



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.	What does this mean for History <ul style="list-style-type: none"> • 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. • 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. • We aim to develop within the children a sense of who they are locally, nationally and globally. • Pupils will develop a wide ranging historical vocabulary which includes abstract terms such as 'peasantry' and 'civilisation' • Our history curriculum helps pupils to develop an understanding of change, chronology, diversity and challenge, • Pupils will be able to communicate historically and investigate and interpret the past
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



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History Key Skills Progression

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparison (Compare and contrast)	Begin to spot similarities and differences between life now and in the past.	Describe some similarities and differences between things in the past and present.	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period (Victorian Britain or 1950's Britain).	Explain the similarities and differences between two periods of history. (choose between periods studied, including those studied previously)	Compare and contrast two civilisations. (choose between those studied, including previously)	Compare and contrast aspects of history across two or more periods.	Compare and contrast aspects of history across time periods (e.g. beliefs, life, events that are significant, beliefs)
Topics where covered	Once Upon a Time	Long ago	Childhood School Days	Coastline Magnificent Monarchs	Through the Ages	Invasion Ancient Civilisations	Ground-Breaking Greeks	A Child's War Maafa
Knowledge of everyday life	Talk about special times / events that are important to them.	Be interested in different occupations and ways of life Talk about past and present events in their own lives and those who are important to them.	Describe an aspect of everyday life within or beyond living memory (e.g. shops, housing).	Describe the everyday lives of people in a period within or beyond living memory (e.g. jobs, houses)	Describe the everyday life of people from past historical periods studied. Include aspects such as: jobs, houses, food, buildings, school) Describe the 'Romanisation' of Britain, including how technology, culture and beliefs impacted life.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life in an ancient period changed or continued during different periods.	Evaluate the impact of war or conflict on the everyday lives of people.
Topics where covered	Sparkle and Shine	Long Ago Animal Safari	Childhood School Days	Magnificent Monarchs Coastline Movers and Shakers Towers, Tunnels and Turrets	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Ground-breaking Greeks	A Child's War Maafa

Knowledge of Hierarchy and Power	Use stories to talk about the actions of kings and queens.	Use pictures, stories and information books to discuss the theme of royalty.	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the hierarchy and different roles in past civilisations e.g. in tribal communities Describe the impact of roles on everyday life. Understand how power struggles impacted Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance, impact and legacy of power in ancient civilisations.	Describe and explain the significance of a leader or monarch. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society of practice.
Topics where covered	Once Upon a Time	Long Ago	Childhood	Magnificent Monarchs	Through the Ages Emperors and Empires	Ancient Civilisations	Ground-breaking Greeks	A Child's War Maafa
Knowledge and understanding of Civilisations					Describe how civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the Romans on the wider world. Describe ways in which human invention and ingenuity have changed how people live.	Construct a narrative or account of a past civilisations features and achievements. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the significance and impact of power struggles on Britain.	Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society.	Create an in-depth study of the features and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the significant achievements of mankind and explain why they are important.
Topics where covered					Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Pharaohs Ground-breaking Greeks	A Child's War Frozen Kingdoms Maafa

Changes over time (Continuity and change)	Begin to spot similarities and differences between pictures of the past and modern day. Talk about things that happen in the past.	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time e.g. monarchs.	Describe and summarise how an aspect of British or world history has changed over time.	Answer and ask relevant questions about changes over time and suggest or plan ways to answer them	Ask and answer relevant questions about aspects that changed or stayed the same over time answer them clearly using evidence.	Describe the causes and consequences of significant events in history.
Topics where covered	All projects Sparkle and Shine	Long ago All projects	Childhood School Days	Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Firedamp and Davy Lamp Ground-breaking Greeks	Frozen Kingdoms Maafa Child's War
Changes in British History (Continuity and Change)	Talk about things that happened in the past.	Listen to and talk about stories describing significant events from the past.	Describe a significant event in British history.	Describe and explain the importance of a significant individual's achievements on British history.	Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain.	Explain the cause, consequence and impact of invasion and settlement in Britain. Describe a series of significant events, linked by a common theme e.g. power, technology, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Describe and explain the significance of an historical person, event, discovery or invention in British history Describe how the British economy grew and the its impact on British life.
Topics where covered	Remembrance Day	Throughout projects	Bright Lights Big City Childhood	Coastline Movers and Shakers Magnificent Monarchs	Rocks, relics and Rumbles Through the Ages Emperors and Empires	Invasion	Firedamp and Davy Lamp	A Childs War Frozen Kingdoms Maafa
Chronological understanding (Chronology)	Explore past experiences through role play activities and retell events in order.	Put familiar events in chronological order, using pictures and discussion	Order information on a timeline. Retell events using a timeline to support.	Sequence and record significant information in chronological order.	Sequence dates and information from several historical periods on a timeline	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Describe and present a clear, chronological world history narrative within and across historical periods studied.
Topics where covered	Ongoing	Long Ago Ongoing	Childhood School Days	Movers and Shakers Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Ground-breaking Greeks	A Child's War Maafa

Significant Events (Significance)	Begin to make sense of their own life story and family history by talking about significant events such as birthdays or other celebrations.	Listen to stories and discuss significant events from the past.	Identify some features of a significant historical event beyond living memory.	Explain why an event from the past is significant	Explain the cause and effect of a significant event	Explain the multiple causes and effects of a significant historical event	Explain why an aspect of world history is significant.	Create a detailed narrative about a significant global event
Topics where covered	Sparkle and Shine	Ongoing	Bright Lights Big City School Days	Coastline Magnificent Monarchs	Emperors and Empires Through the Ages Rocks, Relics and Rumbles	Invasion Ancient Civilisations	Ground-breaking Greeks	A Child's War Frozen Kingdoms Maafa
Significant People (Significance)	Make comments and ask questions about significant people that they have seen in books and photographs.	Share stories and talk about significant people who loved in the past.	Understand the term significant. Explain why an individual is important.	Use historical models to judge the significance of individuals. Describe the impact of a significant person.	Create historically valid questions about a significant figure from history and plan ways to answer them.	Create a profile of a significant leader using a range of sources	Explain how the religions, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant individuals. Reflect on their options and make a final judgement about their choices.
Topics where covered	On-going Starry Night	Lets Explore	Bright Lights Big City Childhood School Days	Coastline Movers and Shakers Magnificent Monarchs	Emperors and Empires Rocks, Relics and Rumbles	Invasion Ancient Civilisations	Ground-breaking Greeks	Frozen Kingdoms A Child's War
Report and Conclude (Organisation and communication)	Be aware of people and events from the past by sharing books and looking at photographs.	Share stories and talk about events in the past.	Create stories, pictures, writing and role play about historical events, people and periods.	Present historical information in a variety of ways e.g. a non-chronological report, chart, structural model, fact file, quiz, story or biography.	Choose the best ways to present historical accounts and information.	Present important and relevant information in a historical report or in-depth study.	Explore the accuracy and reliability of a range of historical reports. Use books, technology and other sources to check this accuracy.	Think critically, analyse evidence, sort through arguments and present a perspective on an aspect of historical importance.
Topics where covered	One Upon A Time Ongoing	Let's Explore Long Ago	Childhood School Days	Movers and Shakers Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Ground-Breaking Greeks	A Child's War Frozen Kingdoms Maafa

Communication (Organisation and communication)	Begin to use words relating to the passage of time when retelling a past event.	Order and sequence a familiar event using words relating to the passage of time including yesterday, last week, before and then.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use further historical terms e.g. year, decade and century.	Use appropriate historical vocabulary to describe different periods of time Ask well-considered questions about aspects of everyday life in ancient periods.	Begin to use more complex / abstract historical terms (e.g. empire, civilisation, parliament)	Use topic related vocabulary and appropriate historical terms in discussions and written work	Use more abstract terms to share historical ideas and information
Topics where covered	Ongoing Dangerous Dinosaurs	Long Ago Ongoing	Childhood School Days	Movers and Shakers Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion 1066	Sow, Grow and Farm Ground-breaking Greeks	Maafa
Knowledge and understanding of Local History	Explore photographs to show to the school or locality has changed over time.	Explore and talk about important events in the school or localities history.	Describe important events in the school's history.	Simply describe, the importance of local events, people and places.	Use a range of information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to gather the required information.
Topics where covered	Me and My Community	Long Ago	School Days	Movers and Shakers	Emperors and Empires	Invasion	Firedamp and Davy Lamp Ground breaking Greeks	A Child's War

<p>Artefacts and Sources (Historical interpretation)</p>	<p>Comment and ask questions about objects from the last</p>	<p>Make observations about objects and artefacts from the past (e.g. clothes, toys, aspects related to everyday life)</p>	<p>Use a range of artefacts to find out about the past. Share an opinion about a historical source..</p>	<p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint (opinions and perspectives)</p>	<p>Make deductions and judge the reliability of a historical source or artefact. Identify different viewpoints in a range of historical item (including primary and secondary sources).</p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret primary and secondary sources and understand that sources reflect the perspective of the person who created them.</p>	<p>Use a range of sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments</p>	<p>Ask thoughtful questions to evaluate and judge an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.</p>
<p>Topics where covered</p>	<p>On-going</p>	<p>Long Ago Ongoing</p>	<p>Childhood School Days</p>	<p>Movers and Shakers Magnificent Monarchs Towers, Tunnels and Turrets</p>	<p>Rocks, relics and rumbles Through the Ages Emperors and Empires</p>	<p>Invasion Ancient Civilisations</p>	<p>Firedamp and Davy Lamp Ground-breaking Greeks</p>	<p>A Child's War Frozen Kingdoms Maafa</p>