Curriculum overview for parents and carers

History

Summary of key History learning for Reception to Year 5/6.

Reception (EYFS)	
Peek into the past Reflecting on memories and experiences from their own past and commenting on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.	**Adventures through time** Comparing and contrasting characters from various stories set in the past, including historical figures. Identifying similarities and differences between characters, enhancing their understanding of the past.

	Year 1/2 Cycle A
Autumn	**How am I making history?** Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.
Spring	**How have toys changed?** Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.
Summer	**How have explorers changed the world?** Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Discuss ways in which these significant people could be remembered.

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	Year 3/4 Cycle A
Autumn	**British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?** Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, to learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.
Spring	**British history 2: Why did the Romans settle in Britain?** Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, and how the Romans still influence our lives today.
Summer	**British history 3: How hard was it to invade and settle in Britain?** Developing understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids, Anglo-Saxon beliefs and how christianity spread. Investigating Anglo-Saxon settlements and how the period of Anglo-Saxon rule came to end.

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	Year 5/6 Cycle A
Autumn	**British history 4: Were the Vikings raiders, traders or something else?** Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.
Spring	**British history 5: What was life like in Tudor England?** Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.
Summer	**British history 6: What was the impact of World War II on the people of Britain?** Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They discover the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.

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