**Gainsborough Primary & Nursery School**

**SUBJECT OVERVIEW**

**HISTORY**

Our history curriculum follows the purpose and aims of the National Curriculum in England for Key Stages 1 and 2. Our history education will help our pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. Our teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

**Curriculum Aims:**

We aim to ensure that our pupils:

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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|  | **Early Years** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
| **Focus** | Talk about the lives of the people around them and their roles in society **– mum, dad, teacher, police officer etc.****ELG: Past and Present** | **Famous people who have contributed to life today –Guy Fawkes****Similarities and differences between ways of life in different periods.-seaside*****Locality - History of*** ***Cars (links to Bentley)*** | **Famous people who have contributed to life today –Wright brothers, Rosa Parkes, Grace Darling*****Locality –*** ***History of the fire of Nantwich*** | **1) Stone Age to Iron Age****2) Ancient Greece*****Locality – Prehistoric Age evidence in Beeston*** | **1) Roman Empire and its impact on Britain****2) The achievements of the earliest civilisations** **Ancient Egyptians*****Locality*** ***– Crewe Railway******Roman evidence in Chester*** | **1) Anglo-Saxons and Scots****2) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - leisure and entertainment in the 20th century*****Locality*** ***– Anglo Saxon evidence within Cheshire*** ***- Impact of WWII on Crewe*** | **1) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor****2) A non-European society - Mayans****Locality- Viking *evidence within the UK- York*** |
|  | Build on prior knowledge, skills and understanding. **Particular focus on understanding history relating to grandparents**. | Build on prior knowledge, skills and understanding. **Particular focus on significant historical people and events.**  | Build on prior knowledge, skills and understanding. **Particular focus on life in the prehistoric age and Ancient Greece.**  | Build on prior knowledge, skills and understanding. **Particular focus on Roman and Egyptian life.**  | Build on prior knowledge, skills and understanding. **Particular focus on Anglo Saxon life.**  | Build on prior knowledge, skills and understanding. **Particular focus on life during the Viking and Mayan period.** |

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|  | **Early Years** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
| **Historical sources** | **Begin to develop an awareness of the past, using common words and phrases relating to the passing of time**-yesterday-in the holidays- at the weekend- when I was a baby-then/now-old/new-past/present | **Develop an awareness of the past, using common words and phrases relating to the passing of time****Begin to** **understand some of the ways in which we find out about the past.**-pictures, -photographs- artefacts | **Use a wide vocabulary of everyday historical terms****Understand some of the ways in which we find out about the past and identify different****ways in which it is represented**-archaeologist-paintings, -artefacts-written accounts-museums | **Understand how our knowledge of the past is constructed from a range of sources.**Prehistoric -Cave paintingsWhat was found at the Skara Brae and what do the artefacts tell us about Stone Age life?  | **Understand how our knowledge of the past is constructed from a range of sources.**What do archaeological finds, tell us about the life in Roman settlements*?*How do we know about the Ancient Egyptians? | **Understand how our knowledge of the past is constructed from a range of sources.**What range of resources have told us about the impact of WWII on Crewe? | **Explain how our knowledge of the past is constructed from a range of sources**.What do archaeological finds tell us about the life in Viking settlements*?* |
| **Chronology** | **Understand the past through settings, characters and events encountered in books read in class and storytelling.**EYFS Understanding of the World: Past and Present | **Begin to develop an understanding of chronology. Place known events and objects in chronological order (timeline)**Timeline from GrandparentsTimeline of cars over last 80 years – | **Understand the chronology of significant people and events studied.****(timeline)**Fire of NantwichFire of London | **Describe the order of significant events from the period studied (timeline**)Sequence the Stone Age, Bronze Age and Iron Age in chronologically. | **Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini**) Sequence the Stone Age – End of Roman Era Roman Britain**Understand how some historical events occurred concurrently in different locations** Ancient Egypt and Prehistoric Britain | **Order an increasing number of significant events and dates on a timeline.****Timeline**Stone Age – End of Anglo -Saxon EraStart and end of WWII | **Use dates and terms to describe****historical events accurately.** **Timeline**Stone Age – End of Viking Era |
| **Subject Content** | **Begin to make sense of their life-story/family’s history.****-Show interest in different occupations**. 3-4 objectives – Development matters**Talk about members of their immediate family and community.****Name and describe people who are familiar to them**.Reception objectives - Development matters **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**ELG: Past and PresentToys Do you think this toy is old or new? Which toy would your parents have played with when they were your age?Household itemsWhich telephone do your adults use today?Which telephone is from the past? | **Know about changes within living memory and how they impacted life in Great Britain** **Transport –** How are the cars made today different from cars 80 years ago?Would you prefer to travel by a car from the past or one made today? Why?**Similarities and differences between ways of life in different periods.****Seaside** How did people travel to the seaside in the past compared to nowadays?What did people in the past do at the seaside compared to things they do today?**Learn about significant national or global events.** What do people do on Bonfire night?Why do people celebrate Bonfire night? | **Learn about significant national or global events**. **Great Fire of London**When was The Great Fire of London?Why did the fire spread so rapidly and so far? How do we know about the great fire?How did London change as a result of the fire?How was the Fire of Nantwich similar/different to the Fire of London?**First Flight**How has the first flight by the Wright brothers changed travel? | **Know about: Changes in Britain from the Stone Age to the Iron Age**What was life like in Stone Age times?What was life like in Bronze Age?What was life like in the Iron Age?  How are the prehistoric periods similar/different? | **Know about: The Roman Empire and its impact on Britain, including influences still evident in British life.** When did the Romans invade?Why did they invade and why were they so successful?What was the impact of the Roman invasion on Britain?Who was Queen Boudicca?When and why did the Romans leave Britain?**An in-depth study of the achievements of the earliest civilizations –** **Egyptians.** When and where did the Ancient Egyptians live?Why was the River Nile so important in daily life in Ancient Egypt?How did hierarchy influence your occupation in Ancient Egypt?What did the Ancient Egyptians believe happened after death?What are key features that the Ancient Egyptians are remembered for? | **Know about:** **Britain’s settlement by Anglo-Saxons and Scots****Anglo Saxons** When andwhy didAnglo-Saxons andScots invadeBritain andwhere didthey camefrom?What waslife like livingas an Anglo-Saxon?When didthe Anglo-Saxonsconvert toChristianity(fromPagans)?How did theAnglo-SaxonsinfluenceBritain?What is thedifferencebetweenAnglo-saxonand modernjusticesystems? | **Learn about the** **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**Who were the Vikings and why did they invade Britain?How did the Vikings travel to Anglo Saxon Britain?How far did Vikings invade and settle across Anglo Saxon Britain?  Was Alfred the Great truly great??What was life like in Viking Britain? Why is Edward the Confessor and his death in 1066 important?What happened to the Vikings (Why did they leave)?How did the Vikings influence life today? |
| **Locality** | **Comment on images of familiar situations in the past.****Compare and contrast characters from stories, including figures from the past**Reception objectives - Development matters**Queens Park**What was Queen’s park like a long time ago?  | **Learn about****significant****historical** **places****in their own****locality****Bentley car factory**Why is Bentley important to Crewe? | **Learn about****significant****historical events,****people****and places****in their own****locality** Fire of NantwichHow did the Fire ofNantwich start?How did the people of Nantwich react and stay safe?How did it impactthe town?**Cenotaph in Crewe**How does theCenotaph in Crewehelp us rememberthe past?  | **Know about****a significant Bronze Age settlement and Iron Age fort in their own****locality** **Beeston castle**What do the archaeological finds at Beeston tell us about prehistoric settlement?. | **Know about****a significant Roman****town****in their own****locality** **Chester (Deva)**Why was Chester important to the Romans?What have the Roman remains in Chester told us about Roman life?**A study of an aspect or theme in British history that has** **a significant turning point in British history.****The Railway**How has travelling by railway changed?How did the railways change the lives of the people of Britain? When was Crewe railway station built?Why is Crewe railway station important to the UK?Why was the construction of Crewe railway industry important to Crewe town?What was the impact of the railway industry on Crewe?  | **Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**Know that names which incorporate the element ham may be the primary settlements of Saxon colonisationExamples in Cheshire include Frodsham, Weaverham and Eastham**A study of an aspect of history dating from a period beyond 1066 that is significant in the locality- WWII**When and why did WWII start?How did Crewe prepare for WW II?Which countries were involved in WWII?Why was Crewe a target for German air raids?What was daily life like in Crewe during WWII?Where is there evidence of the raids in Crewe today? | Know abouta significant Vikingtownin the UK– Jorvik – **York**Why did the Vikings take over the city of Eoforwic – renamed Jorvik? |
| **Wider World** |  | **Learn about the lives of significant individuals in the past who have contributed to national and international achievements:**Why is Neil Armstrong remembered?Who was the first British astronaut to travel into space? (Helen Sharman)What did she do in space? | **Learn about the lives of significant individuals in the past who have contributed to national and international achievements:****Wright brothers**How have the Wright brother contributed to the history of travel?**Grace Darling**Why is Grace Darling a significant person in British life?**Samuel Pepys**How has Samuel Pepys contributed to British life?**Rosa Parkes**How has Rosa Parkes contributed international change? | **A study of** **Ancient Greek life and achievements and their influence on the western world.**When did the Ancient Greeks live?How do we know about the ancient Greeks?Why areAncient Greekvases animportantartefact?What were the major achievements of the Ancient Greeks?What major structures did the Ancient Greeks build?What religious beliefs did the Ancient Greeks have?How was ancient Greek life different **to life in Britain at that time?** | **A study of** **Ancient Roman life and** **and the achievements of this early civilisation.**What were the Roman influence on the western world?**Study Egyptian life and achievements and their influence on the western world**When and where did the Ancient Egyptians live? What was daily life like in Ancient Egypt?What did the Ancient Egyptians believe happened after death?What are the key aspects of the legacy of Egyptian Life?  | **Learn about changes in an aspect of social history - leisure and entertainment in the 20th Century**When did the 20th Century start and how was entertainment and leisure impacted by major historical events?How has the leisure industry changed in the 20th Century?How has TV and radio changed since the 20th Century?How has music changed since the 20th Century? | **Learn about the Mayan civilisation and know the impact of this early civilisation.**Where was the Maya civilisation? When was the Maya civilisation? Why are we learning about the Mayan civilisation?Why did the Maya become so important?What was life like at the height of the Mayan civilization?What are the possible reasons why the Mayan empire declined?  |

**Whole School –**

Events both within and beyond living memory that are significant nationally or globally (for example events commemorated through anniversaries, e.g. Remembrance Day and recent events)

In planning to ensure the progression described above through teaching about the people, events and changes, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.