

# **Curriculum Overview 2021-2022**

## **History**

### **Kettlesing Felliscliffe Primary School**



# History

## Curriculum Intent

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children in our federation by allowing them access to the wider world.

Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to question, think critically, analyse evidence, consider different arguments, and develop their own opinions through this process. We endeavour to teach 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.

### Aims

Pupils will remember and recall important facts and knowledge from historical periods, including those that have previously been studied further down school. They will also make links and draw comparisons between different periods in history.

Learning is planned sequentially to ensure that prior knowledge is built upon.

Pupils will use historical sources to acquire knowledge and learn that past events can be interpreted in different ways.

Pupils, through their engagement and curiosity, will apply their knowledge to understand how past events have influenced our world.

### Key Stage 1:

In Key Stage 1, pupils learn about many prominent figures in British history and in world history. They have the opportunity to evaluate their impact and see if there is still an impact today. As a result of studying different prominent figures, they have the opportunity to directly compare them to one another. For instance, pupils will be able to compare the life and times of Neil Armstrong and Christopher Columbus. They will be able to discuss how both were explorers, but were remarkably different, due to the times in which they live. Comparisons between the voyages of Columbus and the Apollo space programme will also be directly compared, as will the timeline between these people and what changes contributed to their differences.

This also builds on family history and stories learnt in the EYFS curriculum, shifting from learning about family history to world history.

Pupils will also learn about toys from the Victorian age and toys from modern times. They have the opportunity to look at the chronology of events which has made toys so different today. Furthermore, they will compare different sources and artefacts, sequencing these. There is also scope here for comparing the Victorian period to an even earlier period of Britain, in the Great Fire of London.

### Key Stage 2:

Units such as The Stone Age to Iron Age and Ancient Rome are taught in lower KS2, so that comparisons can be drawn with other early civilisations, Ancient Egypt and the Ancient Maya and Ancient Greece in Upper Key Stage 2. Pupils will be able to contrast societies that built the pyramids and ancient Maya cities, with life in Britain at the time Stonehenge was built for instance. Throughout the unit of knowledge, there will be a focus on developing pupils' grasp of the key concept of change and continuity. As written records are non-existent or extremely limited for this period, pupils can concentrate on strong visual images and artefactual evidence. By looking at specific case studies from the British Isles and Ancient Rome, pupils can see how evidence is pieced together. This can then be built upon in Upper Key Stage 2. One of the central themes of the unit of knowledge is on problem-solving and answering the question 'How can we possibly know?' This unit of knowledge explores the abstract concept of 'civilisation'. This concept is built upon when the children learn about Ancient Egypt, The Maya Civilisation and Ancient Greece.

The Romans and Stone Age to Iron age is taught in the same cycle to develop pupils' chronological understanding and their ability to see clear contrasts between these very contrasting periods in Britain. Pupils will focus on comparing and contrasting different people in ancient Rome and in the Stone Age; they will have the opportunity to directly contrast the different periods in British History. This will also be done when pupils explore Tudor Britain, the time of Henry VIII, his significance and Tudor society. They will learn what the Romans brought to Britain, both at the time and over time. This will be compared to how people lived during the Stone Age. This unit of knowledge explores the concepts of 'empire' (Roman Empire and British Empire), which is in turn revisited with the Ancient Greeks and Egyptians. The concept of 'invasion' is reinforced when children learn about the Anglo-Saxons and Vikings and the concept of 'trade' is reinforced through a unit of knowledge on the Maya Civilisation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Cycle A 2020-21)		<p><b>Celebrations – family history:</b></p> <ul style="list-style-type: none"> <li>-Know that childhood has changed since the time of our grandparents, in terms of technology, jobs and education.</li> <li>-Identify similarities and differences between my own life and that of my grandparent.</li> <li>-Know where people from my family stand in an historical framework</li> <li>-Place significant historical events from my grandparent's lifetime on a timeline.</li> </ul>	<p><b>Earth and Space – Neil Armstrong:</b></p> <ul style="list-style-type: none"> <li>-Know about the early life and career of Neil Armstrong.</li> <li>-To know and understand the key events of the flight of Apollo 11 and the first moon landing.</li> <li>-Understand that Neil Armstrong is a significant historical figure due to his role in the first moon landing.</li> <li>-Understand the cultural impact of Neil Armstrong's achievements.</li> </ul>	<p><b>Explorers – Christopher Columbus:</b></p> <ul style="list-style-type: none"> <li>Know that Christopher Columbus lived in the 15th Century. <a href="#">Link to another historical figure (Neil Armstrong)</a>.</li> <li>-Understand how life was different in the 15th Century</li> <li>-Explain Christopher Columbus's journey and what he discovered in America.</li> <li>-Understand the impact of Columbus's voyages and what he brought back to Europe.</li> <li>-To effectively compare Neil Armstrong and Christopher Columbus's missions.</li> </ul>		
KS1 (Cycle B 2020-21)	<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>-To know that the Victorian period was from 1837-1901. <a href="#">Link to another historical period- Gt Fire of London</a>.</li> <li>-To know that Victorian toys were made from wood or metal.</li> <li><i>Science link: To describe the simple physical properties of a variety of everyday materials</i></li> <li>-To know that Toys were for both girls and boys</li> <li>-To know that Victorian toys differ from modern toys in that many toys today are electrical.</li> </ul>	<p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>-To know about the significant events of The Great Fire of London <a href="#">Link to another Historical period- Victorians</a>.</li> <li>-To know that buildings were mainly made out of wood in the 1600's</li> <li>-To know how buildings are now made of metal and brick and why these changes happened</li> <li><i>Science link: To distinguish between an object and the material from which it is made</i></li> <li>-To know that the population of London has increased since 1666 and why this is.</li> <li>-To know who Samuel Pepys was and the role he played in the Great Fire of London.</li> </ul>		<p><b>History of the NHS – Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>-Know that Florence Nightingale was a key historical figure in the 19th Century.</li> <li>-To know that she was a nurse and she rejected traditional expectations of women at this time.</li> <li>-To identify similarities and differences between medical care now and in Victorian times.</li> <li>-To know how Florence Nightingale improved hospital conditions in England</li> <li>Science link: describe the importance for humans of hygiene.</li> </ul>		

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KS2 Cycle A (LKS2)	<p><b>A Local History Study – Knaresborough</b></p> <ul style="list-style-type: none"> <li>-To know that Knaresborough has been an historically important place since the Norman Conquest</li> <li>-To know about the significance of Knaresborough castle and the famous inhabitants</li> <li>-To know about its significance as a spa town</li> <li>-To know about the tradition and legend related to Knaresborough (Mother Shipton etc).</li> </ul>			<p><b>Roman Empire and the impact on Britain</b></p> <ul style="list-style-type: none"> <li>- Develop a chronologically secure knowledge and understanding of Roman Britain, establishing clear narratives.</li> <li>-To know how and why the Roman Empire began and how the Roman eventually came to Britain.</li> <li>-To know about and research Roman soldier and analyse their importance.</li> <li>-To know about and research Roman people and culture and link this to its impact on modern life.</li> <li>-To know and understand the purpose of Hadrian's wall and analyse why it was built.</li> </ul>	<p><b>Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>-To know about the key events of the Stone Age</li> <li>-To know about cave paintings and create some paintings in this style (Link to Art: Identify and draw simple objects, and use marks and lines to produce texture).</li> <li>- To know about different homes from the Palaeolithic, Mesolithic and Neolithic times.</li> <li>- To know what people ate in the Stone Age and how their diet changed.</li> <li>-To know what is known about Skara Brae and its significance.</li> <li>- To know how it compares to life to today.</li> </ul>	
KS2 Cycle B (LKS2)	<p><b>Britain's settlement by Anglo-Saxons and Scots:</b></p> <ul style="list-style-type: none"> <li>-To Know who the Vikings and Anglo-Saxons were and where they came from.</li> <li>-To Know that the Anglo Saxons settled in Britain from c.410-1066AD.</li> <li>-Know that the Vikings settled in Britain from c.790-1066AD.</li> <li>-To accurately plot significant events on a timeline in relation to units studied in the previous cycle</li> <li>-To know the reasons for the Viking raid on Lindisfarne was due to the wealth of the monastery and the lack of understanding of Christianity.</li> <li>-To know the importance of Alfred the great and the importance of Danelaw.</li> <li>-Understand how England is different today to Anglo-Saxon and Viking times.</li> </ul>		<p><b>Tudors</b></p> <ul style="list-style-type: none"> <li>-To Know that the War of the Roses was a civil war fought over the control of England.</li> <li>- To Know that the battle of Bosworth was the last significant battle of the War of the Roses</li> <li>-To know the significance of Henry VIII as a monarch and his role in the disillusion of the monasteries. -Learn the fate of Henry VIII's wives.</li> <li>-To know that life in Tudor times was tough and understand how jobs in Tudor society are quite different to today.</li> <li>-To know about the brutality of crime and punishment in Tudor England.</li> </ul>			

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KS2 Cycle A (UKS2)	<p><b>WW2 – Battle of Britain</b></p> <ul style="list-style-type: none"> <li>-To know when and why the Second World War began</li> <li>-To know the main countries involved in the Second World War.</li> <li>- To know the main leaders of nations in the Second World War.</li> <li>-To know that the Battle of Britain was fought in the air between the British and the Nazis, over control of Britain.</li> <li>-To know about air raids and the reason children were evacuated to the countryside.</li> </ul>		<p><b>The Achievements of the Earliest Civilisations – Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>-To know the importance of the River Nile to Ancient Egypt, in terms of farming, fishing, trade and funerals.</li> <li>-To know the importance of the discovery of Tutankhamun's tomb by Howard Carter.</li> <li>-To know and analyse the historical importance of artefacts discovered and what this told us about the Ancient Egyptians.</li> <li>-To know what everyday life in ancient Egypt was like including element such as food, clothing, farming and religion.</li> <li>-To know the role of the Gods and what Egyptians thought about the afterlife.</li> </ul>		<p><b>Non- European Society – Mayan Civilisation.</b></p> <ul style="list-style-type: none"> <li>To know the similarities and differences between ancient religions and different religions today.</li> <li>-To know the characteristics of Maya gods and design your own. <i>(Art link: Explain art linked to their topic)</i></li> <li>-To know about Mayan culture, including food and the Mayan number system and analyse how this is still important today.</li> <li>-To know where the Major Mayan cities are geographically and the what the components of a Mayan City were.</li> <li>-To know about Chichen Itza and what this tells us about the Mayan culture and civilisation.</li> </ul>	
KS2 Cycle B (UKS2)		<p><b>Black History and key figures</b></p> <ul style="list-style-type: none"> <li>-To know about the Civil Rights Movement and the journey for equality throughout history</li> <li>-To know the role of key black figures, such as Nelson Mandela and Martin Luther King Jr, explaining the impact they have on modern life today.</li> <li>-To know how black people have historically been persecuted and kept in slavery in America and Europe</li> <li>-To know about the impact black figure have had on culture, such as in sport and music.</li> </ul>	<p><b>Ancient Greece and the impact on the western world</b></p> <ul style="list-style-type: none"> <li>-To know what made the Ancient Greeks one of the most important civilisations in history.</li> <li>-To know when the Ancient Greek Empire was dominant</li> <li>-To know about the life and importance of Alexander the Great. Understand the Ancient Greeks impact on politics and democracy and how this still is relevant today.</li> <li>-To know about and understand the Ancient Greek Gods and what this meant to the Greek People.</li> </ul>	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>To identify Queen Victoria and place the Victorian period in relation to other periods of British history</li> <li>-To know that children in Victorian Britain had to work long hours and sometimes didn't attend school.</li> <li>-To know that the Industrial Revolution changed the world and its effects are still evident today.</li> <li>-To compare modern and Victorian schooling, identifying the major differences.</li> <li>-To know how the poor were treated and the role of the Workhouse in Victorian Britain</li> <li>-To know about the average Victorian home and analyse how household appliances have evolved through time.</li> </ul>		