Curriculum overview History

FS1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Family Trees (grandparents, great grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.	**Journeys** Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today.	**Dinosaurs** A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)	**Growing and changing** Our past; How have we changed since we were born? What could we do then and what can we do now?	**Animals and their Babies** Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.	**Heroes and Adventures** Explorers can use ships to journey around the world. In the past, Ernest Shakleton travelled to Antarctica. Adventurers have climbed to the top of Mount Everest, the highest mountain in the world). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.
Family Trees (grandparents, great grandparents) When I was a baby Developing sense	Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old	A long time ago our planet was very different, it was hotter and there were lots of	Our past; How have we changed since we were born? What could we do then and what can we do now?	Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.	Explorers can use ships to journey around the world. In the past, Ernest Shakleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top

of chronology; before I was born, before I came to nursery, when I go to school.	fashioned' cars and aeroplanes and discuss how they look different today.	volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)			of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.
FS2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology;	**Transport: Past and Present** George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport	**Space** People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The	**Growing and Changing** Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	**Kings and Queens** The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	**Stories from the Past** Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon

before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	International Space Station; when and why it was built and launched			
My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon

	Shackleton the explorer; The South Pole, the challenges of his journey				
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Discovering History 1. What is the Past? 2. Family Trees 3. How do we know about history? 4. What do archaeologists do? 5. Our Local History		**Kings, Queens and Leaders** 1. Kings and Queens 2. King John I and the Magna Carta 3. Henry III and Parliament 4. Charles I 5. Oliver Cromwell and the Commonwealth		**Parliament and Prime Ministers** 1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections
	Knowledge Goals The past is all the things that have already happened. History tells us stories from the past. People who study the		**Knowledge Goals** England has been ruled by Kings and Queens for many years. Her Royal Highness Queen Elizabeth II is our Queen. Kings and Queens sometimes wear special items		**Knowledge Goals** Some people didn't want James II to be king James' daughter, Mary, and her husband William, became King and Queen of England. They signed a special piece of paper, called the Bill of Rights, which showed they agreed to parliament making laws for the country.

	past are called Historians. A family tree tells us who lived in a family in the past. Family trees can show us who got married and who had children. The Royal Family Tree shows us who was the King or Queen in the past. Sources tell us about the past. Books, photos and letters are sources that can tell us about the past. Mary Seacole was a lived a long time ago and we can find out about her through sources. A long time ago, people did not write books about their lives.		such as a crown, and hold special things such as an orb and sceptre. King John made a promise to the people of England. King John promised not to take too much money from people. King John also promised that he would not imprison people for no reason. Henry III didn't want to listen to the barons and this made them angry Simon de Montfort captured Henry at the Battle of Lewes and set up the first parliament Parliament had representatives from towns and counties in England. Charles I believed in the Divine Right of Kings, which meant that the monarch was appointed by God and had all the power. Charles I was executed. After		Simon de Montfort is called the Father of the English Parliament We choose the people in our Parliament by voting. Parliament meets to talk about things in the Houses of Parliament. Robert Walpole is remembered as the first 'Prime Minister' The Prime Minister makes decisions for our country. The Prime Minister lives at No. 10 Downing Street. The Prime Minister leads our country. He or she decides what money should be spent on, for example, schools, hospitals, roads, buildings. The government, who are chosen by adults in the UK who vote, chooses the Prime Minister. In the UK, adults choose who they would like to be in the government, this choice is called a vote. Adults vote during an election. On the day of the election, adults go to a polling station to vote and put a cross in a box to show their choice.

	Archaeologists are people who find things that belonged to people from long ago and learn about them. Often, archaeologists have to dig in the ground to find things that belonged to people from long ago. To understand that people lived in ____ a long time ago. To know that people travelled around differently a long time ago. To know that in London, a long time ago, people travelled by walking, or by horse and carriage.		Charles I died, there was no King. After Charles I died, there was no King and England was a commonwealth. Oliver Cromwell became the Lord Protector Oliver Cromwell was a Puritan and banned sports, theatres and Christmas.		

National Curriculum					
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **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.**		**The lives of significant individuals in the past who have contributed to national and international achievements.** **Events beyond living memory that are significant nationally or globally**		**Events beyond living memory that are significant nationally or globally.** **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.**
<u>Year 2</u>					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Romans in Britain 1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy on		**The Tudors** 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I		**Powerful Voices** 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough
	Knowledge Goals **Romans in Britain** The romans had an empire. The romans used their technology and large army to explore and rule their empire. People living in Britain were not as advanced as the Romans. The Roman army was large and well organised Roman soldiers wore armour and carried weapons Roman soldiers were well trained and this helped		**Knowledge Goals** **The Tudors** Rich people wore expensive, ornate clothes whereas poor people had simple clothes Rich Tudors ate lots of fresh meat whereas poor people ate more bread and vegetables Boys and girls were treated differently. Only rich boys went to school. Henry VIII was the second son of the first Tudor monarch- Henry VII Henry VIII had 6 wives Henry VIII had three children: Mary, Elizabeth and Edward.		**Knowledge Goals** **Powerful Voices** When Gandhi was alive, India was ruled as part of the British Empire Gandhi wanted India to rule itself Gandhi is known as 'Mahatma' meaning 'great soul' and remembered for his peaceful protests. Rosa Parks was arrested for refusing to give up her seat to a white man on a public bus Rosa Park's arrest led to the Montgomery Bus Boycott, led by Martin Luther King Martin Luther King led the Civil Rights Movement in America and gave powerful speeches. When the Taliban took control Swat Valley in Pakistan, they banned girls from going to school Malala Yousafzai spoke out publicly on behalf of girls and their right to learn

	the Roman Army to conquer much of Europe. The Romans successfully invaded Britain in 43 CE Boudicca rebelled against the Romans. Boudicca's rebellion was unsuccessful. The Romans built towns surrounded by stone walls Roman towns often contained shops, homes, yards for animals, a forum and a basilica. Hadrian's Wall formed the northern border of the Roman Empire. The Romans built towns and roads across Britain. The Romans created written records which is how we know about their history. After the fall of the Roman Empire, many people and		Before the Reformation, England was a Roman Catholic country and the Pope was the head of the church. King Henry VIII became head of the Church of England One of the reasons for the reformation was Henry VIII desire to end his marriage to Catherine of Aragon. Edward VI was only 9 when he inherited the throne Edward VI was a Protestant and Mary I was a Catholic Mary I was the first queen to rule on her own and is sometimes remembered as 'Bloody Mary'. Elizabeth I ruled for 44 - years and was this time is known as the Elizabethan 'Golden Age' The Elizabethan Religious Settlement was a compromise between Catholics and Protestants During Elizabeth's reign Shakespeare opened the Globe theatre.		Malala Yousafzai set up a charity to help girls and won a Nobel Peace Prize. Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays Greta speaks at important events and tries to convince people to change their behaviours to help save the planet Greta has Asperger's Syndrome and raises awareness for people with disabilities. David Attenborough has made lots of natural history documentaries teaching people about the planet earth David Attenborough speaks out about Climate Change and asks people to take care of the earth The first electronic TV was invented in 1927 but it wasn't until the 1970s that most homes in Britain had a television.

	aspects of Roman life remained in Britain.				
National Curriculum					
	-Events beyond living memory that are significant nationally or globally. **-The lives of significant individuals in the past who have contributed to national and international achievements.**		-**The lives of significant individuals in the past who have contributed to national and international achievements.** -**Significant historical events, people and places in their own locality**		**-The lives of significant individuals in the past who have contributed to national and international achievements.** **-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**