



Tackley CE Primary School History Curriculum Overview

Skills across Key Stages

	Children in Nursery will be learning to:	Children in Reception will be learning to:	Early Learning Goal
Communication	<p>Enjoy listening to longer stories and can remember what happens.</p> <p>Develop their communication and use of tenses</p> <p>Understand why questions eg Why did children long ago not have plastic dolls?</p>	<p>Ask questions to find out more and to check that they understand what has been said to them.</p> <p>Connect one idea to another using connectives.</p> <p>Describe events in some detail.</p> <p>Retell a story in own words.</p> <p>Use talk to organize thinking and to explain things.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>Express their ideas and experiences using full sentences, including use of past and present tense.</p>
Maths	<p>Begin to describe a sequence of events eg First, then, next</p>	<p>Count actions.</p> <p>Link the number symbol with its cardinal value.</p> <p>Explore composition of numbers to 10.</p>	<p>Deep understanding of composition of numbers to 10.</p> <p>Explore patterns.</p>
Understanding the World	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Talk about members of their immediate family or community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast figures from stories, including figures from the past.</p> <p>Name and describe people who are familiar to them.</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality.

Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Curriculum Unit by Term

Cycle A	Autumn term	Spring term	Summer term
KS1	Changes Within Living Memory - Childhood	Blenheim Palace	The Great Fire of London
Lower KS2	Ancient Greece	Women through History	Ancient Egypt
Upper KS2	Britain beyond 1066 Crime and Punishment	A local history study: Catacaqui	Tudors

Cycle B	Autumn term	Spring term	Summer term
KS1	Changes Within Living Memory - Homes	Kings, Queens and Castles – Including Oxford Castle	Let's Explore – famous explorers
Lower KS2	Stone Age	Anglo Saxons and Vikings	The Romans
Upper KS2	Britain beyond 1066-	Mayans	World War Two

	Leisure and Entertainment in the 20 th Century		
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EYFS Knowledge and Skills

What does an EYFS historian need to understand?	What does an EYFS historian need to know?	How can they show they are historians?
Understand about their own life and the lives of people around them in the past and now.	<p>Growth and change through time in their living memory -changes from when they were born, through toddler stage to their age now.</p> <p>About the lives of their parents/ grandparents/ siblings in the past and now. For example What their parents life as a child was like. What grandparents did as a job. Etc.</p>	<p>Talking about things from the past in their living memory – Show and tell time, weekend news, holiday news.</p> <p>Visits and talks from significant individual such as a grand-parents/older people in the school community.</p> <p>Exploring artefacts and photographs of themselves when they were younger and their parents/grandparents when they were younger. Discussion based around these artefacts/photographs.</p>
Key terms and vocabulary linked to the passing of time.	<p>Correct use of tenses (past/present) and use it correctly in context when discussing the pas and present.</p> <p>Vocabulary associated with the passing of time – first, then, now.</p>	<p>Listening to stories about long ago and now and acting these stories/narratives out – through role play and small world.</p> <p>Through discussions and talk time – sharing news.</p> <p>Asking questions to find out more.</p> <p>Answer questions based on what they know/have experienced.</p>
Similarities and differences between now and in the past.	<p>How things have changed over time (within living memory and/or associated with significant individuals in their life). For example childhood toys.</p> <p>That some things remain the same over time. For example hair colour, eye colour.</p>	<p>Reflect on changes in their own lives and those around them and show this through role-play, drawings, exploring and making artefacts.</p> <p>Educational trips/workshops for eg Banbury museum.</p> <p>Visits from known people such as grand parents for talks.</p> <p>Exploring artefacts and making observations. Linking observations to own experiences. Linking this to their play.</p>

History: KS1

	Within living memory	Beyond living memory	Lives of significant people	Local history	Beyond living memory	Within living memory
	Childhood	Great Fire of London	Famous inventors and transport	Blenheim Palace	Kings, Queens and Castles	Homes
Enquiry questions	<p><i>How is my school day different from my parents' and grandparents'?</i></p> <p><i>What are the similarities and differences between my toys and my grandparents' toys?</i></p> <p><i>What toys did children play with over 100 years ago?</i></p> <p><i>What special memories would I like to pass on?</i></p> <p><i>What local memories can I find out about and how?</i></p>	<p><i>What happened to London during the fire of 1666?</i></p> <p><i>How did Samuel Pepys diary help us understand what happened?</i></p> <p><i>What did the King do to make London better?</i></p>	<p><i>How has transport changed over time?</i></p> <p><i>How have the inventions of Stephenson and the Wright brothers impacted our lives today?</i></p>	<p><i>Who lived in Blenheim Palace?</i></p> <p><i>Who was Winston Churchill?</i></p>	<p><i>What does it mean to be a queen?</i></p> <p><i>Why were castles built and what was castle life like?</i></p> <p><i>Why was the Battle of Hastings a significant moment in History?</i></p> <p><i>How do we know about it?</i></p>	<p><i>How are houses now different from those in the past?</i></p> <p><i>What features did houses have in the past, why have these changed now?</i></p> <p><i>How have hot water bottles/torches/coins changed over time?</i></p>
KS1	<ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago A focus on everyday life in the past children use vocabulary such as 'past' 'before' and 'after' to describe when something happened. Comparisons will be made between Tackley today and the past so children can recall facts that happened locally in the past. 	<ul style="list-style-type: none"> To know about events beyond living memory that are significant nationally. The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Samuel Pepys. Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Know how transport has changed over time Changes in past and present modes of transport will be discussed with a focus on boats, trains and cars. Focus famous people will include George Stephenson and the Wright brothers. Know how the lives of people have been impacted by the invention and improvement of different modes of transport. 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc 	<ul style="list-style-type: none"> Know about and castles through time and how they changed and developed over time. Learn about the Battle of Hastings its significance in history Know about key parts of a castle and the roles different people had 	<ul style="list-style-type: none"> A focus on everyday life in the past children use vocabulary such as 'past' 'before' and 'after' to describe when something happened. To know that houses have changed from the past due to technology advances eg outside toilets, heating, fires To compare modern rooms in houses to older houses eg kitchens

History: Lower KS2

	Chronology (Stone age to 1066)	Ancient ancients (approx. 3000 years ago)	Ancient Greece	Beyond 1066	Chronology (Stone age to 1066)	Chronology (Stone age to 1066)
	Stone Age	Ancient Egypt	Ancient Greece	Woman through history	Anglo Saxons and Vikings	The Romans
Enquiry Questions	<p><i>What was 'new' about the New Stone Age? Which was better, bronze or iron?</i></p> <p><i>If you were Julius Caesar, would you have invaded Britain in 55BC?</i></p> <p><i>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</i></p>	<p><i>Who was the real Tutankhamun?</i></p> <p><i>How did the civilization of Egypt wax and wane?</i></p> <p><i>How did the civilisation of Egypt end?</i></p>	<p><i>How can we find out about the civilisation of Ancient Greece?</i></p> <p><i>Can we thank the Ancient Greeks for anything in our lives today?</i></p>	<p><i>What do we mean by 'Significance?'</i></p> <p><i>Who was Sarah Forbes Bonetta?</i></p> <p><i>Why is she remembered and what is her legacy?</i></p>	<p><i>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</i></p> <p><i>How well did the Anglo-Saxons and Vikings get on with each other?</i></p> <p><i>What was life really like in Anglo-Saxon and Viking Britain?</i></p> <p><i>What did the Anglo-Saxons and Vikings leave behind?</i></p>	<p><i>When did the Romans invade and why?</i></p> <p><i>Did the native Britons welcome or resist them, and why?</i></p> <p><i>How did they influence the culture of the people already here?</i></p>
Lower KS2	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers' 	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of Ancient Egypt • Know about the lives of famous Egyptian Pharaohs. • Compare and contrast daily life in Ancient Egypt between different groups of people. 	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics • To know the legacies left behind by the Greeks. • To know the importance of Alexander the Great on Ancient Greek development • Know some of the Ancient Greek Myths – including Trojan War. 	<ul style="list-style-type: none"> • Know about important women in British history beyond 1066 and explain why their impact was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • Know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England 	<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor

	Beyond 1066	Local study	Beyond 1066	Civilisations from 1000 years ago	Beyond 1066	Beyond 1066
	Crime and Punishment	History of Tackley: sinking of the Cataraqui	World War Two	Mayans	Tudors	Leisure & Entertainment
Enquiry Questions	<i>To what extent did the punishment fit the crime? What were the broad trends of crime and punishment from the Romans to the 21st Century? How does C and P in these times compare to modern day?</i>	<i>How and why did residents of Tackley make the journey? What was the journey like? What was the social impact of the sinking of the Cataraqui on a village like Tackley?</i>	<i>What was the role of women during and after the war? How did rationing and evacuation affect children? What was the Holocaust, why did it happen and what was its impact?</i>	<i>What were the religions and who were the gods? What key explorations and discoveries happened? Why did the Mayan empire end so quickly?</i>	<i>What was life like for Tudor children (rich and poor)? What illnesses and diseases affected Tudor people and how were they treated? What foods did Tudor people eat and what new foods were arriving in Britain?</i>	<i>How do young people's lives in the 1960s compare to now? How has technology changed and what is its impact? How did cinema and football change over the 20th century?</i>
Upper KS2	<ul style="list-style-type: none"> Understand how punishments changed throughout history. To understand the purpose for punishments. To understand the different crimes reported in different time periods and compare them to life in modern Britain, Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world To understand how and why punishment changed in different time periods. To compare and contrast how different classes of people were punished. 	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated migration and class Know how the lives of wealthy people were different from the lives of poorer people during this time To understand what undertaking a journey like this at that time would have been like. To explore reasons for and effects of emigration and immigration. 	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. Construct informed responses that involve thoughtful selection of relevant historical information by learning 	<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by 	<ul style="list-style-type: none"> Discover how rich and poor Tudors ate and the different kinds of food that were available. Learn about the availability of different foods during Tudor times and how this may have affected who were able to afford them. Know different ways that people were treated for illness and disease during the Tudor times, including the folk cures that were used to cure various ailments. They compare these to modern medicine and the knowledge and understanding we have now. Know what life would have been like for a rich and a poor Tudor child. Learn about different aspects of their lives such as entertainment, work and education. Reflect on why people had more children at this time and how that affected their lifestyle. 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the 1960s Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how and why cinema and football changed across the 20th century in Britain and throughout the world. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about how television became a popular leisure activity. Construct informed responses that involve

			<p>about the importance and significance of the role of women during World War II.</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II. 	<p>identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.</p>		<p>thoughtful selection and organisation of relevant historical information by learning about the impact of 20th century technologies on leisure and entertainment in the 21st century</p>
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Curriculum Skills Overview by Key Stage

Progression in history involves developing **historical perspective** through:

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Deeper understanding of more complex issues and abstract ideas
- Closer integration of history's key concepts
- Greater independence in all of these areas

Our history curriculum builds towards clear end-points. Detailed below is what children will be expected to do by the end of each key stage using key skills.

	By the end of Early Years	By the end of Key Stage One	By the end of Key Stage Two
Chronological knowledge and understanding	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and characters Talk about past and present events in their own lives and in lives of family members 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where people and events studied fit into a chronological framework Identify similarities and differences between periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
Historical terms and vocabulary	<ul style="list-style-type: none"> Extend vocabulary especially by grouping and naming, exploring meaning and sounds of new words 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms

Historical enquiry: using evidence and communicating ideas	<ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions in response to stories and events • Explain own knowledge and understanding, and ask questions • Know that information can be retrieved from books, computers and other sources • Record using marks they can interpret and explain 	<ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding of key concepts below 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information
Interpretations of history		<ul style="list-style-type: none"> • Identify different ways in which the past is represented 	<ul style="list-style-type: none"> • Understand that different version of the past may exist and giving some reasons for this

Some of these skills are underpinned by key concepts, that are developed through regular re-visiting in different contexts and learning. These are detailed below.

	By the end of Early Years	By the end of Key Stage One	By the end of Key Stage Two
Continuity and change	<ul style="list-style-type: none"> • Look closely at similarities, difference, patterns and change • Develop understanding of growth and changes over time 	<ul style="list-style-type: none"> • Identify similarities and difference between ways of life at different times 	<ul style="list-style-type: none"> • Describe and make links between main events, situations and changes within and across different time periods
Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for and results of historical events, situations and changes
Similarity and difference	<ul style="list-style-type: none"> • Know about similarities and difference between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events and beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain and the wider world
Significance of people and events	<ul style="list-style-type: none"> • Recognise and describe special times or events for family and friends 	<ul style="list-style-type: none"> • Talk about who was important in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations

