

# West Ashton CE Primary School History Curriculum Overview

	EYFS (Understanding the World)	KS1	Lower KS2	Upper KS2
Year A	<p>Past and Present ELG</p> <ul style="list-style-type: none"> <li>talk about the lives of the people around them and their roles in society;</li> <li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Marvellous Me</b> – Family, Where I live, What I look like</p> <p><b>Celebrations</b> – Diwali, Remembrance Day, Christmas</p> <p><b>Castles and Knights</b> (Local/National Event based where possible)</p>	<p>Holidays</p> <p><b><i>How have holidays changed over time?</i></b></p> <ul style="list-style-type: none"> <li>learn about changes within living memory</li> <li>understand historical concepts such as continuity and change, similarity and difference</li> <li>ask historically valid questions</li> <li>identify similarities and differences between ways of life in different periods</li> <li>ask and answer questions</li> <li>understand some of the ways in which we find out about the past</li> <li>identify different ways in which the past is represented</li> <li>use a wide range of everyday historical terms</li> <li>use parts of stories and other sources to show they know and understand key features of events</li> <li>use sources to show they know and understand the past</li> <li>suggest reasons why changes took place.</li> </ul> <p><b><u>Changes within living memory – used to reveal aspects of change in national life.</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Society</p>	<p>Early Civilization</p> <p><b><i>How much did the Ancient Egyptians achieve?</i></b></p> <ul style="list-style-type: none"> <li>study the achievements of the earliest civilisations</li> <li>develop a chronologically secure knowledge and understand of British, local and world history</li> <li>note connections, contrasts and trends over time</li> <li>develop the use of historical terms</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>address and devise historically valid questions about similarity, difference and significance</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p><b><u>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</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Civilisation</p> <p>Power - Monarchy</p> <p>Religion</p> <p>Society</p>	<p>Invaders and Settlers</p> <p><b><i>Was the Anglo-Saxon period really a Dark Age?</i></b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British and world history</li> <li>develop the appropriate use of historical terms</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>note connections, contrasts and trends over time</li> <li>regularly address and devise historically valid questions about significance.</li> </ul> <p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conflict, War, Enemy, Military, Alliance</p> <p>Settlements - Village</p> <p>Society</p>
		<p>The Greatest Explorers</p> <p><b><i>Who were the Greatest explorers?</i></b></p> <ul style="list-style-type: none"> <li>know where the people they study fit within a chronological framework</li> <li>develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>understand some of the ways in which we find out about the past</li> <li>identify different ways in which it is represented</li> <li>ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>use parts of sources to show that they know and understand key features of events</li> <li>use common words and phrases relating to the passing of time</li> </ul> <p><b><u>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></b></p> <p><b>Conceptual Understanding</b></p> <p>Society</p>	<p>Invaders and Settlers</p> <p><b><i>What happened when the Romans came to Britain?</i></b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British history</li> <li>address historically valid questions about change, cause and significance</li> <li>construct informed responses that involve the thoughtful selection and organisation of historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>address and devise historically valid questions about similarity and difference</li> </ul> <p><b><u>The Roman Empire and its impact on Britain.</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conquest, Empire, Frontier</p> <p>Power - Government, Emperor</p> <p>Law - Freedom, Rights, Slaves</p> <p>Religion</p>	<p>Invaders and Settlers</p> <p><b><i>Would the Vikings do anything for money?</i></b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British history</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>establish clear narratives within and across the periods</li> <li>develop the appropriate use of historical terms</li> <li>address historically valid questions about cause and significance</li> <li>construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>note contrasts and connections over time</li> </ul> <p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conflict, War, Enemy, Military, Alliance</p> <p>Settlements</p> <p>Society</p>
		<p>Great Inventions</p> <p><b><i>How did the first flight change the world?</i></b></p> <p><b><i>Why were the Rainhill Trials important?</i></b></p> <ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating to the passing of time</li> </ul>	<p>Local History Study</p> <p><b><i>Why should we preserve our locality?</i></b></p> <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>develop a chronologically secure knowledge and understanding of British and local history</li> </ul>	<p>Non-European Society</p> <p><b><i>Why should we remember the Maya?</i></b></p> <ul style="list-style-type: none"> <li>establish clear narratives within and across periods they study</li> <li>regularly address historically valid questions about similarity and difference and significance</li> </ul>

		<ul style="list-style-type: none"> <li>• know where the people and events they study fit within a chronological framework</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify similarities and differences between ways of life in different periods</li> </ul> <p><b><u>Events beyond living memory that are significant nationally or globally</u></b></p> <p><b>Conceptual Understanding</b></p> <p><b>Society</b></p>	<ul style="list-style-type: none"> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historical valid questions about change, cause, similarity, difference and significance</li> <li>• construct informed responses that involve selection of relevant information</li> <li>• understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b><u>A local history study – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</u></b></p> <p><b>Conceptual Understanding</b></p> <p><b>Settlements – Village, Town</b></p> <p><b>Society</b></p>	<ul style="list-style-type: none"> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about change, cause and significance.</li> </ul> <p><b><u>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</u></b></p> <p><b>Conceptual Understanding</b></p> <p><b>Civilisation</b></p> <p><b>Power - Monarchy</b></p> <p><b>Religion</b></p> <p><b>Law – Judge, Punishment</b></p> <p><b>Settlements</b></p>
<b>Cross-curricular opportunities to re-visit and extend learning</b>		<p><b>English</b></p> <p>Reading and writing a variety of non-fiction texts</p>	<p><b>English</b></p> <p>Study of Cinderella of the Nile</p> <p>Reading and writing a variety of non-fiction texts.</p> <p><b>Science</b></p> <p>Rocks; local study on old buildings and the stone used</p> <p><b>Geography</b></p> <p>Using maps, atlases and other sources to study the geography of Egypt</p>	<p><b>English</b></p> <p>Study of Beowulf</p> <p>Reading and writing a variety of non-fiction texts.</p>

	EYFS (Understanding the World)	KS1	Lower KS2	Upper KS2
Year B	<p>Past and Present ELG</p> <ul style="list-style-type: none"> <li>talk about the lives of the people around them and their roles in society;</li> <li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul> <p>understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>Marvellous Me</b> – Family, Where I live, What I look like</p> <p><b>Celebrations</b> – Diwali, Remembrance Day, Christmas</p> <p><b>Jubilee/Olympics</b> (Local/National Event based where possible)</p>	<p>Bonfire Night and Great Fire of London <b><i>Should we still celebrate Bonfire Night?</i></b> <b><i>Did the Great Fire make London a better or worse place?</i></b></p> <ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>choose and use parts of stories and other sources that they know and understand key features of events</li> <li>understand some of the ways in which we find out about the past</li> <li>identify different ways in which it is represented</li> <li>use a wide vocabulary of everyday historical terms</li> <li>know where events they study fit within a chronological framework.</li> </ul> <p><b><u>Events beyond living memory that are significant nationally or globally.</u></b> <b>Conceptual Understanding</b> Settlements – City Society Invasion - Conflict,, Enemy, Power – Government, Monarchy, Parliament</p>	<p>Prehistory <b><i>What was new about the New Stone Age?</i></b></p> <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>develop a chronologically secure knowledge and understanding of British history</li> <li>develop the appropriate use of historical terms, and note connections and contrasts over time</li> <li>construct informed responses that involve the selection of relevant historical information</li> <li>regularly address historically valid questions about similarity and difference</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>establish clear narratives within and across the periods they study.</li> </ul> <p><b><u>Changes in Britain from the Stone Age to the Iron Age.</u></b> <b>Conceptual Understanding</b> Civilisation Settlements – Farm, Village</p>	<p>Ancient Greece <b><i>What did the Greeks do for us?</i></b></p> <ul style="list-style-type: none"> <li>develop the use of historical terms</li> <li>address and devise historically valid questions</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>continue to develop a chronologically secure knowledge and understanding of world history</li> <li>consistently answer and ask historically valid questions about similarity and difference.</li> </ul> <p><b><u>A study of Greek life and achievements and their influence on the western world</u></b> <b>Conceptual Understanding</b> Civilisation Power - Government, Democracy Settlements</p>
		<p>My Family History <b><i>What was life like when our grandparents were children?</i></b></p> <ul style="list-style-type: none"> <li>develop an awareness of the past</li> <li>know where the people and events they study fit within a chronological framework</li> <li>identify similarities and differences between ways of life in different periods</li> <li>use a wide vocabulary of everyday historical terms</li> <li>ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>understand some of the ways in which we find out about the past</li> <li>identify different ways in which it is represented.</li> </ul> <p><b><u>Changes within living memory - Where appropriate, these should be used to reveal aspects of change in national life</u></b> <b>Conceptual Understanding</b> Society Settlements – village, town</p>	<p>Aspect of British History <b><i>How has Crime and Punishment changed over time?</i></b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British history</li> <li>establish clear narratives over periods of study</li> <li>note connections, contrasts and trends over time and develop the use of historical terms</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>address historically valid questions about continuity, and change and cause</li> <li>address and devise historically valid questions about continuity and change, similarity and difference, and significance</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p><b><u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u></b> <b>Conceptual Understanding</b> Invasion - Conflict, Peace, Kingdom, Nationality Society</p>	<p>Aspect of British History <b><i>What makes people go on a journey?</i></b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British and world history</li> <li>establish clear narratives</li> <li>address and devise historically valid questions about significance and cause and change</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends over time.</li> </ul> <p><b><u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u></b> <b>Conceptual Understanding</b> Invasion - Conflict, Peace, Kingdom, Nationality Society</p>
		<p>Our Local Heroes <b><i>Who are our local heroes?</i></b></p> <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>know where the people they study fit within a chronological framework</li> <li>ask and answer questions</li> <li>study significant historical people and places in their own locality</li> </ul>	<p>Prehistory <b><i>Which was more impressive – the Bronze Age or the Iron Age?</i></b></p> <ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>develop a chronologically secure knowledge and understanding of British history</li> <li>address historically valid questions about change, similarity and difference</li> <li>develop the use of historical terms</li> </ul>	<p>Aspect of British History <b><i>Did WW1 of WW2 have the biggest impact on our locality?</i></b></p> <ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>address and devise historically valid questions about change, cause and significance</li> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>note connections, contrasts and trends</li> </ul>

		<ul style="list-style-type: none"><li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li><li>• choose parts of sources to show that they know and understand key features of events</li><li>• use a wide vocabulary of everyday historical terms.</li></ul> <p><b><u>Significant historical people in their own locality.</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Society</p>	<ul style="list-style-type: none"><li>• understand how our knowledge of the past is constructed from a range of sources</li><li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li><li>• address historically valid questions about trends and significance.</li></ul> <p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Civilisation</p> <p>Settlements – Village, Farm</p>	<ul style="list-style-type: none"><li>• construct informed responses that involve thoughtful selection and organisation of historical information</li><li>• develop the use of appropriate historical terms.</li></ul> <p><b><u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – a significant turning point in British history</u></b></p> <p><b>Conceptual Understanding</b></p> <p>Invasion - Conflict, War, Enemy, Military, Alliance</p> <p>Power - Government, Democracy, Parliament, Prime Minister, Dictator</p>
<b>Cross-curricular opportunities to re-visit and extend learning</b>		<p><b>English</b></p> <p>Study of Samuel Peeps’ Diary</p> <p>Non-Chronological Reports about local heroes</p>	<p><b>English</b></p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Study of Stone Age Boy</p> <p><b>Geography</b></p> <p>Using maps and other sources to track movement of Stonehenge stones</p>	<p><b>English</b></p> <p>Reading and writing a variety of non-fiction texts</p>