



## Curriculum Overview – History

### Units Covered

Year Group	Autumn Term		Spring 1		Summer 1	
	Year A	Year B	Year A	Year B	Year A	Year B
Year 1 and 2	<p><b>Theme:</b> Toys</p> <p><b>Killer Question:</b> What toys did Grandma used to play with?</p>	<p><b>Theme:</b> Hot, Hot, Hot!</p> <p><b>Killer Question:</b> How did the Great Fire of London change the city?</p>	<p><b>Theme:</b> Polar Regions</p> <p><b>Killer Question:</b> Was Robert Scott a hero?</p>	No History Focus	<p><b>Theme:</b> The Seaside</p> <p><b>Killer Question:</b> How has a visit to the seaside changed over time?</p>	<p><b>Theme:</b> Major Glad, Major Dizzy</p> <p><b>Killer Question:</b> What do we know about the Victorians and the way they lived?</p>
Year 3 and 4	<p><b>Theme:</b> The Vikings</p> <p><b>Killer Question:</b> Should the Vikings be remembered as raiders or settlers?</p>	<p><b>Theme:</b> WW2</p> <p><b>Killer Question:</b> How did going to war in 1939 affect children in Britain?</p>	No History Focus	No History Focus	<p><b>Theme:</b> Ancient Greece</p> <p><b>Killer Question:</b> How has Ancient Greek interest in the theatre and Olympics contributed to society today?</p>	<p><b>Theme:</b> Stone Age</p> <p><b>Killer Question:</b> Where did the prehistoric times of the Stone Age get its name from?</p>
Year 5 and 6	<p><b>Theme:</b> Tudors</p> <p><b>Killer Question:</b> Why did Henry 8<sup>th</sup> marry so many times?</p>	<p><b>Theme:</b> Victorians</p> <p><b>Killer Question:</b> What was it like for children living in Victorian times?</p>	<p><b>Theme:</b> Aztecs (brief unit)</p> <p><b>Killer Question:</b> How did the Aztecs build complex societies in the Rainforest?</p>	No History Focus	<p><b>Theme:</b> Anglo-Saxons and Romans</p> <p><b>Killer Question:</b> How different was Anglo-Saxon Britain to Roman Britain?</p>	<p><b>Theme:</b> Space</p> <p><b>Killer Question:</b> Who had the most impact as an explorer: Christopher Columbus or Neil Armstrong?</p>

### National Curriculum Coverage

<u>Upper Key Stage 2 - History</u>
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Statutory National Curriculum Statement	Year 5	Year 6						
			The Tudors	Rainforests	Anglo Saxons and Romans	Victorians	Rivers	Space and explorers
continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	show factual knowledge and understanding of aspects of the history of Britain and the wider world							
	use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods							
note connections, contrasts and trends over time and develop the appropriate use of historical terms	compare characteristic features from different historical periods and draw some conclusion							
	begin to produce structured work, making appropriate use of dates and terms such as: AD, ACE, BC, BCE, millennia, eras, epochs, throughout the Mayan period, Towards the end of the Roman Empire, Pre-1066							
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	In response to others and own questions, test out a hypothesis in order to answer a question							
	In response to others and own questions, give some reasons for, and results of, the main events and changes.							
	In response to others and own questions, research two versions of events and compare them							
construct informed responses that involve thoughtful selection and organisation of relevant historical information	describe some of the main events, people and changes.							
	communicate knowledge and understanding while giving their point of view							
	Use multi-media skills to present their findings							
	begin to produce structured work							
understand how our knowledge of the past	begin to select and combine information from a range of different sources							

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is constructed from a range of sources	show some understanding that aspects of the past have been represented and interpreted in different ways: identify propaganda, suggest different interpretations of events, suggest why some events in history are more significant than others.					
changes in Britain from the Stone Age to the Iron Age						
the Roman Empire and its impact on Britain						
Britain's settlement by Anglo-Saxons and Scots						
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
a local history study		Local History week				
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						
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						
Ancient Greece – a study of Greek life and achievements and their influence on the western world						