**Overview of History Curriculum**

**Finstall First School**

Last updated (2019)

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | **Family history and the history of their own lives.**  **Objectives:**  Comments and asks questions about aspects of their familiar world.  Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. | **Bonfire night and**  **Remembrance Day.**  **Objectives:**  Talk about why things happen. | **Pirates.**  **Objectives:**  Can talk about some of the things they have observed about the past. | N/A | **Space travel.**  **Objectives:**  Children talk about past and present events. | N/A |
| **Year 1** | N/A | **Halloween,**  **Guy Fawkes and**  **Remembrance Day.**  **Objectives:**  To learn about what happens at Halloween.  To learn about Guy Fawkes and the events remembered on Bonfire night.  To learn about Remembrance Day.  To remember important events that are special to them. | **Homes in the past.**  **Objectives:**  To recognise common external features of modern houses.  To identify differences between old and new houses.  To recognise household objects from a long time ago and identify what they are and what they were used for.  To identify how daily life today in a modern home is different from life in an old home. | N/A | **Toys in the past.**  **Objectives:**  To use everyday words and phrases to describe an artefact.  To distinguish whether toys are old or new.  To sort toys into old and new noting similarities and differences.  To start to understand chronological order.  To look at differences between our toys and our grandparents toys. | **Victorians - seaside holidays.**  **Objectives:**  To find out about holidays in the past from photos and other media.  To identify similarities and differences between past and present.  To select information about holidays and sort into past and present. |
| **Year 2** | N/A | **Then and Now (Focus on the Edwardian era).**  **The Gunpowder Plot.**  **Objectives:**  To understand that life was different in the past.  To compare their own lives to lives of people in the past.  To use a range of resources to find out about life in the past.  To pick out key information about the past from given information.  To recall facts about a famous person/event. | N/A | **Famous People – history of people who have helped us.**  **The Great Fire of London.**  **Objectives:**  To recall information about famous historical figures.  To begin to understand why famous historical figures are remembered.  To order events in time and use everyday terms about the passing of time.  To use evidence beyond living memory to find out how/why things were done.  To use a range of resources to find out about a key historical event with greater independence.  To infer information from pictures of the past.  To present historical information using a given format.  To understand how life was different in the past (firefighting).  To discuss the effects of a major historical event.  To understand why a major historical event occurred. | N/A | **Castles and**  **Life in Medieval times.**  **Objectives:**  To identify the key features of a castle.  To understand why people built castles.  To know about everyday life in a castle.  To make comparisons between life in the past and modern life.  To order castle types on a simple timeline.  To understand why castles were built.  Use a range of resources to gather information in order to answer simple questions about life in the past.  To present historical information with a greater level of independence. |
| **Year 3** | **Ancient Egypt.**  **Objectives:**  To locate Ancient Egypt in time and place.  To know about the Ancient Egyptian beliefs about life after death and the importance of mummification.  To use a range of resources to find out about Egyptian life. | N/A | **The Romans.**  **Objectives:**  To know who the Romans were, when and where they lived.  To know that Britain was invaded by the Romans and begin to understand why.  To complete a Roman timeline of significant dates in the correct order.  To find out about the appearance of Roman Soldiers using a range of sources.  To consider why the Roman Army was so successful.  To know about a historically important figure (Boudicca) and why they did the things they did. | N/A | **The Victorians.**  **Objectives:**  To place the Victorians on a timeline in relation to other periods of History studied so far.  To learn about Victorian family life and compare with family life today.  To understand how we know about the Victorians today (what are reliable sources of historical information).  To place the dates of significant changes on their timelines.  To compare Victorian schools with schools today.  To use different sources of information to find out about the past in order to research and answer their own question(s) about the past. | N/A |
| **Year 4** | **Stone Age to Iron Age Britain.**  **Objectives:**  To note connections, contrasts and trends over time and develop the appropriate use of historical terms. Arrange events from the past in chronological order.  To understand how our knowledge of the past is constructed from a range of sources.  To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.  To devise historically valid questions about change, cause, similarity and difference, and significance.  Research Skara Brae using a range of resources.  To learn and understand the features of an Iron Age Hill fort. | N/A | **Anglo Saxons and Vikings.**  **Objectives:**  To understand the concept of Invaders and Settlers in Britain with particular reference to the Anglo Saxons.  To investigate the past by understanding the role of the Archaeologist.  To develop research skills in order to assimilate and present key points.  To discover the reasons for an Historical event (the Viking invasion).  To investigate the legacy of the Vikings  To communicate their knowledge and understanding of the Anglo Saxons and Vikings in a variety of ways. | **WWII**  **Objectives:**  To develop a chronologically secure knowledge and understanding of British, local and world history.  To introduce the reasons for WWII.  To understand how our knowledge of the past is constructed from a range of sources.  To consider the main effects of a major historical event (bombings on towns and cities.  To construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information. | N/A | N/A |