

Pippins Primary School Curriculum Overview



Subject: History

| | Autumn | Spring | Summer |
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| Year 1 | Topic: Childhood | | Topic: School Days |
| | Concept: Everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. | | Concept: Own school and locality, both today and in the past. Compare schooling in the Victorian era to their experiences today. |
| | Skills and Knowledge: Create stories, pictures, independent writing and role play about historical events, people and periods. Describe a significant historical event in British history. Describe an aspect of everyday life within or beyond living memory. Express an opinion about a historical source. Use a range of historical artefacts to find out about the past. Identify similarities and differences between ways of life within or beyond living memory. Order information on a timeline. | | Skills and Knowledge Create stories, pictures, independent writing and role play about historical events, people and periods. Describe an aspect of everyday life within or beyond living memory. Describe changes within or beyond living memory. Describe important events in the school's history. Express an opinion about a historical source. Use a range of historical artefacts to find out about the past. Identify similarities and differences between ways of life within or beyond living memory. Identify some key features of a significant historical event beyond living memory. Order information on a timeline. Understand the term significant and explain why a significant individual is important. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago) |
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| Year 2 | Autumn | Spring | Summer |
| | Topic: Movers and Shakers | Topic: | Topic: Magnificent Monarchs |
| | Concept: Historically significant people who have had a major impact on the world. | Concept: | Concept: English and British monarchy from AD 871 to the present day. |
| | <p>Skills and Knowledge</p> <p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Describe how an aspect of life has changed over time.</p> <p>Describe, in simple terms, the importance of local events, people and places.</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Use historical sources to begin to identify viewpoint.</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Sequence significant information in chronological order.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> | <p>Skills and Knowledge</p> | <p>Skills and Knowledge</p> <p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Describe how an aspect of life has changed over time.</p> <p>Describe the hierarchy of a past society.</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Explain why an event from the past is significant. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Sequence significant information in chronological order.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Use the historical terms year, decade and century.</p> |

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| Year 3 | Autumn | Spring | Summer |
| | Topic: Through the Ages | | Topic: Emperors and Empires |
| | Concept: British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. | | Concept: History and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain. |
| | <p>Skills and Knowledge</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Explain the similarities and differences between two periods of history.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> | | <p>Skills and Knowledge</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> |

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| <p>Sequence dates and information from several historical periods on a timeline.</p> <p>Summarise how an aspect of British or world history has changed over time.</p> <p>Use historical terms to describe different periods of time.</p> | <p>Describe hierarchy and different roles in past civilisations.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Explain the cause and effect of a significant historical event. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Make choices about the best ways to present historical accounts and information.</p> <p>Sequence dates and information from several historical periods on a timeline.</p> |
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| Year 4 | Autumn | Spring | Summer |
| | Topic: Invasion | Topic: | Topic: Ancient Civilisations |
| | Concept: Life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest. | Concept: | Concept: History of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation. |
| | <p>Skills and Knowledge</p> <p>Compare and contrast two civilisations.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain. Describe and explain the impact of a past society on a local settlement or community.</p> | <p>Skills and Knowledge</p> | <p>Skills and Knowledge</p> <p>Use more complex historical terms to explain and present historical information.</p> <p>Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>The Indus Valley civilisation ran from c2500 BC to c1700 BC. Compare and contrast two civilisations.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods.</p> |

Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.

Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.

Explain in detail the multiple causes and effects of significant events.

Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.

Sequence significant dates about events within a historical time period on historical timelines.

Explain how artefacts provide evidence of everyday life in the past.

Describe the hierarchy and different roles in ancient civilisations.

Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.

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| Year 5 | Autumn | Spring | Summer |
| | Topic: Dynamic Dynasties | Topic: | Topic: Ground Breaking Greeks |
| | Concept: History of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today. | Concept: | Concept: Developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. |
| | Skills and Knowledge: Sequence and make connections between periods of world history on a timeline. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Use a range of historical sources or artefacts to build a picture of a historical event or person. Articulate and organise important information and detailed historical accounts using topic related vocabulary. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Know that people of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits. Study a feature of a past civilisation or society. | Skills and Knowledge: | Skills and Knowledge: Sequence and make connections between periods of world history on a timeline. Know there are six periods in ancient Greek history, from the Minoan civilisation 3000 BC to the end of the Hellenistic period in 30 BC. Use a range of historical sources or artefacts to build a picture of a historical event or person. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Analyse and compare a place, or places, using aerial photographs, atlases and maps. People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps. Find evidence from different sources, identify bias and form balanced arguments. Understand some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions. |

Silk and jade objects have been produced in China for thousands of years.

Know that silk was a luxurious status symbol in ancient China and jade was believed to have special powers.

Describe the significance, impact and legacy of power in ancient civilisations.

Explain how everyday life in an ancient civilisation changed or continued during different periods.

Know that during the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.

During the Shang Dynasty, people worshipped their ancestors at home altars.

Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.

Understand that misuse of power and poor leadership has caused civilisations to decline.

Compare and contrast an aspect of history across two or more periods studied.

Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.

Frame historically valid questions about continuity and change and construct informed responses.

Sequence and make connections between periods of world history on a timeline.

The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.

Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period.

Explain how everyday life in an ancient civilisation changed or continued during different periods.

Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.

Democracy is still evident in many countries around the world.

Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.

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| | | | <p>Describe the achievements and influence of the ancient Greeks on the wider world such as the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> |
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| Year 6 | Autumn | Spring | Summer |
| | Topic: Britain at war | | Topic: Maafa |
| | Concept: Causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period. | | Concept: Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora. |
| | Skills and Knowledge Use abstract terms to express historical ideas and information. Describe the causes and consequences of a significant event in history. Articulate and present a clear, chronological world history narrative within and across historical periods studied. Present a detailed historical narrative about a significant global event. Key causes of the First World War include alliances, imperialism, militarism and nationalism. The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. | | Skills and Knowledge: Use abstract terms to express historical ideas and information. Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance. Understand the distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. Articulate and present a clear, chronological world history narrative within and across historical periods studied. The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. |

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| <p>Historical sources can contain bias due to their historical context or the creator's background.</p> <p>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>New weaponry technology developed at a rapid rate during the First World War.</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied. Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).</p> <p>The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.</p> <p>Describe the causes and consequences of a significant event in history.</p> | <p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources.</p> <p>Describe and explain the significance of a leader or monarch. Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Historical sources can contain bias due to their historical context or the creator's background.</p> <p>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</p> <p>Different types of bias include political, cultural or racial.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> |
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| <p>Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</p> <p>The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p> | <p>Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.</p> <p>Many country houses, museums and libraries that are still used today were built with the profits from slavery.</p> <p>Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery..</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> |
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