



Class 2 Y3/4/5/6 four year rolling History Overview

History Intent

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. We want our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through our History lessons, we want to help children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that, through the study of history, children make sense of their world and enrich their understanding of it. Through our curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

We have chosen the following Substantive concepts for our History curriculum; **Leadership**, **Trade**, **Civilisations**, **Migration**, **Childhood** and **Justice and Equality**.

These will be studied in conjunction with the following Disciplinary concepts; Consequence, Change and continuity, Similarity and difference, Historical significance, Sources and evidence, Cause and Historical interpretations.

The KS1 National Curriculum:

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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: The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- 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. 900-1300.

Age	Year	Autumn	Spring	Summer
KS2	A 2021-2022 Y3/4/5/6	<u>Autumn 1 - The Rail Revolution</u> A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. <i>Pupils will investigate a significant turning point in British history.</i> THE FIRST RAILWAYS <i>Trade/Change and Continuity</i>	<u>Spring 2 - Scavengers and Settlers</u> Changes in Britain from the Stone Age to the Iron Age. <i>A study over time investigating any changes that have occurred in Britain between the Stone Age (15,000 – 2,500 BC) and the Iron Age 9800 BC – 43AD).</i> HUNTER/GATHERERS, FARMING <i>Childhood/Change and Continuity</i>	<u>Summer 2 - What Did the Romans Ever Do for Us?</u> The Roman Empire and its impact on Britain. <i>A study over time (43 – 410AD) investigating the Roman Empire and the different impacts it had on Britain.</i> BOUDICA Leadership/Consequence
KS2	B 2022-2023 Y3/4/5/6	<u>Autumn 2 – Crime and Punishment</u> A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. <i>A study over time tracing how several aspects of crime and punishment are reflected in modern times (this can go beyond 1066).</i> CRIME AND PUNISHMENT THROUGH THE AGES Justice and Equality/Change and Continuity	<u>Spring 2 - Exciting Early Civilisations</u> The achievements of the earliest civilizations. <i>Pupils will investigate and have an understanding of where and when the first civilizations appeared.</i> ANCIENT SUMER (5500 – 2300 BC); THE INDUS VALLEY (3300 – 1500 BC); ANCIENT EGYPT (7500 BC – 30 AD); THE SHANG DYNASTY OF ANCIENT CHINA (1766 – 1046 BC) Civilisations/Similarity and Difference	<u>Summer 1 - Tomb Raiders!</u> The achievements of the earliest civilizations. <i>Pupils will investigate and have an understanding of the Ancient Egypt civilization (7500 BC – 30AD).</i> ANCIENT EGYPT Civilisations/Sources and Evidence
KS2	C 2023-2024 Y3/4/5/6	<u>Autumn 2 – Lest We Forget</u> A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. <i>Pupils will investigate a significant turning point in British history.</i> CHILDREN IN WWII/EVACUATION Childhood/Cause	<u>Spring 2 - Marvellous Mayans</u> A non-European society that provides contrast with British History. <i>Pupils will investigate and have an understanding of the Mayan civilization c. 900 AD.</i> MAYAN CIVILIZATION Civilisations/Cause and Consequence	<u>Summer 2 - Greece is the Word!</u> The Ancient Greeks and their influence on the Western World. <i>Pupils will investigate and have an understanding of the Ancient Greeks (776 - 146 AD).</i> ATHENS AND SPARTA Leadership/Similarity and Difference
KS2	D 2024-2025 Y3/4/5/6	<u>Autumn 1 - Home Sweet Home!</u> Pupils should engage in a local history study. <i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> PENDLE WITCHES Justice and Equality/Historical Interpretation	<u>Spring 1 - Invaders and Settlers – Shocking Scots and Smashing Saxons</u> Britain's settlement by Anglo-Saxons and Scots. <i>Pupils will investigate and have an understanding of the fall of the Roman Empire, Scots invasions from Ireland to North Britain (now Scotland), Anglo-Saxon invasions, settlements, art and culture.</i> SCOTS AND ANGLO-SAXONS Migration/Source and Evidence	<u>Summer 2 - Invaders and Settlers; Smashing Saxons and Villainous Vikings</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <i>Pupils will investigate and have an understanding of the fall of the Viking raids and invasions, resistance by Alfred the Great and Athelstan (first king of England), Anglo-Saxon laws and justice, Edward the Confessor</i> ANGLO-SAXONS AND VIKINGS Migration/Historical Interpretations