Year 3 CURRICULUM OVERVIEW

YR3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**British History** **Changes in Britain** Stone Age to Iron Age		**The Wider World** **Earliest Civilisation** Ancient Egypt		**British History** **Impact on Britain** Roman Empire	
Key new knowledge	**Changes in Britain from the Stone Age to the Iron Age** **Chronological understanding** ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). ● Sequence events or artefacts from the period between the Stone Age to the Iron Age. ● Sequence key years/events or dates between the Stone Age and Iron Age, on a timeline. **Knowledge and understanding of events, people, and changes in the past** ● Find out about the everyday lives of people during the Stone Age and Iron Age and make comparisons with our lives today. ● Identify reasons for and results of people's actions during the Stone age and Iron Age period. ● Recount the main events between the Stone Age and Iron Age period.		**The achievements of the earliest civilizations - a depth study of Ancient Egypt** **Chronological Understanding** ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). ● Sequence events or artefacts from the Ancient Egyptian period. ● Sequence key years/events or dates during the Ancient Egyptian period, on a timeline. **Knowledge and understanding of events, people, and changes in the past** ● Find out about the everyday lives of people in the Ancient Egyptian period and make comparisons with our lives today. ● Identify reasons for and results of people's actions during the Ancient Egyptian period. ● Recount the main events from the Ancient Egyptian period.		**The Roman Empire and its impact on Britain** **Chronological Understanding** ● Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). ● Sequence events or artefacts from the Roman Britain period. ● Sequence key years/events or dates during the Roman Britain period, on a timeline. **Knowledge and understanding of events, people, and changes in the past** ● Find out about the everyday lives of people in the Roman Britain period and make comparisons with our lives today. ● Identify reasons for and results of people's actions during the Roman Britain period. ● Recount the main events from the Roman Britain period.	

Key new knowledge	**Historical Enquiry** ● Use a range of sources to find out about the period between the Stone Age and the Iron Age. ● Ask questions and find answers about the Stone Age and Iron Age. **Historical Interpretation** ● Explore the idea that there are different accounts of history and what the reasons for this might be. ● Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc. **Organisation and communication** ● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing. ● Use and understand appropriate historical vocabulary related to the period between the Stone Age and the Iron Age.	**Historical Enquiry** ● Use a range of sources to find out about the Ancient Egyptian period. ● Ask questions and find answers about the Ancient Egyptian period. **Historical Interpretation** ● Explore the idea that there are different accounts of history and what the reasons for this might be. ● Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc. **Organisation and communication** ● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing. ● Use and understand appropriate historical vocabulary related to the Ancient Egyptian period.	**Historical Enquiry** ● Use a range of sources to find out about the Roman Britain period. ● Ask questions and find answers about the Roman Britain period. **Historical Interpretation** ● Explore the idea that there are different accounts of history and what the reasons for this might be. ● Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc. **Organisation and communication** ● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing. ● Use and understand appropriate historical vocabulary related to the Roman Britain period.
Assessment	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer can self-assessment Work in books Discussions & Questioning	Retrieval tasks Pop quizzes Peer can self-assessment Work in books Discussions & Questioning

Year 4 CURRICULUM OVERVIEW

YR4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**The Wider World** **Greek Life and Achievements** Ancient Greece		**British History** ***Britain's settlement*** *by Anglo-Saxons and Scots*		**British History** **Struggle for the kingdom of England** Vikings	

Key new knowledge	**Ancient Greece – a study of Greek life and achievements and their influence on the western world** **<u>Chronological understanding</u>** ● Place events from the Ancient Greece period, on a timeline. ● Use terms related to the Ancient Greece period and begin to date events. ● Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini). **<u>Knowledge and understanding of events, people, and changes in the past.</u>** ● Describe similarities and differences between people, events and artefacts from the Ancient Greece period. ● Describe how some of the things I have studied from the Ancient Greece period affect/influence life today. ● Use evidence to show how the lives of rich and poor people from the Ancient Greece period differed.	**Britain's settlement by Anglo-Saxons and Scots** **<u>Chronological Understanding</u>** ● Place events from the period the Anglo Saxons settled in Britain, on a timeline. ● Use terms related to the Anglo Saxon and Scot period and begin to date events. ● Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini). **<u>Knowledge and understanding of events, people, and changes in the past.</u>** ● Describe similarities and differences between people, events and artefacts from the Anglo-Saxon and Scots period in Britain. ● Describe how some of the things I have studied from the Anglo-Saxon and Scot period affect/influence life today. ● Use evidence to show how the lives of rich and poor people from the Anglo-Saxon and Scot period differed.	**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** **<u>Chronological Understanding</u>** ● Place events from the period the Vikings invaded Britain, on a timeline. ● Use terms related to the Viking period and begin to date events. ● Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini). **<u>Knowledge and understanding of events, people, and changes in the past.</u>** ● Describe similarities and differences between people, events, and artefacts from the Viking period. ● Describe how some of the things I have studied from the Viking period affect/influence life today. ● Use evidence to show how the lives of rich and poor people from the Viking period differed.

Key new knowledge	**Historical Enquiry** ● Use sources of information in ways that go beyond simple observations to answer questions about the Ancient Greece period. ● Use a variety of resources to find out about aspects of life in the Ancient Greece period. ● Ask questions and find answers about the Ancient Greece period. **Historical Interpretation** ● Look at different versions of the same event in history and identify differences. ● Know that people in the past represent events or ideas in a way that persuades others. **Organisation and communication** ● Use and understand appropriate historical vocabulary to communicate information. ● Present, communicate and organise ideas about the past using a variety of	**Historical Enquiry** ● Use sources of information in ways that go beyond simple observations to answer questions about the Anglo-Saxon and Scot period. ● Use a variety of resources to find out about aspects of life in the Anglo-Saxon period. ● Ask questions and find answers about the Anglo-Saxon and Scot period. **Historical Interpretation** ● Look at different versions of the same event in history and identify differences. ● Know that people in the past represent events or ideas in a way that persuades others. **Organisation and communication** ● Use and understand appropriate historical vocabulary to communicate information. ● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.	**Historical Enquiry** ● Use sources of information in ways that go beyond simple observations to answer questions about the Viking in Britain period. ● Use a variety of resources to find out about aspects of life in the Viking period in Britain. ● Ask questions and find answers about the Vikings in Britain period. **Historical Interpretation** ● Look at different versions of the same event in history and identify differences. ● Know that people in the past represent events or ideas in a way that persuades others. **Organisation and communication** ● Use and understand appropriate historical vocabulary to communicate information. ● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.

	art forms e.g. models, drama, role play and different genres of writing.		
Assessment	Retrieval tasks Pop quizzes Peer can self-assessment Work in books Discussions & Questioning	Retrieval tasks Pop quizzes Peer can self-assessment Work in books Discussions & Questioning	Retrieval tasks Pop quizzes Peer can self-assessment Work in books Discussions & Questioning

Year 5 CURRICULUM OVERVIEW

YR5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	***British History*** **Study of British History that extends beyond 1066** Tudors – Henry VIII		**British History** **Local History** Victorian Britain		**British History** **Study of British History that extends beyond 1066** Crime and Punishment	

	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Key new knowledge	**<u>Chronological understanding</u>** ● Place Tudors and Henry the VIII reign on a timeline in relation to other studies. ● Know and sequence key events of the Tudors and Henry the VIII reign. ● Describe the main changes during the Tudors and Henry the VIII reign. **<u>Knowledge and understanding of events, people, and changes in the past</u>** ● Give own reasons why changes may have occurred during the Tudor period and Henry VIII reign, backed up by evidence. ● Describe similarities and differences between some people, events, and artefacts during Henry VIII reign. ● Describe how historical events during the Tudor period and Henry VIII reign affect/influence life today.	**<u>Chronological Understanding</u>** ● Place the Victorian period on a timeline in relation to other studies. ● Know and sequence key events during the Victorian period. ● Describe the main changes during the Victorian period. **<u>Knowledge and understanding of events, people, and changes in the past</u>** ● Give your own reasons why changes may have occurred during the Victorian period, backed up by evidence. ● Describe similarities and differences between some people, events, and artefacts during the Victorian period. ● Describe how historical events during the Victorian period affected/influenced life today.	**<u>Chronological Understanding</u>** ● Place changes in Crime and Punishment on a timeline in relation to other studies. ● Know and sequence key events of the changes of Crime and Punishment. ● Describe the main changes that happened with Crime and Punishment. **<u>Knowledge and understanding of events, people, and changes in the past</u>** ● Give own reasons why changes may have occurred in Crime and Punishment, backed up by evidence. ● Describe similarities and differences between some people, events, and artefacts in the changes of Crime and Punishment. ● Describe how historical events of the changes of Crime and Punishment affect/influence life today.

Key new knowledge	**Historical Enquiry** ● Examine causes and results of great events during Henry VIII reign and the impact on people. ● Compare an aspect of life during Henry VIII reign with the same aspect in another period e.g. School life. ● Begin to identify primary and secondary sources. **Historical Interpretation** ● Understand that the type of information available depends on the period studied. ● Give reasons why there may be different accounts of history. ● Evaluate evidence to choose the most reliable forms. **Organisation and communication** ● Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-	**Historical Enquiry** ● Examine causes and results of great events during the Victorian period and the impact on people. ● Compare an aspect of life during the Victorian period with the same aspect in another period e.g. School life. ● Begin to identify primary and secondary sources. **Historical Interpretation** ● Understand that the type of information available depends on the period studied. ● Give reasons why there may be different accounts of history. ● Evaluate evidence to choose the most reliable forms. **Organisation and communication** ● Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.	**Historical Enquiry** ● Examine causes and results of great events during the changes in Crime and Punishment and the impact on people. ● Compare an aspect of life during a change in Crime and Punishment with the same aspect in another period. ● Begin to identify primary and secondary sources. **Historical Interpretation** ● Understand that the type of information available depends on the period studied. ● Give reasons why there may be different accounts of history. ● Evaluate evidence to choose the most reliable forms. **Organisation and communication** ● Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT. ● Use and understand appropriate historical vocabulary related to the changes in Crime and Punishment.

	handling, drama role-play, and storytelling and using ICT. • Use and understand appropriate historical vocabulary related to the Tudor and Henry VIII period.	• Use and understand appropriate historical vocabulary related to the Victorian period.	
Assessment	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning

Year 6 CURRICULUM OVERVIEW

YR6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**The Wider World** **A Non-European Society** Mayan Civilisation		**British History** **Study of British History that extends beyond 1066** Changes over time in Leisure & Entertainment		**British History** **Study of British History that extends beyond 1066** WWII	

	A non-European society that provides contrasts with British history – The Mayan Civilisation	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study
Key new knowledge	**Chronological understanding** ● Place the Mayan Civilisation period on a timeline in relation to other studies. ● Order significant events, movements, and dates during the Mayan Civilisation, on a timeline. ● Describe the main changes during the Mayan Civilisation. **Knowledge and understanding of events, people, and changes in the past** ● Choose reliable sources of information to find out about the Mayan Civilisation. ● Give reasons why changes may have occurred during the Mayan Civilisation, backed up by evidence. ● Describe similarities and differences between some people, events and artefacts from the Mayan Civilisation. ● Describe how some of the things studied from the Mayan Civilisation affect/influence life today.	**Chronological Understanding** ● Place current changes in Leisure and Entertainment on timeline in relation to other studies. ● Order significant events, movements, and dates relating the changes in Leisure and Entertainment on a timeline. ● Describe the main changes in Leisure and Entertainment. **Knowledge and understanding of events, people, and changes in the past** ● Choose reliable sources of information to find out about the changes over time in Leisure and Entertainment. ● Give reasons why changes may have occurred in Leisure and Entertainment, backed up by evidence. ● Describe similarities and differences between some people, events and artefacts in Leisure and Entertainment.	**Chronological Understanding** ● Place WWII on a timeline in relation to other studies. ● Order significant events, movements, and dates relating to WWII on a timeline. ● Describe the main changes during WWII. **Knowledge and understanding of events, people, and changes in the past** ● Choose reliable sources of information to find out about WWII. ● Give reasons why changes may have occurred in WWII, backed up by evidence. ● Describe similarities and differences between some people, events and artefacts from WWII. ● Describe how some of the things studied from WWII affect/influence life today.

Key new knowledge	**Historical Enquiry** ● Make confident use of a variety of sources relating to the Mayan Civilisation. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Recognise primary and secondary sources confidently. **Historical Interpretation** ● Evaluate evidence relating to the Mayan Civilisation and choose the most reliable forms. ● Evaluate different interpretations e.g. fact, fiction, and opinion. ● Be aware that different evidence will lead to different conclusions. **Organisation and communication** ● Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing.	● Describe how some of the changes studied in Leisure and Entertainment affect/influence life today. **Historical Enquiry** ● Make confident use of a variety of sources relating to the changes in Leisure and Entertainment. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Recognise primary and secondary sources confidently. **Historical Interpretation** ● Evaluate evidence relating to the changes in Leisure and Entertainment and choose the most reliable forms. ● Evaluate different interpretations e.g. fact, fiction, and opinion. ● Be aware that different evidence will lead to different conclusions. **Organisation and communication**	**Historical Enquiry** ● Make confident use of a variety of sources relating to WWII. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Recognise primary and secondary sources confidently. **Historical Interpretation** ● Evaluate evidence relating to WWII and choose the most reliable forms. ● Evaluate different interpretations e.g. fact, fiction, and opinion. ● Be aware that different evidence will lead to different conclusions. **Organisation and communication** ● Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing. ● Use and understand appropriate historical vocabulary related to WWII period.

	• Use and understand appropriate historical vocabulary related to the Mayan Civilisation period.	• Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing. • Use and understand appropriate historical vocabulary related to the changes in Leisure and Entertainment.	
Assessment	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning	Retrieval tasks Pop quizzes Peer and Self-assessment Work in books Discussion & questioning