

Key Stage 1 and 2 History Curriculum Overview

Kapow Primary

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>History Day</u>
Year 1	<p align="center">How am I making History?</p> <p>Personal chronology and finding out about the past within living memory. Examining photographs and asking questions. Begin to look at a simple timeline extending back to before they were born.</p>	<p align="center">How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefact from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p>	<p align="center">How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	<p align="center">Adventures through time KAPOW</p> <p>Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</p>
Year 2	<p align="center">How was school different in the past?</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p align="center">How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learn about the individual who contributed to the history of flight.</p>	<p align="center">What is a monarch?</p> <p>Finding out about the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. Study different types of castles and consider how they evolved over time.</p>	Great Fire of London
Year 3	<p align="center">Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p>	<p align="center">Why did the Romans settle in Britain?</p>	<p align="center">What did the Ancient Egyptians believe?</p>	History of the Fish Quay – Local Area

	Chronology of mankind, children are introduced to Britain's story. Use archaeological evidence to find out about the stone age, Bronze Age and Iron Age.	Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	Finding out about Egyptian beliefs, children make inferences and beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddess and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.	
Year 4	How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.	How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	How did the achievements of the Ancient Maya impact their society and beyond?	Why did the Romans settle in Britain? KAPOW Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.
Year 5	Were the Vikings raiders, traders or something else? Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and	What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and	What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.	How did the Maya civilisation compare to the Anglo-Saxons? KAPOW Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the

	<p>explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>		<p>rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p>
<p>Year 6</p>	<p>What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p>	<p>What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>	<p>Sikh Empire Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.</p>	<p>Leisure and Entertainment</p>