



## **History Curriculum Overview**

### **Rationale**

We want children to learn about the history of Britain and the wider world and to inspire them to become curious about the past and be able to consider how it has affected the present day. In order to achieve this, we aim to teach them:

- Knowledge of a range of historical time periods both in Britain and across the world
- The skills needed to think and work like a historian including:
  - Working chronologically and being able to sequence events within and across historical time periods
  - Historical reasoning including understanding cause and effect
  - Interpretation of historical events, periods or people and understanding their significance
  - Historical enquiry including asking and answering relevant questions and identifying the reliability and usefulness of sources as evidence to answer them
  - Analysing historical sources, quotes and statements to demonstrate and develop their understanding of history
- Children should be given opportunities to answer questions with essay style answers, giving the children an opportunity to construct an argument and think analytically.

The approach with our History Curriculum is on building long-term memory and improved retrieval focussing on key knowledge and vocabulary. Detailed knowledge and specific vocabulary about each topic can be found on the relevant Knowledge Organiser. Common historical vocabulary is built on year-on-year and lists of these words can be found on the History Progression Framework.

### **Structure**

Each year, the children learn about three History topics, each of which is taught over ten sessions. The topics cover the expectations set out in the National Curriculum. In Key Stage One, children are taught about changes within living memory, the lives of significant individuals and specific events of the past. In Key Stage Two, children are taught about a variety of historical periods with Britain and the wider world. These have been deliberately planned in chronological order to help give children a better sense of this key history skill.

The knowledge taught for each unit of work has been carefully planned for and is included in the Knowledge Organisers. Each unit is structured to give children an understanding of the broad focus of the topic/ time period whilst also giving enough detail to allow them to answer specific questions about the unit of work. Each one includes:

- A broad timeline of where this period fits compared with other time periods taught in school
- A detailed timeline including the key events
- Key people
- Key vocabulary

- Key questions that need to be answered by the end of the topic



### HISTORY CURRICULUM MAP

This table shows the topics covered every term in each year group and demonstrates the range of history the children at Birch Copse will learn during their time at the school.

|               | Autumn                        | Spring                   | Summer                                |
|---------------|-------------------------------|--------------------------|---------------------------------------|
| <b>Year 1</b> | Reading                       | Flight                   | Florence Nightingale and Edith Cavell |
| <b>Year 2</b> | The Gunpowder Plot            | The Great Fire of London | Queen Victoria and Queen Elizabeth II |
| <b>Year 3</b> | The Stone Age to The Iron Age | Ancient Egypt            | Ancient Greeks                        |
| <b>Year 4</b> | The Romans                    | The Anglo Saxons         | The Viking                            |
| <b>Year 5</b> | Ancient Mayans                | The Tudors               | Reading                               |
| <b>Year 6</b> | Democracy in Britain          | World War II             |                                       |



## HISTORY CURRICULUM OVERVIEW

The following grids give an overview of the content in each of History units of work.

| <b>Year 1</b> |  |  |   |  |  |
|---------------|--|--|---|--|--|
| <b>Term</b>   | <b>Topic</b>   | <b>National Curriculum reference</b>   | <b>Broad coverage</b>   | <b>Key people</b>  | <b>Key Questions</b>   |
| <b>Autumn</b> | <b>Reading<br/>1930 - today</b>                              | <b>Changes within living memory. Significant historical events, people and places in their own locality.</b>             | <ul style="list-style-type: none"> <li>• The changes to Reading since the 1930s – including buildings.</li> <li>• An overview of the '3Bs' industries of Beer, bulbs and biscuits.</li> <li>• Interviewing Grandparents who grew up in Reading</li> </ul> | <ul style="list-style-type: none"> <li>• John Madejski.</li> <li>• Catherine, Duchess of Cambridge.</li> </ul> | <ul style="list-style-type: none"> <li>• What is the biggest change in Reading from when your grandparents were children?</li> <li>• What is the most important building/place in Reading?</li> </ul>  |
| <b>Spring</b> | <b>Flight<br/>1485 - today</b>                               | <b>Events beyond living memory that are significant nationally or globally.</b>  | <ul style="list-style-type: none"> <li>• A broad history of flight.</li> <li>• A more detailed history of Amelia Earhart A history of space flight.</li> </ul>  | <ul style="list-style-type: none"> <li>• The Wright Brothers.</li> <li>• Amelia Earhart.</li> </ul>            | <ul style="list-style-type: none"> <li>• Why did people start to use flight as a method of travel?</li> <li>• Why is air travel so popular now?</li> <li>• From what we know now what will be the next development in flight?</li> </ul>   |
| <b>Summer</b> | <b>Florence Nightingale and Edith Cavell<br/>1820 - 1915</b> | <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b> | <ul style="list-style-type: none"> <li>• A comparison of the lives of Florence Nightingale and Edith Cavell.</li> <li>• Nursing during times of war.</li> </ul>   | <ul style="list-style-type: none"> <li>• Florence Nightingale.</li> <li>• Edith Cavell.</li> </ul>             | <ul style="list-style-type: none"> <li>• Why do people still remember both these people today?</li> <li>• What was similar and different about their lives?</li> <li>• If you could meet both of these people what question would you like to ask them and explain why?</li> </ul> |

| Year 2 |  |   |   |  |  |
|--------|--|---|---|--|--|
| Term   | Topic  | National Curriculum reference   | Broad coverage  | Key people   | Key Questions  |
| Autumn | The Gunpowder Plot 1605                          | Events beyond living memory that are significant nationally or globally.  | <ul style="list-style-type: none"> <li>• A detailed history of the Gunpowder plot in 1605</li> <li>• Includes the reasons behind the plot and historical legacy the failed plot left</li> </ul>   | <ul style="list-style-type: none"> <li>• King James I</li> <li>• Robert Catesby</li> <li>• Thomas Percy</li> <li>• Guy Fawkes</li> </ul>                 | <ul style="list-style-type: none"> <li>• Why were the plotters unhappy? Why did they decide to do it?</li> <li>• Why did the plot not succeed?</li> <li>• What was the legacy of the plot, did anything change because of the plot?</li> </ul>   |
| Spring | The Great Fire of London 1666                    | Events beyond living memory that are significant nationally or globally.  | <ul style="list-style-type: none"> <li>• A detailed account of the Great fire of London in 1666</li> <li>• Includes how the fire started, why it spread so quickly and why it was difficult to extinguish</li> <li>• The historical changes to both London and fire safety as a result of this event</li> </ul> | <ul style="list-style-type: none"> <li>• Samuel Pepys</li> <li>• Christopher Wren</li> <li>• King Charles II</li> <li>• Lord Mayor Bloodworth</li> </ul> | <ul style="list-style-type: none"> <li>• How did the fire start and why did it spread so quickly?</li> <li>• Who helped in trying to put the fire out? Was there anyone who didn't really help?</li> <li>• What changed after the fire and how does this still affect us today?</li> </ul> |
| Summer | Queen Victoria & Queen Elizabeth II 1837 - today | The lives of significant individuals in the past who have contributed to national and international achievements. | <ul style="list-style-type: none"> <li>• A comparison of the lives of Queen Victoria and Queen Elizabeth II</li> <li>• Including major events that happened during their reign and people's perceptions of them</li> </ul>  | <ul style="list-style-type: none"> <li>• Queen Victoria</li> <li>• Queen Elizabeth II</li> </ul>   | <ul style="list-style-type: none"> <li>• What was similar about their reigns?</li> <li>• What were the biggest challenges they faced whilst they were queen?</li> <li>• How did the public feel about them?</li> <li>• What do historians think about them?</li> </ul>                     |

| Year 3 |  |   |  |   |   |
|--------|--|---|--|---|---|
| Term   | Topic  | National Curriculum reference   | Broad coverage   | Key people  | Key Questions   |
| Autumn | The Stone Age to The Iron Age<br>814,000BC – 43 AD | Changes in Britain from the Stone Age to the Iron Age.  | <ul style="list-style-type: none"> <li>• Development of Britain from early man to the Roman invasion</li> <li>• Look at how we gather evidence about this period including cave paintings</li> <li>• Focus the transition from hunter-gatherers to farming</li> <li>• Focus on the importance of metals</li> </ul> | <ul style="list-style-type: none"> <li>• None</li> </ul>  | <ul style="list-style-type: none"> <li>• Why did humans return to Britain after the Ice age?</li> <li>• How was the Bronze age different to the Stone age?</li> <li>• How was the Iron age different to the Bronze age?</li> <li>• Why did the Iron age in Britain end?</li> </ul>  |
| Spring | Ancient Egypt<br>3500BC – 30BC                     | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | <ul style="list-style-type: none"> <li>• Development of the first civilizations</li> <li>• The Pharaohs as supreme rulers</li> <li>• The pyramids as tombs and Ancient Egyptian burial traditions</li> <li>• Hieroglyphics as one of the earliest forms of writing</li> </ul>                                      | <ul style="list-style-type: none"> <li>• The Pharaohs Narmar, Khufu, Hatshepsut, Tutankhamun, Ramses II and Cleopatra VII</li> <li>• Alexander the Great</li> </ul> | <ul style="list-style-type: none"> <li>• Why was the Nile River essential to Egyptian civilization?</li> <li>• What were the great buildings and monuments of Ancient Egypt? Why do you think they were built?</li> <li>• Why did the Ancient Egyptian civilization end?</li> </ul> |
| Summer | Ancient Greeks<br>2000BC – 146BC                   | Ancient Greece – a study of Greek life and achievements and their influence on the western world.   | <ul style="list-style-type: none"> <li>• Look at Greek philosophies and its influence on its democracy and governance.</li> <li>• Greek religion and Gods</li> <li>• Greek Myths</li> </ul>  | <ul style="list-style-type: none"> <li>• The philosophers Socrates, Plato and Aristotle</li> <li>• Alexander the Great</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Why do you think <b>democracy</b> began in Ancient Greece?</li> <li>• Why did the Ancient Greek <b>civilization</b> end?</li> <li>• What ideas from the Ancient Greek era are still influential today?</li> </ul>                          |

| Year 4 |                                      |  |  |   |  |
|--------|--------------------------------------|--|--|---|--|
| Term   | Topic                                | National Curriculum reference  | Broad coverage   | Key people  | Key Questions  |
| Autumn | The Romans<br>55BC-<br>401AD         | The Roman Empire and its impact on Britain   | <ul style="list-style-type: none"> <li>• The failed and successful invasions of Britain by the Romans</li> <li>• Focus on how the Romans changed Britain.</li> <li>• The rebellion against the Romans led by Queen Boudica.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Julius Caesar</li> <li>• Emperor Claudius</li> <li>• Boudica</li> </ul>  | <ul style="list-style-type: none"> <li>• What do you think was the biggest change that the Romans made to Britain during their rule?</li> </ul>  |
| Spring | The Anglo Saxons<br>350AD –<br>793AD | Britain's settlement by Anglo-Saxons and Scots   | <ul style="list-style-type: none"> <li>• The Roman withdrawal and the occupation of Britain by the Angles, Saxons and Jutes</li> <li>• The changes that the Anglo Saxons brought.</li> <li>• Focus on how Britain was divided into the Heptarchy.</li> </ul> | <ul style="list-style-type: none"> <li>• King Voertigern</li> <li>• St Augustine</li> <li>• King Aethelbert</li> <li>• Bede</li> <li>• King Offa</li> </ul>       | <ul style="list-style-type: none"> <li>• Why did the Romans leave Britain?</li> <li>• How did the new Anglo Saxon settlements differ to the Roman ones before?</li> <li>• What role did Christianity play in the Anglo Saxon settlement of Britain?</li> </ul>                             |
| Summer | The Viking<br>789AD –<br>1066AD      | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | <ul style="list-style-type: none"> <li>• The Viking raids and eventual settlement in Britain</li> <li>• How Viking rule impacted Britain.</li> <li>• How the Vikings were defeated</li> </ul>  | <ul style="list-style-type: none"> <li>• King Alfred the Great</li> <li>• King Canute</li> <li>• Edward the Confessor</li> <li>• William the Conqueror</li> </ul> | <ul style="list-style-type: none"> <li>• Why did the Vikings begin to Invade Britain?</li> <li>• Was Alfred the Great great?</li> <li>• Who was a greater King of England: Edward the Confessor or King Canute?</li> <li>• Why do you think the Norman invasion was successful?</li> </ul> |

| Year 5 |                                |   |   |   |   |
|--------|--------------------------------|---|---|---|---|
| Term   | Topic                          | National Curriculum reference   | Broad coverage  | Key people  | Key Questions   |
| Autumn | Ancient Mayans 3114BC – 1524AD | A non-European society that provides contrasts with British history – Mayan civilisation                  | <ul style="list-style-type: none"> <li>The three periods of Mayan civilisation up to the arrival of the Spanish</li> <li>Focus on the location and their inventions and discoveries</li> <li>Look at how we gather evidence about this period including their pyramids and hieroglyphics</li> </ul> | <ul style="list-style-type: none"> <li>Hunac Ceel</li> <li>Pakal the Great</li> <li>Yax Moch Xoc</li> </ul>   | <ul style="list-style-type: none"> <li>What role did maths have in the success of the Mayans?</li> <li>How different was the life of a Mayan compared to the life of a Briton during this period?</li> <li>What happened to the Mayan Civilisation following the Spanish invasion?</li> </ul>   |
| Spring | The Tudors 1485AD – 1603AD     | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | <ul style="list-style-type: none"> <li>A look at the different Tudor Monarchs and their influence over Britain</li> <li>A focus on reformation of the church led by King Henry VIII</li> </ul>  | <ul style="list-style-type: none"> <li>The six Tudor Monarchs: Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I and Elizabeth I</li> <li>The six wives of Henry VIII</li> </ul> | <ul style="list-style-type: none"> <li>How did Henry VII become King? Do you think he was the rightful king?</li> <li>Henry VIII fell out with the Pope and created the Church of England. How did this Change Britain?</li> <li>Of the 6 Tudor Monarchs who do you think had the longest lasting influence on Britain?</li> </ul>                      |
| Summer | Reading 1723AD - Present       | A local history study   | <ul style="list-style-type: none"> <li>History of Reading with a focus on the rise and fall of the three main businesses – beer, bulbs and biscuits (The 3Bs)</li> <li>Focus on the development of Reading as a large town and the associated transport links</li> </ul>                            | <ul style="list-style-type: none"> <li>George Palmer</li> <li>Thomas Huntley</li> <li>William Blackall Simonds</li> <li>John Sutton</li> </ul>  | <ul style="list-style-type: none"> <li>Why did people decide to settle in Reading?</li> <li>Why do you think many businesses in Reading grew into much larger businesses?</li> <li>Why do you think that Reading has continued to grow in size and has changed the main industry within the town, whilst other towns have not grown as much?</li> </ul> |

| Year 6 |                                     |   |  |   |   |
|--------|-------------------------------------|---|--|---|---|
| Term   | Topic                               | National Curriculum reference   | Broad coverage   | Key people  | Key Questions   |
| Autumn | Democracy in Britain 1066 - present | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | <ul style="list-style-type: none"> <li>• A focus on the changing power within Britain: from tribal rule during the Anglo Saxon period, to the divine monarchy, the civil war and parliamentary government.</li> <li>• Include a focus on the rights of people to vote</li> </ul> | <ul style="list-style-type: none"> <li>• King John</li> <li>• Oliver Cromwell</li> <li>• Emmeline Pankhurst</li> </ul>  | <ul style="list-style-type: none"> <li>• Why is the Magna Carta still seen as such a historically significant document?</li> <li>• Why was the Civil War fought? Was it a justifiable war? What impact did it have on the future of the country?</li> <li>• Why do you think it took so long for women to be allowed to vote?</li> <li>• In the future if you had to decide upon a governmental system from British history to use, which one would you choose and why?</li> </ul>    |
| Spring | World War II 1939 - 1945            | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | <ul style="list-style-type: none"> <li>• An overview of World War II including how it began and which countries were involved</li> <li>• A detailed study of the Dunkirk evacuation in May 1940</li> </ul>   | <ul style="list-style-type: none"> <li>• Neville Chamberlain</li> <li>• Winston Churchill</li> <li>• King George VI</li> <li>• Franklin D. Roosevelt</li> <li>• Charles De Gaulle</li> <li>• Bertram Ramsey</li> <li>• Adolf Hitler</li> <li>• Benito Mussolini</li> <li>• Joseph Stalin</li> </ul> | <ul style="list-style-type: none"> <li>• What factors do you think lead to the start of WW2?</li> <li>• Why do you think the first few months of the war were sometimes referred to as the Phoney War?</li> <li>• How significant do you think Dunkirk evacuation was in the final outcome of the war?</li> <li>• Winston suggested that following the Battle of Britain people would say 'That this was their finest hour'. Do you agree or disagree with this statement?</li> </ul> |