



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!

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| 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 Skills Progression

| Idea | Aspect | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 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. | Compare and contrast two civilisations. | Compare and contrast an aspect of history across two or more periods studied. | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. |
| | 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 |
| Human Kind | 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. | Describe the everyday lives of people in a period within or beyond living memory. | Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. | Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Create an in-depth study of an aspect of British history beyond 1066. 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 human impact of war or conflict on the everyday life of a past or ancient society. |
| | 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 |

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| | Hierarchy and Power | Talk about the actions of kings and queens in stories. | Explore and talk about pictures, stories and information books on the theme of royalty. | Describe the role of a monarch. | Describe the hierarchy of a past society. | Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles in 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 | Groundbreaking Greeks | A Child's War Maafa |

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| | Civilisations | | | | <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe the achievements and influence of the Romans on the wider world.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> | <p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focussing on their features and achievements.</p> <p>The Maya</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Describe the significance and impact of power struggles on Britain.</p> | <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Study a feature of a past civilisation or society.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> | <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> |
| Topics where covered | | | | | Through the Ages Emperors and Empires | Invasion Ancient Civilisations | Pharaohs Ground-breaking Greeks | A Child's War Frozen Kingdoms Maafa |

Change

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| | Changes over time | 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. | Summarise how an aspect of British or world history has changed over time. | Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them | Frame historically valid questions about continuity and change and construct informed responses. | Describe the causes and consequences of a significant event 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 |
| | British History | Talk about things that happened in the past. | Listen to and talk about stories describing significant events from the past. | Describe a significant historical 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, that show changes over time in Britain. | Create an in-depth study of an aspect of British history beyond 1066. | Articulate the significance of an historical person, event, discover or invention in British history Describe the growth of the British economy and the ways in which its growth impacted 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 |

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| | Chronology | Relieve 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 | Sequence 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. | Articulate 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 Towers, tunnels and turrets | Through the Ages Emperors and Empires | Invasion Ancient Civilisations | Ground-breaking Greeks | A Child's War Maafa |
| Significance | Significant Events | 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 key 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 in detail the multiple causes and effects of a significant historical event | Explain why an aspect of world history is significant. | Present a detailed historical 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 | Comment 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 and explain why a significant individual is important. | Use historical models to make judgements about significance and describe the impact of a significant historical individual. | Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them. | Construct a profile of a significant leader using a range of historical sources | Explore and 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 historical individuals considering their options and making a summative 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 |

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| Creativity | Report and Conclude | 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, independent writing and role play about historical events, people and periods. | Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. | Make choices about the best ways to present historical accounts and information. | Present a thoughtful selection of relevant information in a historical report or in-depth study. | Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. | Think critically, weigh evidence, sift 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 | 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 the historical terms year, decade and century. | Use historical terms to describe different periods of time Ask well composed historical questions about aspects of everyday life in ancient periods. | Use more complex historical terms to explain and present historical information | Articulate and organise important information and detailed historical accounts using topic related vocabulary | Use abstract terms to express 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 |
| Place | 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. | Describe, in simple terms, the importance of local events, people and places. | Analyse a range of historical 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 source 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 |

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| Materials | Artefacts and Sources | Comment and ask questions about objects from the last | Make observations about objects and artefacts from the past such as toys, clothes and other items relating to everyday life. | Use a range of historical artefacts to find out about the past. Express an opinion about a historical source. | 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. | Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. | 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 a primary source and understand how the context in which it was written influences the writer's viewpoint. | Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments | Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias. |
| | Topics where covered | On-going | Long Ago Ongoing | Childhood School Days | Movers and Shakers Magnificent Monarchs Towers, Tunnels and Turrets | Rocks, relics and rumbles Through the Ages Emperors and Empires | Invasion Ancient Civilisations | Firedamp and Davy Lamp Ground-breaking Greeks | A Child's War Frozen Kingdoms Maafa |