

Keevil CofE Academy History Curriculum Overview

| | KS1 | Lower KS2 | Upper KS2 |
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| Year 1 | <p>Transport through time <i>How has transport changed?</i> Why is transport different now to in the past? <i>How has transport changed?</i> Why is transport different now to in the past?</p> <ul style="list-style-type: none"> How to place object in age order How to explain my reasons How to ask questions about the past How to make simple comparisons Changes within living memory – used to reveal aspects of change in national life. <p>Conceptual Understanding Society <i>If this topic or continues what we see in the classroom should show:</i> <i>The impact these changes had on society</i> <i>How did it make life different?</i> <i>Looking at their own immediate circumstances (me and my family)</i> <i>Looking at society under their own circumstances making comparisons</i></p> | <p>Prehistory How did daily life change from Stone Age to Iron Age?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Changes in Britain from the Stone Age to the Iron Age. <p>Conceptual Understanding Society <i>To begin to identify the changes from Nomadic life to settlements/ communities</i> <i>Looking at routines and normality of daily life, domesticity – simple cause and effect</i> Civilisation <i>Development of a structure- hierarchy, rules, traditions</i> Settlements Farm, Village <i>Impacts on daily routines of life, growing crops, raising animals rather than hunter gathering</i> <i>Begin to make links between the nomadic lifestyle developing to basic settlement and then becoming towns</i></p> | <p>Aspect of British history What was it like to be a child during World War 2?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history. <p>Conceptual Understanding Society <i>Being able to explain our place in the world</i> <i>The effects and consequences on normality</i> <i>Begin to understand the impact of conflict and power across the world making links to the present day</i> Conflict War, Enemy, Military, Alliance, Invasion <i>What are the effects of war, what are the reasons for war?</i> <i>The effects and consequences on normality of unexpected/ unusual events</i> <i>Begin to understand the impact of conflict and power across the world making links to the present day</i> Power Government, Democracy, Parliament, Prime Minister, Dictator <i>The differences between democracy and a dictatorship</i></p> |
| | <p>Christopher Columbus, Matthew Henson, Felicity Aston This could be changed a more modern event that had a significant impact</p> <p>How can one person make a difference?</p> <ul style="list-style-type: none"> <i>Talk about the lives of people around them and their roles in society.</i> <i>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> Use common words and phrases related to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. | <p>Invaders and Settlers Who has made Britain their home? Emphasis on study of Roman Britain</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. The Roman Empire and its impact on Britain. <p>Conceptual Understanding Conflict Conquest, Empire, Frontier, Invasion <i>What happens during invasion?</i> <i>How do local people respond, impacts on daily life by force rather than choice, did it change how people interacted with each other?</i> Power Government, Emperor <i>Rule makers from outside of the tribe, more hierarchy</i></p> | <p>Term5 An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Entertainment and Leisure How has Leisure and Entertainment developed over time?</p> <ul style="list-style-type: none"> Use evidence to build up a picture of life in time studied Select relevant sections of information 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 To investigate trends over time of how people spent their holidays during the 20th century. To explore key events and changes in sport in the 20th century. To research how music influenced people's experiences in the 20th century. |

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| | <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. <p>Conceptual Understanding</p> | <p>Law Freedom, Rights, Slaves <i>Impact of new laws, response to these new laws</i></p> <p>Religion <i>What was the impact of religion on daily lives, was there acceptance of other belief systems?</i> <i>Beginning to understand the time line of some aspects of history including starting ask questions of why or how to find simple reasons for events</i></p> | <ul style="list-style-type: none"> To explore why movies became popular in the 20th century. To discuss the significance of television in people's lives in the 20th century. To explore the impact of leisure and entertainment on people's lives in the 20th century. <p>Society <i>The impact these changes had on society</i> <i>How did it make life different?</i> <i>Looking at society under their own circumstances making comparisons</i> <i>To use and identify primary and secondary resources</i></p> |
| <p>Cross-curricular opportunities to re-visit and extend learning</p> | <p>English Reading and writing a variety of non-fiction texts Study of Mr Penguin And The Lost Treasure by Alex T Smith Reading and writing a variety of non-fiction texts.</p> | <p>English Study of The Firework Maker's Daughter by Phillip Pullman Reading and writing a variety of non-fiction texts.</p> <p>Geography Local Study; European comparison</p> | <p>English Study of Why The Whales Came by Michael Morpurgo Study of Greek Myths and Legends Reading and writing a variety of non-fiction texts.</p> <p>Geography Study of Physical and Human Geography</p> |

Year 2

Homes
How have houses changed over the years?
Why are houses different now to in the past?

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Use common words and phrases related to the passing of time.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions.
- Understand some of the ways in which we find out about the past.
- Identify some of the different ways in which the past is represented.
- **Changes within living memory – used to reveal aspects of change in national life.**

Conceptual Understanding
Society
Begin to understand people live in different communities and groups making links over time within their own families

Settlements
 Village, Town, City

Early Civilizations
How do we know so much about the Ancient Egyptians today?

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **To study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**

Conceptual Understanding
Society
Consider aspects of lifestyle and traditions
How do we know?
Begin to introduce the concept of reading artefacts

Civilisation
To identify what civilisation is and compare it with uncivilised society at the same time

Power
Monarchy
Look at hierarchy structure and the powers held by Pharaohs

Religion
Examine how religion impacted on daily life and death
Identify a different religion from Christianity – looking at rituals and worship
Make links to what this meant for a person's daily life and death

Local History Study
How has education developed over the past 150 years (use Keevil as a focus)

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **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.**

Conceptual Understanding
Society
Explore views of children during this period including expectations for working
Reasons – types of work in he local area

Law
Changes in laws relating to education during this period
Impact on daily life

Non-European Society
How did the Mayan Culture affect our lives today?

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300**

Conceptual Understanding
Society
What was the structure of the community, daily life?
Make comparisons with other periods studied

Civilisation
How did the civilisation form?

Power
Monarchy
Religion
Explore and identify why religion had an influence on a variety of societies including their hierarchy
Did that affect the power structure or impact on leadership?

Law
Judge, Punishment

Ancient Greece
What have we learnt from the Ancient Greeks?

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world.**

The Great Fire of London and Samuel Pepys
What made the fire of London 'Great?'

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Use common words and phrases related to the passing of time.
- Know where the people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions.
- Choose and use parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify some of the different ways in which the past is represented.
- **Events beyond living memory that are significant nationally or globally.**

Conceptual Understanding
Settlements
City
What was the housing like, did this make it easier for the fire to spread? Did people work together to survive the fire?

Society
Was there a fire brigade? What happened to the community?

Invaders and Settlers
Who has made Britain their home?
Linked to work in English – How To Train Your Dragon by Cressida Cowell
Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons

- Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.
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- Use appropriate historical terms.
- Ask historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses involving the thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**

Conceptual Understanding
Society
What happened to the law during this time, who was in charge?

Conflict
Peace, Kingdom, Nationality Invasion
Why did the Vikings invade? Why did many of them decide to stay?
Understand some of the basic reasons for conflict

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| | | <p><i>Identify some simple results of the conflict for people of that time.</i></p> | <p>Conceptual Understanding Civilisation <i>Why did the community split into 2 different categories? What did that mean for the people involved?</i> Power Government, Democracy <i>Does modern day reflect any aspects of government and democracy created by the Ancient Greeks?</i> <i>To explain how different civilizations have left a legacy which we have taken on and developed</i> Religion <i>Explore their worship methods and beliefs, impact on daily life</i> <i>Were other religions tolerated?</i> Conflict <i>Reasons for continued conflict related to empire building</i></p> |
| <p>Cross-curricular opportunities to re-visit and extend learning</p> | <p>English Study of Flat Stanley – Jeff Brown Study of Traditional Tales Study of Enid Blyton stories Reading and writing a variety of non-fiction texts DT ‘Be an Architect’</p> | <p>Geography Using maps, atlases and other sources to study the geography of Egypt English Reading and writing a variety of non-fiction texts. Study of Myths and Legends Art Creating Ancient Egyptian inspired works eg, canopic jars, wall art</p> | <p>English Reading and writing a variety of non-fiction texts Study of The Explorers by Katherine Rundell Geography Geographical study of the local area Study of a region of South America Art Creating Mayan inspired works eg. headdresses, masks Weaving and Textiles</p> |