



British Section: History Curriculum Overview

Early Years Foundation Stage				
Progression of skills				
FS1	Chronological understanding	Remembers and talks about significant events in their own experience		
FS2	Chronological understanding	Children talk about past and present events in their own lives and in the lives of family members.		
YEAR GROUP KS1	SUBJECT	TERM ONE	TERM TWO	TERM THREE
1	HISTORY	<p>Changes within living memory</p> <ul style="list-style-type: none"> • The history of SHAPE International School <p>Key Question: How has our school changed since 1967?</p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • WW1/Remembrance <p>Key Question: Why do people wear poppies?</p>	<p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> • The Great Fire of London <p>Key Question: What happened to London during the fire of 1666?</p>	<p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Vincent van Gogh <p>Key Question: How do we know about Vincent Van Gogh?</p>
Progression of skills				
1	Chronological understanding	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.		
	Range and depth of historical knowledge	Recognise the difference between past and present in their own and others' lives. They know and recount episodes from stories about the past. They know and recount episodes from stories about the past.		
	Interpretations of history	Compare adults talking about the past – how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction.		
	Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts		

2	HISTORY	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> • Grace O'Malley • Florence Nightingale • Malala Yousafzai <p>Key questions: What do these 3 women have in common? Why do we remember them? What changes did they make?</p>		<p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> • The Battle of Waterloo <p>Key question: How, what, and why do we know about the Battle of Waterloo?</p>
Progression of skills				
2	Chronological understanding	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in their lives		
	Range and depth of historical knowledge	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.		
	Interpretations of history	Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. Compare 2 versions of a past event.		
	Historical enquiry	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.		
	Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...		

YEAR GROUP KS2		<u>TERM ONE</u> Across Europe (Local)	<u>TERM TWO</u> World History/Global Issues	<u>TERM THREE</u> Ancient Civilisations
3	HISTORY	Changes in Britain from the Stone Age to the Bronze Age Key question: Which period of the Stone Age would you rather have lived in and why?		Achievements of the earliest civilisations – an overview of where and when the first civilisations appeared, with an in-depth study of Ancient Egypt. Key questions: Where and when did the first civilisations appear? Do you think Ancient Egypt was an advanced civilisation? Why/Why not?
Progression of skills				
3	Chronological understanding	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts		
	Range and depth of historical knowledge	Find out about the everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.		
	Interpretations of history	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.		
	Historical enquiry	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.		
	Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...		

4	HISTORY	<p>A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (WW1/Flanders Fields/Ypres)</p> <p>Key questions: What happened at the Battle of Mons? What was life like in the trenches? Why did the soldiers need Talbot House?</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the Western World</p> <p>Key questions: How did early Greece begin and what was it like there? What was life like in the city states of Ancient Greece? How did Alexander the Great expand Greek power and influence?</p>
Progression of skills				
4	Chronological understanding	Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD		
	Range and depth of historical knowledge	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.		
	Interpretations of history	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.		
	Historical enquiry	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.		
	Organisation and communication	Recall, select and organise historical information. Communicate their knowledge and understanding through writing, art, D&T, discussion, drama and use of ICT		

5	HISTORY		<p>The Roman Empire and its impact on Britain</p> <p>Key questions:</p> <p>Why did Emperor Claudius invade cold, rainy Britannia?</p> <p>Who was Boudica and why do we remember her?</p> <p>What can we learn from Fishbourne Roman Palace about how the Romans influenced the culture of the British people?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Education: a study into how education for children has changed from Ancient Roman times to the present day</p> <p>Key questions:</p> <p>What can we learn from sources about the way education has changed?</p> <p>How much would you have enjoyed going to school in the past?</p> <p>Did education help everyone?</p>
Progression of skills				
5	Chronological understanding	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.		
	Range and depth of historical knowledge	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.		
	Interpretations of history	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.		
	Historical enquiry	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.		
	Organisation and communication	Recall, select and organise historical information. Communicate their knowledge and understanding through writing, art, D&T, discussion, drama and use of ICT.		

6	HISTORY	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality WW2 and Bastogne (Battle of the Bulge)</p> <p>Key questions: How did the British government encourage people to support the war? What is the difference between being an evacuee and a refugee? What happened at the Battle of the Bulge?</p>	<p>Britain's settlement by Anglo-Saxons and Scots combined with the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Key questions: Alfred the Great. How great was he? Migration. What makes people want to resettle? How does an Old English text support our understanding of life as an Anglo-Saxon? Archaeological evidence. Does this change our view of the Vikings as raiders?</p>	<p>A non-European society that provides contrasts with British history: Benin, West Africa 900 CE – 1300.</p> <p>Key questions: Why did the Victorians get involved in Benin and what impact did this have on the people of Benin? When was Benin at the height of its power? Do historical artefacts belong in their country of origin?</p>
Progression of skills				
6	Chronological understanding	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.		
	Range and depth of historical knowledge	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.		
	Interpretations of history	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.		
	Historical enquiry	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.		
	Organisation and communication	Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge and understanding through writing, art, D&T, discussion, drama and use of ICT.		