



History National Curriculum Overview



	Autumn	Spring	Summer
EYFS	<p><u>All about me and my family</u> How I've changed Families and communities</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	<p><u>Local heroes</u> Past and present transport Our local area</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<p><u>Looking back...</u> St George Mary Anning Seaside holidays past & present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1	<p>All about me</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Grace Darling</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<p>Toys from the past</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Year 2	<p>Explorers</p> <ul style="list-style-type: none"> 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 - Christopher Columbus and Neil Armstrong, 	<p>Great Fire of London</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally - the Great Fire of London 	<p>Rosa Parks</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality 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 - Rosa Parks and Greta Thunberg
Year 3 &4	<p>Stone Age</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Egyptians</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Maya</p> <ul style="list-style-type: none"> 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.



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Year 5	World War 2 A local history study Examples (non-statutory) <ul style="list-style-type: none">• a depth study linked to one of the British areas of study listed above• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Anglo Saxons Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory). This could include: <ul style="list-style-type: none">• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire & Scots invasions from Ireland to north Britain (now Scotland)• Anglo-Saxon invasions, settlements and kingdoms: place names and village life• Anglo-Saxon art and culture• Christian conversion – Canterbury, Iona and Lindisfarne	Apartheid <ul style="list-style-type: none">• 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.
Year 6	Viking- Raids and invasions The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: <ul style="list-style-type: none">• Viking raids and invasion• resistance by Alfred the Great and Athelstan, first king of England• further Viking invasions and Danegeld• Anglo-Saxon laws and justice• Edward the Confessor and his death in 1066	Victorians – looking at educational reform and workhouse reform A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) <ul style="list-style-type: none">• the changing power of monarchs using case studies such as John, Anne and Victoria• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day• a significant turning point in British history, for example, the first railways or the Battle of Britain	Ancient Greece <ul style="list-style-type: none">• Ancient Greece – a study of Greek life and achievements and their influence on the western world• How they changed the world