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 B
Autumn	**What is history?** Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.
Spring	**How was school different in the past?** Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.
Summer	**What is a monarch?** Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

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	Year 3/4 Cycle B
Autumn	**How have children's lives changed?** Exploring the continuities and changes to children's lives through time, children learn about past leisure activities, health problems and work. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.
Spring	**What did the ancient Egyptians believe?** Developing awareness of how historians find out about the past using mummies, the Book of the Dead and pyramids. Learning about the importance of religion in the ancient Egyptians' lives and considering how this is evident in pyramids, worship and mummification. Learning how the ancient Egyptians explained the existence of the world using their creation story.
Summer	**How did the achievements of the Ancient Maya impact their society and beyond?** Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.

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	Year 5/6 Cycle B	
Autumn	**What does the census tell us about local areas?** Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.	
Spring	**What did the Greeks ever do for us?** Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	
Summer*	**Option 1: Unheard histories: Who should go on the £10 banknote?** Investigating why historical figures are on banknotes and learning about the criteria for historical significance. Children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure for the £10 note.	**Option 2: The Sikh Empire** Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understand of historical significance through studying his life and learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.

*Schools can choose which unit to teach.

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