



# History Curriculum Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 and 2	Significant people: Queen Elizabeth Queen Victoria	The Gunpower Plot	History in living Memory: Sutton at Hone	Great Fire of London	Significant people: Rosa Parks Emily Davison	Significant People: Captain Cook Neil Armstrong
3 and 4	Stone Age to Iron Age	Ancient Greece	Tudors	Roman Empire	Anglo Saxons	History of Medicine
5 and 6	Victorians	Vikings	Local History: Dartford	The Second World War	Maya	Egyptians

## Revised Long term - Chronological Order

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 and 2	Significant people: Queen Elizabeth Queen Victoria	The Gunpower Plot	History in living Memory: Sutton at Hone	Great Fire of London	Significant people: Rosa Parks Marie Curie	Significant People: Neil Armstrong Jacques Cousteau



# History Curriculum Overview

3 and 4	Stone Age to Iron Age		Ancient Greece	Roman Empire	Anglo Saxons	Tudors
5 and 6	Maya	Egyptians	Local History: Dartford	Vikings	Victorians	The Second World War

## History Curriculum Overview

Build an Overview of World History	Investigate and Interpret the Past	Understand Chronology
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Settlements



Beliefs



Culture and pastimes



Location



Food and farming



Travel and exploration



Conflict



Society



Artefacts



Main events



# History Curriculum Overview

Milestone 1			
Week	Autumn	Spring	Summer
2	Significant people: Year 1: Queen Elizabeth Year 2: Queen Victoria	History in living Memory: Local history Year 1: What has changed in our lifetime? Year 2: What has changed in our parent's lifetime?	Significant people: Year 1: Rosa Parks Year 2: Emily Davison
4			
6			
8	The Gunpower Plot	Great Fire of London	Significant People: Year 1: Captain Cook Year 2: Neil Armstrong
10			
12			



# History Curriculum Overview



Milestone 2			
Week	Autumn	Spring	Summer
2	Stone Age to Iron Age	Tudors	Anglo Saxons
4			
6			
8	Ancient Greece	Roman Empire	History of Medicine
10			
12			



## History Curriculum Overview

Milestone 3			
Week	Autumn	Spring	Summer
2	Victorians	Local History: Dartford	Maya
4			
6			
8	Vikings	The Second World War	Egyptians
10			
12			



# History Curriculum Overview



Big Ideas	Milestone 1	Milestone 2	Milestone 3
<b>Investigate and interpret the past</b>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
<b>Build an overview of world history</b>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>



# History Curriculum Overview



		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<b>Understand chronology</b>	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
<b>Communicate historically</b>	Use words and phrases such as: <ul style="list-style-type: none"> <li>• a long time ago</li> <li>• recently</li> <li>• when my parents/carers were children</li> <li>• years, decades and centuries to describe the passing of time.</li> </ul> Show an understanding of concepts such as: <ul style="list-style-type: none"> <li>• nation and a nation's history</li> <li>• civilisation</li> </ul>	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul>



# History Curriculum Overview



	<ul style="list-style-type: none"><li>• monarchy</li><li>• parliament</li><li>• democracy</li><li>• war and peace.</li></ul>		<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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