



## Long Term Curriculum Overview 2023-24

## Subject: History

*Dream big, love God and live well*

*'I can do all things through Him who strengthens me' Philippians 4:13*

EYFS			
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication			<p><b>Speaking</b></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Maths	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>		
Understanding the World	<p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Years 1-6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>'Travel and Transport'</u></p> <p><i>Changes within living memory: When parents were young</i></p> <p><b>History Knowledge:</b> Understand and compare changes in transport from past to present including an early form of transport, research George Stephenson's inventions and their</p>	<p><b>Geography focus</b></p>	<p><u>'Explorers: Christopher Columbus and Neil Armstrong'</u></p> <p><i>Significant people from history</i></p> <p><b>History Knowledge:</b> Understand and explain the terms 'significant' and 'explorer', Identify why Neil Armstrong and</p>	<p><b>Geography focus</b></p>	<p><u>'Toys'</u></p> <p><i>Changes within living memory: When parents were young</i></p> <p><b>History Knowledge:</b> Identify key aspects of current toys, toys from their parents' childhood and early 20<sup>th</sup> century,</p>	<p><b>Geography focus</b></p>

	<p>impact, compare the past, present and future of transport.</p> <p><b>History Skills:</b> sequence objects in chronological order, recognise the difference between past and present, know and recount stories about the past, use a range of sources to find out characteristic features of the past, identify different ways to represent the past, sort artefacts into 'then' and 'now', construct simple timelines, organise information in different ways.</p>		<p>Christopher Columbus were significant, compare the explorers in a variety of ways.</p> <p><b>History Skills:</b> Sequence artefacts from distinctly different periods of time, recognise the difference between past and present in others' lives, use stories to encourage children to distinguish between fact and fiction, use a wide range of sources to find answers to simple questions about the past, organise information in a variety of ways.</p>		<p>identify important changes in toys over time, understand how and why toys are different today than in past time periods.</p> <p><b>History Skills:</b> Match objects to people of different ages, describe similarities and differences in artefacts, compare and consider the reliability of adults talking about the past, ask and answer questions related to different sources and objects, organize information in a variety of ways.</p>	
Year 2	<p><b><u>'The Great Fire of London'</u></b></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><b>History Knowledge:</b> Identify how London has changed over time, understand significant characteristics of the Great Fire of London and its impact, understand the term 'source of information'. <b>Locality Link: Visit to the local fire station</b></p> <p><b>History Skills:</b> Sequence artefacts close together in time, recognise why people did things, why events happened and what happened as a result, develop empathy and understanding, identify different ways to represent the past, create and understand timelines of an event, discuss the effectiveness of sources, organise information in a variety of ways.</p>	<b>Geography focus</b>	<p><b><u>'Monarchs: Queen Victoria/Queen Elizabeth II'</u></b></p> <p><i>Significant people from history</i></p> <p><b>History Knowledge:</b> Identify key information about Queen Victoria, Queen Elizabeth II and the times during their reigns, understand similarities and difference between monarchs, understand and recall celebrations within the monarchy.</p> <p><b>History Skills:</b> Sequence events in chronological order, identify differences between people, events and ways of life in different times, compare photographs of people in the past, consider reliability/effectiveness of sources and use these to ask a range of questions, organise information in a variety of ways.</p>	<b>Geography focus</b>	<p><b><u>'Knights and Castles'</u></b></p> <p><i>Significant historical events in own locality</i></p> <p><b>History Knowledge:</b> Understand key features of a local castle and the purpose of their design, identify who lived in medieval castles and what daily life looked like, understand and compare key features of knights in different time periods.</p> <p><b>History Skills:</b> Sequence a collection of photographs and artefacts and confidently describe their similarities and differences, compare two versions of a past event, use sources to answer questions about the past on the basis of simple observations.</p>	<b>Geography focus</b>
Year 3	<p><b><u>'Changes in Britain from the Stone Age to the Iron Age'</u></b></p> <p><i>8-10,000 BC – 4000 BC</i></p> <p><b>History Knowledge:</b> Understand the terms 'Stone Age' and 'Iron Age', identify how early man was able to survive, explain how Skara Brae was discovered and its key features, recall how and why Iron Age people protected their homes.</p> <p><b>History Skills:</b> Place the time studied on a timeline, use dates and terms related to the unit and passing of time, research every day lives of people in time studied, understand why so many people wanted to do something, consider different</p>	<b>Geography focus</b>	<p><b><u>'Ancient Egypt'</u></b></p> <p><i>The achievement of the earliest civilisations</i></p> <p><i>3100 BC – 332BC</i></p> <p><b>History Knowledge:</b> Identify key features about life in Ancient Egypt, understand what was important to people in Ancient Egypt, identify key religious beliefs and rituals in Ancient Egyptian times, identify key figures relating to Ancient Egypt such as Tutankhamen and Howard Carter.</p> <p><b>History Skills:</b> Sequence several events and artefacts, identify reasons for and the results of peoples' actions, distinguish between different sources, observe</p>	<b>Geography focus</b>	<p><b><u>'Ancient Greece'</u></b></p> <p><i>800BC – 146BC</i></p> <p><b>History Knowledge:</b> Understand key features of daily life in Ancient Greece, identify features of the Greek Empire including democracy and religion, identify how and why the Olympic Games were created and how they contrast with modern society, understand significance of Alexander the Great.</p> <p><b>History Skills:</b> Place the time studied on a timeline, use dates and terms related to the unit and passing of time, research every day lives of people in time studied, compare a period of time with our life</p>	<b>Geography focus</b>

	representations of a period in time, use a range of sources to find out about a period, organise information in a variety of ways.		small details in photographs and artefacts, select and record information relevant to the study, organise information in a variety of ways.		today, identify and give reasons for different ways in which the past is represented, use a range of sources to find out about a period, organise information in a variety of ways.	
Year 4	<p><b><u>'The Roman Empire and its impact on Britain'</u></b></p> <p><i>55BC</i></p> <p><b>History Knowledge:</b> Identify different beliefs about how Rome was founded, identify key features of the Roman Empire and daily life in Ancient Rome, understand the features and significance of the roman army, identify the romans' different attempts to invade Britain.</p> <p><b>History Skills:</b> Place events from a period studied on a timeline, understand more complex terms (BC/AD), use evidence to reconstruct life in time studied, look for effects in time studied, use textbooks and historical knowledge, use relevant material to present a picture of one aspect of life in the past, use the library and internet for research, recall and organise information in a variety of ways, communicate knowledge and understanding.</p>	<b>Geography focus</b>	<p><b><u>Roman Britain</u></b></p> <p><i>Local History Study</i></p> <p><b>History Knowledge:</b> Understand how and why Britain became part of the Roman Empire, identify how and why Britons resisted Roman invasion, understand the significance of Hadrian's Wall, identify how the Romans influenced the culture of Britain, understand the Roman's impact on the Lincolnshire area. <b>Locality Link:</b> <a href="#">Lincoln Roman Walk</a></p> <p><b>History Skills:</b> Use terms related to the period and begin to date events, offer a reasonable explanation for some events, identify key features and events of the time studied, begin to evaluate the usefulness of different sources, use evidence to build up a picture of a past event, use the library and internet for research, recall and organise information in a variety of ways, communicate knowledge and understanding.</p>	<b>Geography focus</b>	<p><b><u>'Mayan Civilisation'</u></b></p> <p><i>300 – 900 AD</i></p> <p><i>A non-European society that provides contrast with British History</i></p> <p><b>History Knowledge:</b> Identify key features of the Mayan civilisation including writing, time, number systems and sport, understand how we have been able to learn about Mayan civilisation, compare aspects of Maya civilisation to current day.</p> <p><b>History Skills:</b> Place events from a period studied on a timeline, use a range of evidence to reconstruct life in time studied, look for effects in time studied, use textbooks and historical knowledge, use relevant material to present a picture of one aspect of life in the past, use the library and internet for research, ask a variety of questions, recall and organise information in a variety of ways, communicate knowledge and understanding.</p>	<b>Geography focus</b>
Year 5	<p><b><u>'Britain's settlement by Anglo-Saxons and Vikings'</u></b></p> <p><i>410AD – 1066 AD</i></p> <p><b>History Knowledge:</b> Understand how and why the Anglo-Saxons invaded Britain, identify key features of Anglo-Saxon daily life and settlements, understand how the Anglo-Saxons impacted Britain's religion, identify key features of Sutton Hoo. Understand where the Vikings came from and why they invaded Britain, identify the roles of King Alfred, King Athelstan and Edward the Confessor, understand the impact of Danegeld on Britain.</p> <p><b>History Skills:</b> Know and sequence key events of time studied, use relevant terms and period labels, examine causes and results of great events and the impact on people, compare accounts of events from different sources, begin to identify primary and secondary sources, use evidence to build up</p>	<b>Geography focus</b>	<p><b><u>'Tudor Britain'</u></b></p> <p><i>1485 – 10603 AD</i></p> <p><b>History Knowledge:</b> Understand the chronology of the Tudor period and the significance of the Tudor dynasty, understand and evaluate the impact of the War of the Roses, identify key facts and characteristics about Henry VIII and his reign, understand the impact of the Reformation in Britain.</p> <p><b>History Skills:</b> Make comparisons between different times in the past, compare life in early and late 'times' studied, offer some reasons for different versions of events, select relevant sections of information, use the library and internet for research, recall and organise information in a variety of ways, communicate knowledge and understanding.</p>	<b>Geography focus</b>	<p><b><u>'Victorian Britain'</u></b></p> <p><i>1837 – 1901</i></p> <p><b>History Knowledge:</b> Understand the chronology of the Victorian and the significance of Queen Victoria, Identify key features of daily life for Victorian children and how they contrast to modern day, understand the importance of the Industrial Revolution, identify elements of the local Victorian prison and how they reflect Victorian society. <b>Locality Link:</b> <a href="#">Focus on the 'Victorian Prison' in Lincoln</a></p> <p><b>History Skills:</b> Know and sequence key events of time studied, use relevant terms and period labels, compare an aspect of life with the same aspect in another period, compare accounts of events from different sources, begin to identify primary and secondary sources, use evidence to build up a picture of a past event, recall and organise</p>	<b>Geography focus</b>

	a picture of a past event, recall and organise information in a variety of ways, communicate knowledge and understanding.				information in a variety of ways, communicate knowledge and understanding.	
Year 6	<p align="center"><b><u>'World War II '</u></b> <b><u>The Battle of Britain</u></b></p> <p align="center"><i>1939 – 1945 AD</i></p> <p><b>History Knowledge:</b> Identify why World War II began and its significant events, understand key aspects of daily life during the war, understand the role of women during the war, and identify key events of the holocaust and its significant impact.</p> <p><b>History Skills:</b> Use relevant dates and terms, sequence up to ten events on a timeline, write an explanation of a past event in terms of cause and effect using evidence to support, know key dates, characters and events of time studied, consider ways of checking accuracy of interpretations, confidently use the library and internet for research, recognise primary and secondary sources, bring knowledge gathered from several sources together in a fluent account, select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<b>Geography focus</b>	<p align="center"><b><u>'Lincolnshire's role in Wartime Lincolnshire'</u></b></p> <p align="center"><i>Local History Study</i></p> <p><b>History Knowledge:</b> Identify the role that Lincoln played in the tank's invention, understand the importance of Lincolnshire women in World War I, understand the role of Lincolnshire in R.A.F and aviation development, identify how Lincoln played a part in wartime evacuations.</p> <p><b>History Skills:</b> Use relevant dates and terms, know key dates, characters and events in time studied, link sources and work out how conclusions were arrived at, use a range of sources to find out about an aspect of time, suggest omissions and means of finding out, confidently use the library and internet for research, select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<b>Geography focus</b>	<p align="center"><b><u>'Crime and Punishment Across the Ages'</u></b></p> <p><b>History Knowledge:</b> Identify key aspects of crime and punishment through multiple time periods including Roman, Anglo-Saxon, Viking, Medieval and Tudor, Early Modern Period and Victorian, compare features across the period and identify the impact on modern crime and punishment.</p> <p><b>History Skills:</b> Place current study on timeline in relation to other studies, find out about beliefs, behavior and characteristics of people, compare beliefs and behavior with another time studied, be aware that different evidence will lead to different conclusions, use a range of sources to find out about an aspect of time, select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<b>Geography focus</b>