences between different periods.</p>                                                                                                                                                                                                                                                                                                                               | <p><b><u>Local History</u></b><br/> <b>What was it like to live locally for our Great Grandparents?</b><br/> <b>Why was Alfred Wilkson a local hero?</b></p> <p>Understand how our local area has changed over periods of time.</p> <p>Recognise periods of housing and buildings in the local area and understand what they were used for and learn about how the local area has changed over time.</p>                                                                                                                                                                                                                                    | <p><b><u>Changes within living memory</u></b><br/> <b>How have seaside holidays changed over time?</b></p> <p>Learn why some places became seaside resorts.</p> <p>Learn about how Britain's railways changed the way people go on holiday.</p> <p>Compare how holidays have changed over time within the last 100 years – similarities and differences.</p>                                                                                                                                                                                                  |

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|               | <p>Appreciate that some famous people have helped our lives be better today.</p> <p>Understand that we have a king who rules us and that Britain has had a king or queen for many years.</p> <p>Learn about the modes of transport and materials/ equipment from periods on time in history.</p> <p>To know who Tim Peake is and why he is a significant individual.</p> <p>To make comparisons between Tim Peake and Christopher Columbus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Identify and describe the main differences between old and new object.</p> <p>Explain why certain objects were different in the past, e.g. iron, music systems, televisions</p> <p>Explain differences between past and present in their life and that of other children from a different time in history.</p> <p>Observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?'</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>Compare aspects of life, identifying similarities and differences between different periods.</p> <p>Observe and handle artefacts and ask and answer questions about artefacts i.e. 'What were they used for?' 'What material is it made from?'</p> <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p> |
| <b>Year 3</b> | <p><b><u>Ancient Egypt and The achievements of the earliest civilizations</u></b></p> <p>How can we discover what Ancient Egypt was like over 5000 years ago?</p> <p>To know the achievements of the first civilisations.</p> <p>To know where and when the first civilisations appeared in Ancient Egypt.</p> <p>To know the importance of the River Nile for settlement and life</p> <p>To know what the Ancient Egyptians believed about Pharaohs.</p> <p>To know what the Egyptian Gods meant to the people.</p> <p>To know the steps in the process of mummification and know about beliefs in afterlife.</p> <p>Describe events and periods using the words: 'ancient' and 'century'.</p> <p>Use a timeline within a period in history to place historical events in chronological order</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Find out about everyday life and use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Suggest why certain people acted as they did.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> | <p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b></p> <p>How did Britain change from the Stone Age to the Iron Age?</p> <p>Place periods of history on a timeline showing periods of time, find out about everyday life in the periods of history studied, appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past, suggest why certain events happened as they did.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Research and use photographs and illustrations to present their findings, appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Use a full range of dates and historical terms when referring to specific events.</p> <p>Use a time line to place events, periods and cultural movements.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Year 4</b> | <p><b><u>Roman Empire</u></b></p> <p>What impact did the Romans have on Britain?</p> <p>Understanding timelines, describing events using dates when things happened, recognising the impact of events on Britain. Links to modern day Britain and the local area.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b><u>Anglo-Saxons</u></b></p> <p>Who were the Anglo Saxons and Vikings and why did they invade and settle in Britain?</p> <p>Understanding timelines, describing events using dates when things happened, recognising the impact of events on Britain.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|               | <p>Begin to identify the main differences between different periods in history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Ask questions and find answers about life in different periods in history studied.</p> <p>Use various sources of evidence to answer questions about periods in history studied use various sources to piece together information about the periods of history studied.</p> <p>Use their 'information finding' skills in writing to help them write about historical information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Begin to identify the main differences between different periods in history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Ask questions and find answers about life in different periods in history studied.</p> <p>Use various sources of evidence to answer questions about periods in history studied</p> <p>use various sources to piece together. Information about the periods of history studied.</p> <p>Use their 'information finding' skills in writing to help them write about historical information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Year 5</b> | <p><b>Studying an aspect of British History that extends pupils' chronological knowledge beyond 1066. (The Victorians)</b></p> <p><i>How have our lives been changed by the Victorians?</i></p> <p>Draw a timeline to record and order significant events, changes in law, cultural movements, changes in industry and education.</p> <p>Identify and explain changes across a period in history, using chronological links and historical terms: AD, century, decade.</p> <p>Describe similarities and differences between some people, events and artefacts studied (rich and poor – clothing, homes, education, employment, leisure).</p> <p>Make links, give own reasons for changes and begin to appreciate significant events in Victorian Britain and recognise how changes affect and shape the country we have today.</p> <p>Use and interpret documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence.</p> | <p><b><u>A local history study</u></b></p> <p><i>How has the landscape of Wigan changed over time?</i></p> <p>Place periods of history on a timeline showing periods of time pre-Victorian and post-Victorian.</p> <p>Show increasing depth of factual knowledge and understanding of British and local history.</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Begin to appreciate the impact of decisions made in Parliament have historically and today.</p> <p>Use and interpret documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence.</p> <p>Give reasons for change through analysing evidence.</p> <p>Give a balanced view of interpretations of the past, using different points of view.</p> <p>Make conclusions with evidence as to the most likely version of events.</p> |
| <b>Year 6</b> | <p><b>A study of Greek life and achievements and their influence on the western world.</b></p> <p><i>How did the Ancient Greeks influence the world?</i></p> <p>Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology, education).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b><u>Early Islamic civilisation, including Baghdad c. AD 900</u></b></p> <p><i>What was so special about Baghdad in it's 'Golden Age'?</i></p> <p>Confidently use dates and historical language in their work, including 'BC', 'AD', 'decades', 'centuries'</p> <p>Draw a timeline and place features of historical events and people from past societies and periods in a chronological framework</p> <p>Order significant events, cultural movements and dates on a timeline</p> <p>Use their mathematical skills to round up time differences into decades and centuries</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.  
Recognise and describe differences and similarities/ changes and continuity between different periods of history.  
Describe how some of the historical events studied from the past affect/influence life today. Recognise the part that archaeologists have had in helping us understand more about what happened in the past.  
Explore the idea that there are different accounts of history and give reasons why there may be different accounts.  
Interpret the past actions, through role play such as hot seating.  
Investigate own lines of enquiry by posing questions to answer.  
  
Understand and use the concept of legacy, including dynasties.

Identify and explain changes across a period in history, using chronological links and historical terms  
Find out about Baghdad's role in the early Islamic Civilisation.  
Find out about the House of Wisdom and how it became a centre for learning.  
Identify and compare changes within and across different periods, describing and making links, noting connections, contrasts and trends over time Show increasing depth of factual knowledge and understanding of British and world history Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain  
Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.  
Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.  
Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.