



Linton Mead Subject Curriculum Overview for History

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	- Begin to make sense of their own life-story and family's history. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Talk about the lives of people around them and their roles in society. - 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.					
1	History of Childhood games and toys: Game on	Mary Seacole and Florence Nightingale comparison		WW1 in Woolwich		
	(Changes within living memory. Where appropriate these should be used to reveal aspects of change in national Life.) Toys from a variety of traditions and cultures. Children will learn that toys and games from the past can be different from those children use today. They will identify similarities and differences between old and modern toys and use simple historical vocabulary such as past, present, old, new, then, now. Ask and answer questions about historical objects and use photographs, toys, memories and other sources as evidence about the past. They will begin to understand that toys and games have changed because of developments in materials, technology and society.	The lives of significant individuals who have contributed to national and international achievements. "How were Mary Seacole and Florence Nightingale the same and different and why was Mary Seacole's journey more difficult?" Children will learn who Mary Seacole and Florence Nightingale were, that they lived in the past and know that both women helped sick and injured soldiers. They will identify similarities and differences between their lives and work to understand that they used different approaches to helping people. They will learn why both women are remembered today.		Significant historical events, people and places in their own locality "What was life like for people in Woolwich during the First World War?" Children can connect a national historical event to their own locality, while developing the Year 1 skills of comparing past and present, asking questions and using historical sources. Children will learn that World War One took place from 1914–1918 and begin to understand that Woolwich played an important role during the war.		
2	Treason in Britain: The Gunpowder Plot.	Neil Armstrong		Great Fire of London		
	Events beyond living memory that are significant nationally or globally. "Why did the Gunpowder Plot happen, and what does it tell us about life in Britain in 1605?" Children will learn when the Gunpowder Plot happened and that Guy Fawkes was one of a group of people involved in the plot. They will learn that the plot involved a plan to blow up the Houses of Parliament that was discovered before it could happen.	Study the lives of significant individuals in the past who have contributed to national and international achievements. "Why is Neil Armstrong considered an historical figure today?" Children will learn who Neil Armstrong was and why he is remembered. They will begin to understand that space exploration was a major achievement involving many people. They will learn why Neil Armstrong is considered a significant historical figure.		Events beyond living memory that are significant nationally and globally "How did the Great Fire change London and the lives of the people who lived there?" Children will learn when the Great Fire of London happened and where the fire began. They will describe how the fire spread across London, understanding some of the reasons why the fire spread so quickly. They will learn about some of the consequences of the fire and understand why the Great Fire is remembered today.		

	They will begin to understand that historical events can have different causes and consequences. Explain why 5 November is remembered today.		
3	Britain from the Stone Age to the Ice Age	The Victorians	Britain's settlement by Anglo-Saxons and Scots
	A local History study Changes in Britain from the Stone Age to the iron Age – “How did life in Britain change from the Stone Age to the Iron Age?” Children will learn that the Stone Age, Bronze Age and Iron Age were different periods of British prehistory. They will learn how homes, food, tools and weapons changed, while explaining how the discovery and use of metal changed people's lives. They will learn how people built settlements, hill forts, and explain how and why life in Britain changed over time.	Local study of an aspect or theme in British history that extends beyond 1066, including changes in an aspect of social history. “How did the Victorian period change the lives of people in Britain?” Children will learn that the Victorian era lasted from 1837 to 1901, during the reign of Queen Victoria. They will describe aspects of everyday life for Victorian children while understanding that people's experiences varied according to their social background. They will explore Victorian homes, schools, work and leisure. The major changes brought about by industrialisation and new technology. They will learn how life could be very different depending on a person's age, gender, wealth, occupation, location and background.	A study of migration, settlement, kingdoms, culture and change. Will involve study of 'invasion' from non-traditional cultures and the enforcement of new cultures on Britain “How did the Anglo-Saxons and Scots change Britain?” Children will learn who the Anglo-Saxons and Scots were and understand that the Romans left Britain in the early 5th century. They will learn to locate the main Anglo-Saxon kingdoms on a map and why they came to Britain. They will describe their homes, settlements and everyday life to understand how Anglo-Saxon society was organised. They will identify Anglo-Saxon influences that remain today, particularly in language and place names.
4	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom	The Tudors
	Combine the history of the Roman Empire with a detailed investigation of Roman Britain, including the changes Romans brought and the experiences of different people. “Was Roman Britain a time of change for everyone?” Why did Rome invade? What were the consequences of Roman rule? Children will learn to understand the chronological relationship between Roman Britain and earlier periods. Explain why the Romans invaded Britain and know when the Roman invasion began. They will learn how the Roman army helped establish Roman control and explore how the Romans influenced Britain. They will learn which aspects of Roman influence can still be seen today.	Follows naturally from the Anglo-Saxons and Scots unit and develops pupils' understanding of invasion, migration, settlement, conflict, kingdoms and the formation of England. “How did the struggle between the Vikings and Anglo-Saxons shape England?” Children will learn who the Vikings and Anglo-Saxons were and explain why Viking groups came to Britain. They will learn the difference between raiding, invasion and settlement. Identify important events in the Viking and Anglo-Saxon struggle and know about Alfred the Great and his resistance to the Vikings. They will explore how Viking and Anglo-Saxon communities lived.	A study of an aspect or theme in British history that extends beyond 1066, including changes in society, religion, monarchy and everyday life. Tudor period was a time of significant political, religious and social change “How much did life in England change during the Tudor period?” Children will learn that the Tudor period lasted from 1485 to 1603. They will identify the main Tudor monarchs and place them chronologically. They will learn how the Tudor monarchy changed during the period. Know about Henry VIII and his six wives. They will learn about Elizabeth I and some significant events during her reign while exploring differences between rich and poor Tudor people.
5	Ancient Greece	The Mayans	World War 1
	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i> “Why is Ancient Greece still important to us today?”	A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900; “What can the Maya civilisation teach us about how societies develop and change?”	A study of an aspect or theme in British history that extends beyond 1066, including changes in society, technology and the experiences of people during a major historical event.

	Children will learn about Ancient Greek life, achievements and influence on the modern world. They will understand that Ancient Greece was made up of different city-states. They will explore Ancient Greek democracy and understand that it was different from modern democracy. They will investigate Ancient Greek religion and mythology and explore the Olympic Games and their origins. They will understand important Greek achievements in philosophy, mathematics, science, architecture, literature and theatre. They will learn how Ancient Greek ideas and achievements have influenced modern life.	Children will learn when and where the Maya civilisation was. They will learn that the Maya civilisation lasted for many centuries and was not a single unified empire. They will describe aspects of Maya society, including cities, rulers, farmers, traders and religious leaders and explore Maya achievements in mathematics, astronomy, writing and architecture. They will learn the importance of agriculture and explore Maya religious beliefs and ceremonies. They will compare aspects of Maya civilisation with life in Britain during the same broad period.	“How did the First World War change Britain and the wider world?” Children will learn that World War One lasted from 1914 to 1918 and identify the main causes and events of the war. They will learn about the formation of the two main alliances and understand why Britain entered the war in 1914. They will explore what life was like for soldiers on the Western Front and Investigate the experiences of people on the Home Front. They will learn how the war affected women, children and families. Understand some of the consequences of the war and why it remains significant today..
6	<i>The Egyptians</i> A study of an ancient civilisation, developing pupils' chronological understanding, use of evidence and ability to identify similarities, differences, change and continuity. Who were the Ancient Egyptians, and how can historians know about a civilisation that existed thousands of years ago? Children will learn to place Ancient Egypt within a chronological framework and understand that Ancient Egyptian civilisation lasted for thousands of years and changed over time. They will learn the importance of the River Nile to Egyptian civilisation and explore the role of the pharaoh. They will learn about Egyptian beliefs about death and the afterlife. They will investigate pyramids, temples and other architectural achievements. Explore Egyptian writing, including hieroglyphs. They will evaluate the reliability and limitations of different historical sources. Explain why Ancient Egypt remains significant today.	<i>The Spanish Armada</i> A study of an aspect of British History – significant turning point in British History/changes in social history. “How did England win the Armada?” Children will be able to place the Spanish Armada within its historical context and understand the relationship between Elizabeth I and Philip II of Spain. They will learn about some of the religious and political tensions between England and Spain and understand why Philip II launched the Armada. They will learn how weather affected the Spanish fleet's journey. They will evaluate different interpretations of the Armada and explain why the Armada failed to achieve its objective.	<i>World War II</i> A study of an aspect or theme in British history that extends beyond 1066, with opportunities to investigate a significant turning point in British and world history, changes in society and the experiences of different groups. “How did World War Two affect Britain and the lives of ordinary people?” Children will learn that World War Two lasted from 1939 to 1945 and identify the main countries and alliances involved. They will learn about some of the causes of World War Two and know why Britain declared war on Germany in September 1939. They will learn about the impact of the Blitz and air raids on British civilians. They will explore evacuation and the experiences of children. Investigating rationing and life on the Home Front and understand the significance of D-Day and the eventual end of the war in Europe. They will learn that people experienced the war differently depending on their circumstances and explain some of the consequences and lasting significance of World War Two.