



# Yew Tree Primary School

## HISTORY CURRICULUM OVERVIEW

### RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

### RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

### COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

### AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!













### PRIDE:




We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!




Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	<b>What does this mean for History</b> <ul style="list-style-type: none"> <li>• High quality history in our curriculum should inspire children to want to know more about the past and to think and act as historians. It stimulates curiosity about the past and should develop a passion for history.</li> <li>• Our history curriculum is designed to help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world – to recognise the diversity of our past and encourage pride in the achievements of our ancestors.</li> <li>• We aim to develop within the children a sense of who they are locally, nationally and globally.</li> <li>• Pupils will develop a wide ranging historical vocabulary which includes abstract terms such as 'peasantry' and 'civilisation'</li> <li>• Our history curriculum helps pupils to develop an understanding of change, chronology, diversity and challenge,</li> <li>• Pupils will be able to communicate historically and investigate and interpret the past</li> </ul>
	Curriculum Objectives	<ul style="list-style-type: none"> <li>• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.</li> <li>• To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.</li> <li>• To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.</li> </ul>	



# Yew Tree Primary School History Key Knowledge Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year	EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
<b>YN</b>	<p style="text-align: center;"><b>Me and My Community and Exploring Autumn</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Understanding the World</b> <u>Comparison</u> Talk about themselves as a baby. Say how they have changed over time. From being a baby to now. Begin to recognise that there are things that are the same between themselves and a friend. <u>Significant people</u> Begin to talk about the jobs that familiar people do. Know people who help us (occupations) and talk about the jobs their parents have. <u>Chronology</u> Talk about past and present events that have happened in their own lives and the lives of familiar people.</p>	<p style="text-align: center;"><b>Once Upon a Time and Sparkle and Shine</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Understanding the World</b> Begin to know that fairy tales are from the past <u>Significance</u>. Talk about kings and queens in stories. Be aware of people from the past from pictures. <u>Comparison</u> Begin to spot similarities and differences between today and the past from the fairy tales read.  <u>Significant events</u> Remembrance Day Talk about significant and special events in their own lives and the lives of others e.g. birthdays, religious festivals, visits they have been on.</p>	<p style="text-align: center;"><b>Starry Night and Winter Wonderland</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Understanding the World</b> <u>Chronology</u> Talk about bedtime routines – recall sequences of events in everyday life and stories (Maths). <u>Significance</u> Talk about the jobs that people do at night. Comment and ask questions about significant people they have seen in books - astronauts  <u>Winter Wonderland</u> Recall Christmas Talk about times when they may have played in the snow.</p>	<p style="text-align: center;"><b>Dangerous Dinosaurs and Puddles and Rainbows</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Understanding the World</b> Know that dinosaurs lived in the past. Begin to talk about what life was like in the past – e.g. living in caves  <u>Changes</u> Recognise changes in weather  <u>Chronology</u> Begin to use words and phrases relating to the passage of time e.g. Long ago.</p>	<p style="text-align: center;"><b>Sunshine and Showers and Reflections</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Understanding the World</b> <u>Sense of the past</u> Talk about the past in their own lives e.g. what was the weather like last week <u>Chronology</u> Begin to use words and phrases relating to the passing of time.  <u>Significant events</u> The Queen's jubilee – Who the queen is.</p>	<p style="text-align: center;"><b>Big Wide World and Splash</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Understanding the World</b> <u>Significance</u> Recall a holiday or visit that they have been on. Talk about past and present events in their own lives and others. <u>Comparison</u> Identify similarities and differences between people.</p>	
<p><b>Throughout the year, children will:</b> Listen to stories about people from the past.</p>							

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	<p data-bbox="387 212 786 240"><b>Let's Explore and Build it up</b></p> <div data-bbox="479 245 694 341">  </div> <p data-bbox="517 347 656 371"><u>Comparison</u></p> <p data-bbox="315 376 864 453">Make comparisons with their own families. Talk about stories and make comparisons with their own lives.</p> <p data-bbox="539 488 636 512"><u>Changes</u></p> <p data-bbox="304 517 875 564">Discuss how the local environment has changed over time.</p> <p data-bbox="383 600 797 624">Talk about places that they have been.</p> <p data-bbox="517 655 656 679"><u>Significance</u></p> <p data-bbox="293 684 887 761">Talk about significant explorers who lived in the past (Marco Polo, Amelia Earhart, Matthew Henson, Jeanne Baret)</p> <p data-bbox="293 796 887 844">Communicate thoughts, ideas, experiences and events through drawing and writing.</p>	<p data-bbox="958 212 1451 240"><b>Long Ago and Stories and Rhymes</b></p> <div data-bbox="1104 245 1305 341">  </div> <p data-bbox="1149 376 1261 400"><u>Chronology</u></p> <p data-bbox="965 405 1447 474">Order and sequence familiar events Use everyday words related to the passing of time Begin to use a timeline</p> <p data-bbox="1149 504 1261 528"><u>Comparison</u></p> <p data-bbox="920 533 1491 624">Describe some similarities and differences between things in the past. Compare clothes, objects and toys Identify how the local environment has changed over time.</p> <p data-bbox="1160 652 1249 676"><u>Artefacts</u></p> <p data-bbox="920 681 1491 729">Use photographs to find out about the past Make observations about objects and artefacts from the past.</p> <p data-bbox="1149 751 1261 775"><u>Significance</u></p> <p data-bbox="920 780 1491 804">Talk about important events in the school or localities history.</p> <p data-bbox="936 826 1476 895">Talk about past and present events in their own lives and those who are important to them. Identify significant events e.g. festivals</p> <p data-bbox="936 924 1476 971">Identify and recognise kings and queens through stories. Know that we have a Royal Family</p> <p data-bbox="1160 1000 1249 1024"><u>Changes</u></p> <p data-bbox="913 1029 1498 1077">Recognise and discuss how they have changed and their lives have changed as they have grown from being a baby.</p>	<p data-bbox="1559 212 2085 272"><b>Animal Safari and Creep, Wriggle and Crawl</b></p> <div data-bbox="1715 277 1928 373">  </div> <p data-bbox="1760 424 1895 448"><u>Significance</u></p> <p data-bbox="1570 453 2085 477">Talk about occupations of significant individuals.</p> <p data-bbox="1771 509 1872 533"><u>Changes</u></p> <p data-bbox="1603 537 2040 561">Observe changes over time (caterpillars)</p>
<p data-bbox="909 1190 1503 1246"><b>Throughout the year the children will also:</b> Use stories to help them to understand life in the past</p>			

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 4
Y1	<p><b>Childhood + Funny faces</b></p> <p><b>Changes within living memory</b> Comparing life today with the 1950's – toys, games, food.</p> <p><b>Events beyond living memory that are significant globally or nationally</b> The Queen's Coronation</p>  <p><b>Key Skills</b> Comparison between now and then recognising similarities and differences. Compare the Queen's coronation to that of King Charles III. Describing aspects of everyday life.</p> <p><b>Chronology</b> Ordering events chronologically on timelines and using common words relating to the passage of time e.g. first, next</p> <p><b>Concepts</b> Recognising significant events – why are they significant and important</p> <p><b>Enquiry</b> Use 'childhood' artefacts to make comparisons</p>	<p><b>Bright Lights, Big City + Taxi</b></p> <p><b>Events beyond living memory that are significant globally or nationally</b> Great Fire of London</p> <p><b>Changes within living memory</b> Comparisons between life today and during the Great Fire of London</p> <p><b>The lives of significant individuals</b> King Charles III Samuel Pepys</p>  <p><b>Key Skills</b> <b>Chronology</b> Timeline of Great Fire using words now, next, then</p> <p><b>Concepts</b> Recognise events that are significant and identify some key features. Compare and contrast – similarities and differences between lives. Describe the impact of a significant event.</p>	<p><b>School Days + Street View</b></p> <p><b>Changes within living memory</b> Victorian Schools and the local area</p> <p><b>Significant events, people and places in own locality</b> Learn about Samuel Wilderspin Important events in the history of school.</p>  <p><b>Key Skills</b> <b>Chronology</b> Ordering events chronologically on timelines using common words and phrases (now, yesterday, years ago)</p> <p><b>Concepts</b> Describe aspects of everyday life highlighting similarities and differences. Change and significance in school Similarities and differences Significance of people.</p> <p><b>Enquiry</b> Use artefacts and first hand accounts to find out about the past and make comparisons (school life).</p>

Y2

### Movers and Shakers + Still Life

Events beyond living memory that are significant globally or nationally and the lives of significant individuals

Explorers – Christopher Columbus  
Neil Armstrong (focus on how his explorations impacted on the world)  
Activists – Emeline Pankhurst and Rosa Parks



#### Key skills

##### Chronology

Timeline of significant people using vocabulary

##### Concepts

Compare significance  
Describe the importance of people  
Presenting information in a variety of ways.  
Describe how life has changed over time and the similarities and differences.

##### Enquiry

Using artefacts to suggest answers to questions – memorials.  
Using sources to begin to identify viewpoints  
Using historical models to make judgements and explore significance.

### Coastlines + Beach hut

The lives of significant individuals (focus on compare aspects of life in different periods)

Captain James Cook – life during his time  
Jobs in the past



#### Key Skills

##### Chronology

Comparison between ways of life

##### Concepts

Describe what it was like to live in a different period.  
Describing significance

##### Enquiry

Using historical models to compare artefacts – using statues to gather information

### Magnificent Monarchs + Portraits and Poses

Events beyond living memory that are significant globally or nationally  
The English and British Monarchy – changes in power and rule.

The lives of significant individuals (focus upon their impact)

Sovereigns – Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II



#### Key skills

##### Chronology

Sequence information about time periods and significant information.  
Use historical terms – year, decade, century

##### Concepts

Describe aspects of everyday life  
Describe the impact and significance of individuals  
Describe how power and rule changed over time

##### Enquiry

Use artefacts (portraits) to compare and contrast monarchs.

**Y3**

### Through the Ages + Prehistoric Pots

#### Learn about changes in Britain from the Stone Age to the Iron Age

Everyday life in the Stone Age – settlements, food, tools, weapons. The Cheddar Man  
Everyday life in the Bronze Age – settlements, food, tribal communities  
Beaker folk  
Tribal life of the Iron Age – homes, jobs, ingenuity and invention farming



#### Key Skills Chronology

Sequencing dates from several time periods.  
Use historical terms to describe time periods.

#### Concepts

Comparisons between time periods and descriptions of them.  
Similarities and differences between ways of life and periods of history.  
Identify the impact of change on civilisations – wealth and status.

#### Enquiry

Use a range of sources to gather information (inc. newspaper reports).  
Make deductions and draw conclusions about the reliability of sources and artefacts.

#### Local History

What evidence do we have of the Stone Age, Bronze Age and Iron Age in our locality?

### Rocks, Relics and Rumble + Ammonite

#### Significant historical figure

Mary Anning – **explain** why her discoveries were important

#### Significant event - Pompeii



#### Key skills Concepts

Communicate why Mary Anning is significant – ask and answer questions about an individual

Cause and effect – explain the cause and effect of Mount Vesuvius / Pompeii

#### Enquiry

Using illustrations for artefacts identifying their reliability.

Recognise primary sources

### Emperors and Empires + People and Places

Learn about the Roman Empire and its impact on Britain.

Roman Army  
Everyday life (homes, jobs, houses, buildings, food, school, family, army, jobs, leisure)  
Founding and ruling ancient Rome.  
Social hierarchy and the Roman army.  
Boudicca  
Impact on roads, religion, inventions  
Impact on the Local Area  
Roman Legacy



#### Key Skills Chronology

Sequencing key historical dates within a time period (AD43 – AD410) Identify significant events and people on a timeline.

#### Concepts

Focus on change, difference, significant people and events, similarities.  
Explain the cause and consequence of the Romans invasion on Britain.  
Describe the impact of the Romans  
Similarities and differences between different periods of Roman rule.  
Significance of people – Emperors, Boudicca

#### Enquiry

Use a range of sources to find out about Roman rule and invasion.  
Present historical information in a range of ways  
Local History  
What evidence do we have of the Roman Impact in our local area?

**Y4**

### **Invasion + Warp and Weft**

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

The Roman Withdrawal from Britain

Cause, consequence, impact of invasion on Britain

Everyday life for Saxons  
Kingdoms, beliefs and customs, religion

**Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**

Study aspects of Viking life and the impact of invasions on Britain.

Everyday life in Viking Britain.  
Significant people – King Athelstan.



#### **Key Skills**

##### Chronology

Sequencing dates between AD410 and 1066.

##### Concepts

Focus on changes, differences and significance

Comparison between life, beliefs

Significant people

Explain the cause, consequence and impact of invasion and settlement in Britain

##### Enquiry

Use a range of historical sources (primary and secondary) including websites. Identify how they affect viewpoints.

Present historical information.

Profiles of significant leaders

### **Misty Mountain, Winding River + Vista**

### **Ancient Civilisations and Islamic Art**

**Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Ancient Egyptians**

An overview of two of the world's first civilisations:  
Ancient Sumer and Ancient Egypt

**An in-depth study of the Egyptian Civilisation**

Tutankhamen's Tomb and Howard Carter.

Hierarchy – describe the significance, impact and legacy of power.

Mummification and beliefs

Everyday life – city life

Cleopatra

Egyptian influences on the world



#### **Key Skills**

##### Chronology

Creating timelines to show how the civilisations developed. Add significant events. Make connections between periods in world history.

##### Concepts

Compare chronology with other time periods.

Recognising what the Egyptians contributed to World history.

Hierarchy of the civilisations

Understand the everyday life of the civilisations

Similarities and differences between the civilisations.

##### Enquiry

Use primary and secondary sources to gain information.

Use historical sources to build a picture of Egypt.

Compare and contrast information from sources.

Explain how artefacts can provide evidence.

**Y5**

## **Firedamp and Davy Lamp**

**Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.**

Local coal mining and its impact.

The impact of the industrial revolution on coalmining

Rounds Green Colliery disaster

Settlement of miners in the local environment

Development of the Davy Lamp

### **A Local History Study**

Effect of mining in the Black Country



#### **Key Skills**

##### Chronology

Sequencing events in chronological order – pupil choice.

Examine the effect of coalmining on health

##### Concepts

Understanding cause and effect – the effect of the industrial revolution on the coalmining industry.

Similarities and differences between strikes and their impact on communities.

Significant people e.g. Sir Humphrey Davy, The Bevin Boys

##### Enquiry

Use a range of sources to identify the impact of this time on people and communities.

## **Sow, grow and farm + Eat the Seasons**

**Propaganda use – ‘Dig for Victory’**



#### **Key Skills**

##### Concepts

Understand propaganda and use a range of sources to examine it.

## **Ground-breaking Greeks + Architecture**

**Describe the achievements and influence of the ancient Greeks on the wider world.**

Compare and contrast the 4 time periods in Greek History.

Democracy, social hierarchy and significant people (Great Athenians, Alexander the Great).  
Greek influence on the world – Olympics, maths, art and culture.

End of the empire and its legacy.



#### **Key Skills**

##### Chronology

Timelines – ordering key dates, significant people.

Make connections between periods of world history.

##### Concepts

Similarities and differences between ways of life.

Understand continuity and change

Differences between aspects in society

Identify the impact of this time period on today.  
Explain the cause and effect of significant events e.g. Olympics

Choose how to present information

##### Enquiry

Use a range of artefacts and sources to build a picture of an historical event or person.

Use artefacts to ask questions about time periods.

**Y6**

**Maafa**

**Learn about the history of Africa -  
A Non-European Society that contrasts with  
British History – The Benin Civilisation**

Africa past and present  
Slave trade  
Causes and consequences of the European  
colonisation of Africa



**Key Skills**

Chronology

Sequence and make connections between time  
periods

Concepts

Compare and contrast life, beliefs, hierarchy  
Understand the impact of the civilisation  
Contrast common traits of leaders  
Evaluate the human impact of war, oppression,  
and conflict on a previous society.  
Create an in-depth study into the characteristics  
of an past civilisation or society.

Enquiry

Using historical sources and artefacts to  
compare, contrast and generate questions to find  
the answers to.

Think critically and identify bias in sources.  
Use abstract terms such as civilisation, empires

Significance

Why were the Benin significant?  
Positives and negative impact of people.  
Understand the impact of the civilisation  
Compare and contrast aspects of daily life

**Frozen Kingdoms + Inuit**

**Study an aspect or theme in British history  
that extends pupils' chronological knowledge  
beyond 1066.**

Great achievements in polar exploration  
Ernest Shackleton

**Significant aspects of history in the Wider  
World (Breadth)**

**Significant people**

Achievements in polar exploration  
Titanic



**Key Skills**

Chronology

Look at a timeline of polar exploration. Identify  
significant dates.

What else was happening in the world?

Concepts

Significant global event – Titanic  
Analyse similarities and differences  
Examine decisions made by polar explorers

Enquiry

Critically evaluate sources - Ernest Shackleton  
Think critically and weigh up evidence -  
Shackleton

Evaluate sources by asking questions- Titanic  
Present detailed information about a significant  
event

**A Child's War + Make Do and Mend**

**Study an aspect or theme in British history  
that extends pupils' chronological knowledge  
beyond 1066.**

Study the significance of events e.g. The Blitz,  
Evacuation  
An-depth study of life for children in the local area  
(local history link)

World leaders / monarchs – the significance of  
decisions

Life for children



**Key Skills**

Chronology

Create a timeline – include details from other  
countries to develop World Knowledge.

Concepts

Identify the significance of the decisions made by  
world monarchs and leaders.

Compare and contrast leadership styles and  
beliefs.

Compare and contrast life for children  
Evaluate the impact of war for different groups  
Explore similarities and differences between life  
at home

Compare life for Jewish and German children

Enquiry

Use a range of historical sources including  
photographs and first hand accounts.  
Think critically and sift through evidence.

