



History Overview

Breadth of Study

History National Curriculum coverage



Year	Autumn	Spring	Summer
	<p>National curriculum (EYFS) Understanding the world - Children talk about past and present events in their own lives and in the lives of family members.</p> <p><i>Article 7</i> <i>You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</i></p> <p>Co-ordinator expectations Use historical phrases when discussing their lives and what they know about the past - put life events in order.</p> <p>Look at how events such as birthdays have been celebrated in the past through images and video. Make comparisons between themselves and other people in their family.</p> <p>Link with Core book Knuffle bunny (How children grow)</p>	<p>National curriculum (EYFS) Understanding the world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><i>Article 29</i> <i>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</i></p> <p>Co-ordinator expectations Use historical phrases when discussing their lives and what they know about the past.</p> <p>Reading traditional tales from a range of time periods.</p>	<p>National curriculum (EYFS) N/A</p> <p>Co-ordinator expectations Look at how jobs have changed over time: do people still do the same job? Has their uniform changed? Compare.</p>



History Overview

Breadth of Study

History National Curriculum coverage



Year	Autumn	Spring	Summer
	<p>National curriculum Changes within living memory, significant Historical event- The Gunpowder Plot.</p> <p>Looking at the details of the event. What happened, When in history did it take place and why.</p>  <p>Co-ordinator expectations</p> <p>Discuss and evaluate: Who was Guy Fawkes? Who were the plotters? What was the Gunpowder plot all about? Who and what was the role of Thomas Percy.</p> <p>To use secondary sources as a tool for historical questioning through information texts and encyclopaedias.</p>	<p>National curriculum Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - For example: How has the London transport changed over time?</p> <p>The wright brother</p>  <p>Educational Visit - London Transport Museum</p> <p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...)</p> <p>Look at how travel has changed since the Vikings Longboats.</p> <p>The history of cars and trains- George Stephenson.</p> <p>The history of planes- The Wright Brothers</p>	<p>National curriculum 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</p> <p><i>Article 24-Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</i></p> <p>Co-ordinator expectations</p> <p>Looking at the life of significant individuals</p> <ul style="list-style-type: none"> • Mary Seacole • Florence Nightingale • Edith Cavell <p>Comparing their lives and how they have influenced us now.</p>

To use **secondary** sources as a tool for historical questioning through information texts and encyclopaedias.

Use the opportunity to discuss with the class about the comparisons between these women.

 <p>St. Stephen's School and Children's Centre <i>Learning for Life</i></p>	<h1 style="margin: 0;">History Overview</h1> <h2 style="margin: 0;">Breadth of Study</h2> <p style="margin: 0;">History National Curriculum coverage</p>	 <p>St. Stephen's School and Children's Centre <i>Learning for Life</i></p>
--	--	--

Y e a r 2	Autumn	Spring	Summer
	<p>National curriculum Events beyond living memory that are significant nationally or globally - The Great Fire of London, the lives of significant individuals in the past who have contributed to national and international achievements - Samuel Pepys</p>  <p><i>Article 27</i> <i>You have the right to food, clothing, a safe place to live and to have your basic needs met.</i> <i>You should not be disadvantaged so that you can't do many of the things other kids can do.</i></p>	<p>National curriculum the lives of significant individuals in the past who have contributed to national and international achievements - Neil Armstrong, Christopher Columbus, Ibn Battuta and Robert Falcon</p> 	<p>National curriculum Significant historical events, people and places in their own locality - Victorians.</p>  <p style="text-align: center;">EV-Trip to the Beach</p>
	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...) Create a timeline to show the events of the Great Fire of London sequentially, including previous and post.</p> <p>Look at how the <i>Great Fire</i> is represented through images and ask questions about the past - why/how etc?</p> <p>Explore the role of Samuel Pepys and why he is important to our understanding. Concentrate on his use as a historical source.</p> <p>Within famous people, could also choose significant individuals but if historical, must be British, e.g. Henry VIII, Elizabeth I...</p> <p>To use primary sources as a tool for historical questioning - Samuel Pepys Diary</p>	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...) Considering how we know about space, sequence key discoveries and link to how they have widened our understanding of space.</p> <p>Space exploration - the importance of Neil Armstrong in space exploration and how this could change the way we live in the future.</p> <p>Who was Ibn Battuta and Christopher Columbus? What made them so significant.</p> <p>To use primary sources as a tool for historical questioning - Neil Armstrong's autobiography, film footage of moon landings, film interviews.</p> <p>Use the opportunity to discuss with the class about the comparisons between these significant individuals.</p>	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...). Looking at the development of seaside holidays and how the Victorian way of life changed (eg: Homes, Transport and a life of a child)</p> <p>Make comparisons between the Victorians and the 21st century through image comparison and artefact handling (focusing on recreation and enjoyment)</p> <ul style="list-style-type: none"> • Queen Victoria <p>To use primary sources as a tool for historical questioning - film footage, photographs, paintings.</p>



History Overview

Breadth of Study

History National Curriculum coverage



Year 3	Autumn	Spring	Summer
	<p>National curriculum The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt</p>  <p><i>Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<p>National curriculum The Roman Empire - The Invasion, Roman Roads and Baths. Looking at the Roman beliefs about Gods and Goddesses. A study of the significance of Hadrian's Wall. Boudicca Revenge.</p> 	<p>National Curriculum Anglo Saxons and the Scots The arrivals of the Anglo Saxons after the Romans left, Looking at the chronology of events.</p> <p>Invasion of the Anglo Saxons, Villages life and artefacts from that time.</p> 
	<p>Co-ordinator expectations Put events in order (chronology - e.g. 4000 BC) and use historical phrases (in the past...) Compare events in Ancient Egypt to events in Britain via timeline - what were the key differences in how they lived?</p> <p>Explore different sources - images and hieroglyphs as primary sources and extracts from Howard Carters diary as secondary sources. How have we learnt more about Ancient Egypt through Archaeology?</p> <p>To use secondary sources as a tool for historical questioning through archaeological reviews and modern interpretations.</p>	<p>Co-ordinator expectations Put events in order (chronology - 43 AD - left) and use historical phrases (in the past...) Events in Roman Britain - how did they change the way people in Britain lived? Julius Caesar's attempted invasion in 55-54 BC.</p> <p>Looking at how the Romans built roads and the purpose of Roman Baths.</p> <p>Focus on what the Roman Gods and Goddesses. Link this to our own beliefs.</p> <p>What was the Hadrian wall, Why was it built?</p> <p>To use secondary sources as a tool for historical questioning through histories and encyclopaedias.</p>	<p>Co-ordinator expectations</p> <p>British resistance, for example, Boudicca</p> <p>Look at the dates in which the Romans left and the Anglo Saxons and Scots arrived in Britain.</p> <p>Explore the time between the Roman reign in Britain till the arrival of Anglo Saxons. What was happening in Britain? Look at the Anglo Saxon way of life. Look into primary sources (artefacts from that time).</p> <p>Explore Anglo Saxon Gods and how people slowly started to convert into Christianity.</p>

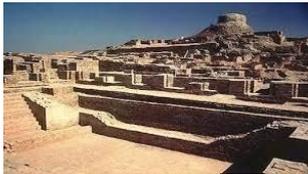


History Overview

Breadth of Study

History National Curriculum coverage



Year 4	Autumn	Spring	Summer
	<p>National curriculum A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066- Crime and Punishment from the Anglo Saxons to the present.</p> <p><i>Article 40 (juvenile justice)</i></p> <p><i>A child accused or guilty of breaking the law must be treated with dignity and respect.</i></p>	<p>National curriculum The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of The Indus Valley</p> 	<p>National curriculum Anglo Saxons and Vikings</p> <p>Chronology of the Viking Invasion.</p> <p>Viking way of life and how this was same or different to the Anglo Saxons.</p> <p>How did King Harold II shape Britain</p> 

<p><i>Article 37- Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment.</i></p>		
<p>Co-ordinator expectations</p> <p>To have an in-depth understanding of crime and punishment through the different ages. Look into Romans, Victorians, Tudors.</p> <p>Children should be able to make and discuss comparisons between the different ages and to ask historical questions.</p>	<p>Co-ordinator expectations</p> <p>Put events in order (chronology) and use historical phrases (in the past...) Compare events in the Indus Valley to events in Britain via timeline - what were the key differences in how they lived?</p> <p>To use primary sources as a tool for historical questioning - archaeological finds, photographs, studies of the buildings.</p>	<p>Co-ordinator expectations</p> <p>Chronology of the Viking invasion on Britain.</p> <p>How the Anglo Saxon kings fought back Explore the introduction of Danegeld. What was it and how did it benefit the Vikings.</p> <p>Look and explore the last ANglo Saxon King Harold II.</p>

 <p>St. Stephen's School and Children's Centre <i>Learning for Life</i></p>	<h1 style="margin: 0;">History Overview</h1> <h2 style="margin: 0;">Breadth of Study</h2> <h3 style="margin: 0;">History National Curriculum coverage</h3>	 <p>St. Stephen's School and Children's Centre <i>Learning for Life</i></p>
--	--	--

Y e a r 5	<h3 style="margin: 0;">Autumn</h3> <p>National curriculum Changes in Britain from the Stone Age to the Iron Age - Prehistory - chronology</p> 	<h3 style="margin: 0;">Spring</h3> <p>National curriculum South America - 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</p> 	<h3 style="margin: 0;">Summer</h3> <p>National curriculum a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - World War II -</p>  <p><i>Article 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.</i></p>
	<p>Co-ordinator expectations</p> <p>Put events in order (chronology) and use historical phrases (in the past...) Focus on understanding the differences and developments between the stone, bronze and iron ages.</p> <p>Study the way people lived in Early Britain, particularly anthropomorphically, and how this links to the development of language, social interaction, and religion. Stone Age - Skara Brae Bronze Age - focus on religion focusing on the significance of Stonehenge, Iron Age - the tribal nature of iron age kingdoms and exploring Druids.</p> <p>To use secondary sources as a tool for historical questioning through reports, archaeological reviews and information texts.</p>	<p>Co-ordinator expectations</p> <p>Put events in order (chronology) and use historical phrases (in the past...) Compare events during the Mayan civilisation to events in Britain via timeline - what were the key differences in how they lived?</p> <p>Explore the Mayan writing and number system.</p> <p>Look into the Mayan Gods and goddesses and how they are similar or different to our beliefs.</p> <p>To use secondary sources as a tool for historical questioning through archaeological reviews and information texts.</p>	<p>Co-ordinator expectations</p> <p>Put events in order (chronology) and use historical phrases (in the past...)</p> <p>Focusing on World War II in the local area, study of the Holocaust.</p> <p>Explore rationing and what the role of women was during the world war.</p> <p>Look at the evacuation and why it was needed.</p> <p>To use secondary sources as a tool for historical questioning through information texts and journals.</p>



History Overview

Breadth of Study

History National Curriculum coverage in the Creative Curriculum



Y e a r 6	Autumn	Spring	Summer
	<p>National curriculum National curriculum Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> 	<p>National curriculum Local history study (Newham) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>  <p>https://www.newhamphotos.com/</p>	<p>A non-European society that provides contrasts with British history, for example one study chosen from: early Islamic civilization, including a study of Baghdad (AD900)</p> <p><i>Article 14- Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</i></p>
<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...) Compare events in <i>Ancient Greece</i> to events in Britain via timeline - what were the key differences in how they lived?</p> <p>Focus on how <i>Ancient Greece</i> influenced Britain - the inventions, designs and technologies that originated in <i>Ancient Greece</i>.</p> <p>Look at the legacy of <i>Greek</i> culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>Use primary sources as a tool for historical questioning, in particular through use of archaeological finds and written records.</p>	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...) How has Newham changed? Make comparisons to show the development of the area.</p> <p>Use primary sources as a tool for historical questioning in particular the Newham Story and map work.</p>	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...)</p> <p>Look into the importance of Baghdad.</p> <p>Explore Islamic art.</p> <p>The significance of the four Caliphs.</p> <p>Explore the trade and power during the Islamic Civilisation.</p> <p>To use primary sources as a tool for historical questioning - diaries, written extracts, artefacts.</p>	