



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. | |



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 |
| YN | <p style="text-align: center;">Me and My Community and Exploring Autumn</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Understanding the World <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;">Once Upon a Time and Sparkle and Shine</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Understanding the World 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;">Starry Night and Winter Wonderland</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Understanding the World <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 have played in the snow.</p> | <p style="text-align: center;">Dangerous Dinosaurs and Puddles and Rainbows</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Understanding the World 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.</p> | <p style="text-align: center;">Sunshine and Showers and Reflections</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Understanding the World <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;">Big Wide World and Splash</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Understanding the World <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 style="color: blue;">Throughout the year, children will: Listen to stories about people from the past.</p> | | | | | | |

| EYFS | TOPIC 1 | TOPIC 2 | TOPIC 3 |
|--|---|---|--|
| YR | <p data-bbox="387 212 786 240">Let's Explore and Build it up</p> <div data-bbox="479 248 696 344">  </div> <p data-bbox="517 349 656 373"><u>Comparison</u></p> <p data-bbox="313 376 864 456">Make comparisons with their own families. Talk about stories and make comparisons with their own lives.</p> <p data-bbox="535 488 638 512"><u>Changes</u></p> <p data-bbox="302 515 875 568">Discuss how the local environment has changed over time.</p> <p data-bbox="378 600 795 624">Talk about places that they have been.</p> <p data-bbox="517 655 656 679"><u>Significance</u></p> <p data-bbox="293 683 884 762">Talk about significant explorers who lived in the past (Marco Polo, Amelia Earhart, Matthew Henson, Jeanne Baret)</p> <p data-bbox="349 794 826 847">Use writing to communicate thoughts, ideas, experiences and events.</p> | <p data-bbox="958 212 1449 240">Long Ago and Stories and Rhymes</p> <div data-bbox="1102 248 1305 344">  </div> <p data-bbox="1146 376 1261 400"><u>Chronology</u></p> <p data-bbox="965 403 1442 472">Order and sequence familiar events Use everyday words related to the passing of time Begin to use a timeline</p> <p data-bbox="1146 504 1261 528"><u>Comparison</u></p> <p data-bbox="918 531 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="1158 655 1249 679"><u>Artefacts</u></p> <p data-bbox="913 683 1494 722">Use photographs to find out about the past Make observations about objects and artefacts from the past.</p> <p data-bbox="1146 754 1261 778"><u>Significance</u></p> <p data-bbox="916 782 1491 805">Talk about important events in the school or localities history.</p> <p data-bbox="936 826 1473 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="936 927 1473 967">Identify and recognise kings and queens through stories. Know that we have a Royal Family</p> <p data-bbox="1158 999 1249 1023"><u>Changes</u></p> <p data-bbox="909 1026 1500 1066">Recognise and discuss how they have changed and their lives have changed as they have grown from being a baby.</p> | <p data-bbox="1554 212 2085 272">Animal Safari and Creep, Wriggle and Crawl</p> <div data-bbox="1713 280 1928 376">  </div> <p data-bbox="1753 424 1890 448"><u>Significance</u></p> <p data-bbox="1563 451 2078 475">Talk about occupations of significant individuals.</p> |
| <p data-bbox="909 1190 1500 1246">Throughout the year the children will also: Use stories to help them to understand life in the past</p> | | | |

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

Oaks 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

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 it's 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 including detailed drawings

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.

