

Tollgate Primary School Curriculum Overview

History Overview

	<u>Autumn 1</u>	<u>Autumn2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery (UTW-P&P)	<p><u>All about me</u></p> <ul style="list-style-type: none"> -Exploring who they are -Exploring how they've changed over time -Identifying immediate family 	<p><u>Festivals</u></p> <ul style="list-style-type: none"> -Experiencing different festivals -Listening to stories of why festivals are celebrated 	<p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> -Reading a range of stories from the past -Identifying what is different and the same 	<p><u>Journeys</u></p> <ul style="list-style-type: none"> -Identifying how they got to school -Remembering how they get to places 	<p><u>Changes Over Time</u></p> <ul style="list-style-type: none"> -Exploring how things change over time -Exploring what happens to fruit when left out 	<p><u>History of Transport</u></p> <ul style="list-style-type: none"> -Identifying transports -Sorting transport into old and new
Reception (UTW-P&P)	<p><u>All About Me- Family History</u></p> <ul style="list-style-type: none"> -Exploring extended family -Creating family trees 	<p><u>Changes in Us</u></p> <ul style="list-style-type: none"> -Exploring what has changed since birth -Predicting what will happen in the future 	<p><u>My local Area</u></p> <ul style="list-style-type: none"> -Exploring what has changed in the local area -Home -School 	<p><u>Old and New</u></p> <ul style="list-style-type: none"> -Exploring and identifying how things have changed over time: -Toys -Clothes -Food 	<p><u>People who Help Us</u></p> <ul style="list-style-type: none"> -Identifying people who help us -Looking at key people from the past, i.e Florence Nightingale -Exploring similarities and differences 	<p><u>Historical Events</u></p> <ul style="list-style-type: none"> -2012 Olympics -Make comparisons between the past and now -Exploring how the area has changed
Year 1	<p><u>My Family History Past and present</u></p> <p>Children to focus on developing their chronological knowledge by identifying similarities and differences in toys, clothing, jobs, schools and technology comparing the past to the present using common words and phrases to describe the passing of time.</p>		<p><u>History of My Local Area</u></p> <p>Children to identify continuity and change within their local area drawing contrasts to how their local area looked from the past to the present identifying the significance of local landmarks such as The Docklands, London City Airport, The Excel centre and Westfield shopping centre as well as identifying the impact of the Olympic games in the local area.</p>		<p><u>The History of London</u></p> <p>Children to identify the significance and history of key London landmarks comparing similarities and differences between Westminster Abbey and Buckingham Palace as well as The Tower of London and St Pauls Cathedral.</p>	
Year 2	<p><u>National Historical Event</u> <u>The Great Fire of London</u></p>		<p><u>Kings and Queens</u></p>		<p><u>Important People and Events in History</u></p>	

	Children to conduct a case study on the significant events of The Great Plague and The Great Fire of London looking at the causes and consequences of the event weighing evidence to make historical claims from the perspective of first-hand accounts Samuel Pepys's and John Evelyn's.	Children to identify the significance of key Kings and Queens from time periods they will study more in-depth in KS2 including Queen Boudicca, Henry VIII, Elizabeth I and Elizabeth II. Children will identify the cause and consequences of the actions and achievements on these monarchs making connections between them and their impact on modern day Britain.	Children to identify the significance of key people and key events in global history comparing the achievements of Florence Nightingale, Mary Seacole and Edith Cavell, Nelson Mandela, Rosa Parks and Martin Luther King as well as the first man on the moon, Neil Armstrong and the first British man in space, Tim Peakes explaining the cause and consequences their achievements had on our modern day society.
Year 3	<p align="center"><u>Prehistoric History and Archaeology</u> <u>(3 million years-3000BC)</u></p> <p>Children to develop their chronological knowledge of the world as a coherent narrative by describing the continuity and change to how species have evolved from the 'Age of Dinosaurs' to the 'Age of Man' by weighing evidence to make historical claims by looking at evidence of dinosaurs life and the reason for their extinction.</p>	<p align="center"><u>Stone Age</u> <u>(3000BC-80BC)</u></p> <p>Children to identify the continuity and change from the Stone Age, Bronze Age and Iron Age weighing evidence to make historical claims through the use of artefacts and an educational visit to Stonehenge making connections on their impact on our lives today.</p>	<p align="center"><u>Ancient Egypt</u> <u>(3100 BC- 550BC)</u></p> <p>Children to identify similarities and differences with the Ancient Egyptian civilisation and our civilisation weighing evidence to make historical claims through the use of artefacts and an analysis of what was found in Tutankhamun making connections on their impact on our lives on politics, lifestyles and religion</p>
Year 4	<p align="center"><u>Ancient Greece</u> <u>(1400-146BC)</u></p> <p>Children to understand the diversity of societies between different Ancient Greek states such as Athens and Sparta identifying similarities and differences between their way of life and our way of life making connections between their influence on democracy, religion, philosophy and sport.</p>	<p align="center"><u>Ancient Rome</u> <u>(753BC- 476AD)</u></p> <p>Children to explain the cause and consequence the Roman empire had on Europe and Britain making connections with their influence on transport, law, architecture, religion and London with our modern day society today.</p>	<p align="center"><u>Anglo Saxons</u> <u>(450AD-1066AD)</u></p> <p>Children to explain the continuity and change in Anglo Saxon's Britain compared to Roman Britain identifying similarities and differences with their influence on government, laws and religion.</p>
Year 5	<p align="center"><u>The Vikings</u> <u>(800AD-1066AD)</u></p> <p>Children to explain the cause and consequences of The Vikings invasion of Britain understanding the diversity and relationship with the Anglo Saxons and making connections with their influence on religion, military and trade.</p>	<p align="center"><u>The Norman Conquest</u> <u>(1066AD-1154AD)</u></p> <p>Children to understand the cause and consequences of The Battle of Hastings in the Norman's rise to power analysing trends to predict the challenges William the Conqueror faced as king.</p>	<p align="center"><u>The Tudors</u> <u>(1485-1603)</u></p> <p>Children to think critically about the cause and consequences of the Tudor monarchs Henry VII, Henry VIII, Mary I and Elizabeth I on the reformation of the church with an educational visit to Glastonbury Abbey to understand the dissolution of the monasteries.</p>
Year 6	<p align="center"><u>The Industrial Revolution</u> <u>(1750AD-1914AD)</u></p> <p>Children to think critically about the cause and consequences of the Industrial Revolution understanding the challenges of workers during these times making connections between the impact of the inventions and the introduction of trade unions during these times.</p>	<p align="center"><u>World War 2</u> <u>(1939AD-1945AD)</u></p> <p>Children to sift arguments from the perspective of the allies and the axis understanding the cause and consequences of World War II and the challenges the people of the local community faced during this time.</p>	<p align="center"><u>The Mayans</u> <u>(AD 900- 1500s)</u></p> <p>Children to identify similarities and differences with the Mayan civilisation and other ancient civilisations making connections with the Mayans influence on governance, mathematics, writing and religion.</p>