

Monks Orchard Primary School: History Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic	All About Me/Our Senses	Autumn/ Christmas	Winter	Easter	People Who Help Us	Transition, Change and New Beginnings
	Key knowledge	Read books based on passage of time 'Once There Were Giants,' by Martin Waddell or 'A Chair for Baby Bear,' by Kaye Umansky. Talk about characters in story gaining skills over time. Sequence images from stories. Use language of passage of time (then, now, next soon). Look at photos of the children as a babies, toddlers and now, place on simple timeline. Talk about differences, things/skills you have learnt (eg walking, toileting, feeding, talking, etc.). Look at a variety of clothes, toys, etc. from new-born to 3 year old. How are they the same/different (size, shape, features, materials fastenings, etc.) and why.	Observe and talk about the weather regularly. Use simple weather vocabulary (rain, wind, sun, cold, warm, snow, hail, etc.) Look at photos and picture of autumn weather/scenes, and use weather vocabulary to describe. Look at examples of clothing for autumn, past and present, describe, talk about materials, why particular materials are chosen, similarities and differences. Represent autumn scenes in a variety of artistic media.	Observe and talk about the weather regularly. Use simple weather vocabulary (rain, wind, sun, cold, warm, snow, hail, etc.) Look at photos and picture of winter weather/scenes, and use weather vocabulary to describe. Look at examples of clothing for winter past and present, describe, talk about materials, why particular materials are chosen, similarities and differences. Represent winter scenes in a variety of artistic media. Use the language of 'before and after' to compare autumn weather and winter weather.	Select texts to share with the children about the Easter story. Talk about whether they think the events happened in the past or today, and why they think that.	Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Set up role play area as a variety of work places, using appropriate role play resources, vocabulary, etc. Consider opportunities to challenge gender and other stereotypes	Review year in nursery. Look at photos, drawings, paintings, videos, etc. Compare then to now. What activities can you remember? What were your favourite activities? What did we do in autumn, winter? What did we wear in autumn/winter? What was the weather like in autumn/winter? "Do you remember when we..." Start talking about "next year, in Reception. Autumn and winter will come again. Which festivals/celebrations will come again? Visit new classroom, meet new teacher (if possible). Think about and record what they are looking forward to about Reception.
	Key skills	Begin to make sense of their own life story and family history Use simple words to talk about the passing of time Talk about past and present events in their lives and in the lives of family members Begin to organise events using basic chronology; recognising that things happened before they were born.	Use simple words to talk about the passing of time Identify and talk about simple similarities and differences Know that information can be retrieved from books and computers	Use simple words to talk about the passing of time Identify and talk about simple similarities and differences Know that information can be retrieved from books and computers	Use simple words to talk about the passing of time Talk about past and present events in their lives and in the lives of family members Know that information can be retrieved from books and computers	Show interest in different occupations Identify and talk about simple similarities and differences Continue developing positive attitudes about the differences between people. Connect and compare situations and characters to develop own ideas and talk about them	Use simple words to talk about the passing of time Talk about past and present events in their lives and in the lives of family members Begin to organise events using basic chronology; recognising that things happened before they were born. Identify and talk about simple similarities and differences
Reception	Topic	Me and My Body	Winter and Winter Festivals	Traditional Stories	Spring and Easter		We're Going to the Seaside
	Key knowledge	Who is in my family? Share and ask questions about our families. Sensitive, discuss differences between families, recognise that	Explore weather patterns and features in winter; changes between autumn and winter. Make observations of the natural world, the plants	Share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.	Explore weather patterns and features in spring; changes between winter and spring. Make observations of the natural world, the plants		Look at pictures, stories, artefacts and accounts of the seaside in the past. Explain similarities and differences. Plan lots of hands-on experiences that deepen

		<p>there are many types of family. Share and talk about pictures of their families; describing the people and their relationships. Order family members by age/generation. Talk about ages of siblings, cousins, etc; who was born first, next, last, etc. Using examples from real life and from books, show children how there are many different families.</p>	<p>animals and other features that change during winter. Talk about how animals' behaviour changes in the winter (storing food, hibernation, etc.). Note and record the weather daily and discuss similarities and differences. Select texts to share with the children about the changes in winter, and a range of stories about winter festivals. Talk about whether they think the events happened in the past or today, and why they think that. Incorporate understanding of the seasons and weather in play.</p>	<p>Explore fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>	<p>animals and other features that begin to appear/grow during spring, Talk about how animals' behaviour changes in spring (waking from hibernation, having babies, etc.) Note and record the weather daily and discuss similarities and differences. Select texts to share with the children about the changes in spring, and the Easter story. Talk about whether they think the events happened in the past or today, and why they think that. Incorporate understanding of the seasons and weather in play.</p>		<p>children's understanding, of the seaside (sand play, water play, buckets and spades, etc.) Visit a local seaside. Set up experiences that encourage children to talk about their experiences of the seaside, including experiences that involve items, artefacts, activities from the past, and compare these with modern experiences, artefacts, etc. Organise seaside photos, pictures and artefacts in chronological order and discuss how we know.</p>
	Key skills	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them Use simple words to talk about the passing of time Talk about past and present events in their lives and in the lives of family members Begin to organise events using basic chronology; recognising that things happened before they were born.</p>	<p>Use simple words to talk about the passing of time Identify and talk about simple similarities and differences Know that information can be retrieved from books and computers</p>	<p>Compare and contrast characters from stories, including figures from the past Identify and talk about simple similarities and differences Connect and compare situations and characters to develop own ideas and talk about them</p>	<p>Understand the effect of changing seasons on the natural world around them Use simple words to talk about the passing of time Talk about past and present events in their lives and in the lives of family members Know that information can be retrieved from books and computers</p>		<p>Comment on images of familiar situations in the past Talk about past and present events in their lives and in the lives of family members Begin to organise events using basic chronology; recognising that things happened before they were born. Identify and talk about simple similarities and differences</p>
Year 1	Topic		Where do I come from?	Where do I come from?	Treasure	This is where I live	Transport
	Key knowledge		<p>Who am I? Why am I called my name and does my name have a meaning? Where was I born? Where were my parents born? Locate different countries/areas of the UK our families are from on a map. What languages do our families speak? What faiths, or no faith, do we have? Compare what I looked like and what I could do as a baby with what I am like now.</p>	<p>Who am I? Why am I called my name and does my name have a meaning? Where was I born? Where were my parents born? Locate different countries/areas of the UK our families are from on a map. What languages do our families speak? What faiths, or no faith, do we have? Compare what I looked like and what I could do as a baby with what I am like now.</p>	<p>What is treasure? What objects are important to me? Difference between personal and monetary value, where do people keep their treasures? What is important to other people, around the world, in the past? Similarities and differences. How do people keep, store display treasure?</p>	<p>Where do I live now? Have I move home? Study a selection of (suitable) famous people from Croydon: (Eg. Stormzy, Sue Perkins, Wilfried Zaha, Susana Reid, etc.) Where they lived were born, when they are famous for.</p>	<p>Compare pictures/photos of London transport in the past and today. How has transport changed? Similarities and differences. Use of horses and carts; invention of trains; introduction of motor vehicles; the London Underground; buses, taxis, trams, cars, bicycles through time. (Trip to London Transport Museum)</p>

	Key skills		Use terms concerned with passing of time Recognise the terms past and present in their own life and lives of others Sequence events in chronological order Discuss similarities and differences between life at different times Know about changes within living memory. Begin to identify simple ways in which the past is represented e.g. photos, paintings, artefacts, adults talking	Use terms concerned with passing of time Recognise the terms past and present in their own life and lives of others Sequence events in chronological order Discuss similarities and differences between life at different times Know about changes within living memory. Begin to identify simple ways in which the past is represented e.g. photos, paintings, artefacts, adults talking Communicate their knowledge through discussion, drawing, drama, making models, writing etc	Discuss similarities and differences between life at different times Know and recount episodes from stories about the past, understanding key events Know about changes within living memory. Find answers to simple questions about the past Communicate their knowledge through discussion, drawing, drama, making models, writing etc	Show knowledge and understanding of some of the main events and people they have studied	Use terms concerned with passing of time Discuss similarities and differences between life at different times. Sequence events or objects in chronological order. Know and recount episodes from stories about the past, understanding key events Know about changes within living memory. Begin to identify simple ways in which the past is represented e.g. photos, paintings, artefacts, adults talking Communicate their knowledge through discussion, drawing, drama, making models, writing etc
Year 2	Topic		The Great Fire of London	Significant People	Significant People		
	Key knowledge		Study events beyond living memory that are significant nationally or globally and significant historical events, people and places in their own locality. Use extracts from the diaries of Samuel Pepys and John Evelyn to understand the events of the 4 days of the fire: how it started, spread and eventually finished. Explore the use of diaries as historical sources, keep own diaries during the topic. Compare Tudor and modern writing materials. Understand the contribution/dangers of wooden buildings to the spread of the fire. Exploring key features and materials of Tudor buildings, and the similarities and differences between them and modern buildings. Fire safety then and now. Rebuilding after the fire; no more wooden buildings, Sir	Study the lives, work and achievements of a selection of famous/significant people: (Medicine) Mary Seacole and Florence Nightingale; (Activists) Rosa Parks and Malala Yousafzai; (Mathematicians) Ada Lovelace and Alan Turing	Study the lives, work and achievements of a selection of famous/significant people: (Composers) Wolfgang Mozart and Scott Joplin; (Artists) Pablo Picasso and Esther Mahlangu, (Rulers) Queen Elizabeth I and Queen Victoria		

			Christopher Wren and St Paul's cathedral, The Monument.				
	Key skills		<p>Recognise that their own lives are different from the lives of people in the past. Place events on a simple timeline.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Use sources and evidence to ask and answer questions about the past based on simple observations.</p> <p>Use talk, drawing, role-play, ICT, labelling, report writing etc to communicate their growing knowledge.</p>	<p>Recognise that their own lives are different from the lives of people in the past. Sequence artefacts closer together in time.</p> <p>Place events on a simple timeline.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Use sources and evidence to ask and answer questions about the past based on simple observations.</p> <p>Use talk, drawing, role-play, ICT, labelling, report writing etc to communicate their growing knowledge.</p>	<p>Show knowledge and understanding of some of the main events and people they have studied.</p> <p>Begin to recognise why people did things, why events happened and what happened as a result.</p> <p>Identify ways that the past is represented.</p> <p>Talk about reliability of evidence.</p> <p>Use talk, drawing, role-play, ICT, labelling, report writing etc to communicate their growing knowledge.</p>		
Year 3	Topic		Stone Age to Iron Age	King and Queens	Titanic (Link with Frozen Lands)		
	Key knowledge		<p>How do we know about the past? What is an archaeologist, what do they do, how do they help us learn about the past? What evidence do we have about Stone Age Britain? Place the stone age and iron age on timeline of Britain. The development of food and farming; shift from hunter gatherers to settlements. Homes and everyday life in an iron age village. Tools and technology; how stone tools were made, what they were used for, introduction of metal and forging. Religion; Stonehenge, sun and water worship, druids. Art and culture, rock/cave paintings, musical instruments, jewellery.</p>	<p>What is a King/Queen? Which countries have Kings/Queens today? (eg. UK, Denmark, Netherlands, Spain, Bahrain, Brunei, Malaysia, Bhutan, Thailand, Lesotho)</p> <p>The current British Queen and her family. Titles, roles, relationships, line of succession.</p> <p>Key British Kings and Queens (e.g. William the Conqueror, John, Henry VIII, Elizabeth I, Anne, Victoria) and their achievements.</p> <p>British palaces and royal residences (Buckingham Palace, Windsor Castle, Sandringham, Balmoral, etc.).</p> <p>Life at court (past and present): jobs, food, ceremonies, art, clothing, etc.</p>	<p>The story of The Titanic. The lives of the people during the voyage, comparisons between classes and with modern transport. Fact and fiction, different historical sources and their reliability.</p>		

	Key skills		<p>Changes in Britain from the Stone Age to the Iron Age. Realise the past can be divided into different periods of time. Sequence several events or artefacts in chronological events on a timeline including dates. Identify and give reasons for the different ways in which the past is represented. Find out about everyday lives of people in the past.</p>	<p>Realise the past can be divided into different periods of time. Recognise some of the similarities and differences between times studied. Find out about everyday lives of people in the past and compare with our lives today. Identify reasons for the results of people's actions and understand motives. Use a range of sources to find out about a period in history. To use historically accurate terms to talk about the passing of time.</p>	<p>Sequence several events or artefacts. Place the time studied on a timeline. Find out about everyday lives of people in time studied. Compare with our life today. Identify and give reasons for the different ways in which the past is represented. Distinguish between different sources. Look at representations of the period e.g. Museum, cartoons etc. Communicate knowledge and understanding in a variety of ways including discussions, pictures, writing, annotations, drama, models.</p>		
Year 4	Topic		Ancient Egyptians 1	Ancient Egyptians 2	The Romans in Britain		
	Key knowledge		<p>Howard Carter and the discovery of Tutankhamun's tomb: importance of discovery, press coverage, key artefacts found. Location and climate of modern and ancient Egypt. Importance of river Nile: transport, trade, and annual inundation providing fertile strip of land for farming. The pharaohs: role, status, upper and lower Egypt (double crown), Key pharaohs: Hatshepsut, Akhnaten, Tutankhamun, Rameses II, Cleopatra. The gods, names, associations, animal avatars, stories (creation story, Isis and Osiris), temples and priests.</p>	<p>Life after death, the journey to the afterlife, the mummification process, development of tombs (mastaba - step pyramids - pyramids), purpose of grave goods tomb paintings, etc. Everyday life in Ancient Egypt: homes, jobs, clothing, jewellery, hair and makeup (artefacts) Hieroglyphics as early form of writing, pictograms to representing sounds, impotence of Rosetta stone in translation of hieroglyphs.</p>	<p>Location of Rome today, in modern Italy. The Roman Empire, location of ancient Rome, founding myth (Romulus and Remus), geographical spread of the empire, key leaders. Britain before the Romans. Invasion of Britain, importance of the army: organisation, weapons and armour, forts, everyday life of a Roman soldier, soldiers from across the empire, multicultural Rome, etc. Boudicca's rebellion. Daily life in Roman Britain: villas (Lullingstone), bath houses (Bath), clothing, artefacts. Roman buildings (Temple of Mithras, London), engineering and roads. Roman entertainment: theatre, chariot racing, gladiators, the Coliseum, Circus Maximum, etc. The legacy and influence of Rome on modern life:</p>		

					language, calendar, Roman numerals, roads and towns		
	Key skills		<p>The achievements of the earliest civilizations. Use evidence to build up a picture of past events. Understand more complex historical terms e.g. BC/AD/century. Develop a broad understanding of ancient civilisations. Look at and evaluate the evidence available. Choose relevant materials to present a picture of one aspect of life in past times (hieroglyphics). Use historically accurate terms to talk about the past.</p>	<p>The achievements of the earliest civilizations. Use evidence to build up a picture of past events. Understand more complex historical terms e.g. BC/AD/century. Develop a broad understanding of ancient civilisations. Look at and evaluate the evidence available. Choose relevant materials to present a picture of one aspect of life in past times (hieroglyphics). Use historically accurate terms to talk about the past.</p>	<p>Develop a broad understanding of ancient civilisations. Use dates related to the passing of time. Understand more complex Historical terms e.g. BC/AD/Century. Place the time studied on a timeline, compare where it fits in to topics previously studied. Begin to give a few reasons for, and results of, the main events and changes studied.</p>		
	Topic		Space	Government and Civil Rights	The Vikings		
Year 5	Key knowledge		<p>The Space Race: the Cold War, USA/USSR rivalry. Launch of Sputnik 1, first manned space flight (Yuri Gagarin), 1st woman in space (Valentina Tereshkova), J F Kennedy “We choose to go to the moon,” speech, 1st man on the moon (Neil Armstrong), 1st space station (Salyut), the space shuttle. The ‘Hidden Figures,’ story. Space exploration today, key figures and events</p>	<p>The history and different types of government, different models of government around the world, the UK system of government (constitutional monarchy), the Houses of Parliament, MPs, elections, etc. Look at the Ancient Greeks and their contributions to democracy leading to modern day governments. Explore key government leaders from history eg. British Prime-Ministers (past and present), Nelson Madela, Barack Obama, etc. Look at current leaders of governments across the world. The concept of civil rights, Universal Declaration of Human Rights. Civil rights struggles at different times and in different places around the world, (US civil rights movement in 1950s and 1960s, UK civil rights movement in 1960s and</p>	<p>The concepts of invasions and settlement. Where the vikings came from. Key viking raids and invasions (1st attacks in Wessex, Lindisfarne, conquering of York (Jorvik)) The importance of seafaring and boat building skills, longboats and weapons. Why vikings started to settle. Life in a viking village, houses, clothing, food, etc. Trade. Viking art, jewellery, myths and culture.</p>		

				<p>1970s, Apartheid in South Africa).</p> <p>Key figures</p> <p>US: Martin Luther King Jr, Malcolm X, Rosa Parks, Ruby Bridges</p> <p>UK: Paul Stephenson, Darcus howe, Olive Morris, Claudia Jones</p> <p>South Africa: Nelson Mandela, Desmond Tutu, F W De Klerk</p> <p>Key events</p> <p>US: Montgomery bus boycott, March on Washington, desegregation of schools (Ruby Bridges)</p> <p>UK: Bristol bus boycott, New Cross fire, Race relations acts (1965 and 1968)</p> <p>SA: creation of apartheid, Sharpeville massacre, Imprisonment and release of Nelson Mandela, sporting boycott, end of apartheid.</p>			
	Key skills		<p>Study different aspects of the life of different people. Offer some reasons for different versions of events. Answer and devise own Historically valid questions. Use texts and internet for research with increasing confidence. Select relevant sections of information. Construct informed responses that involve thoughtful selection and organisation of relevant information.</p>	<p>A study of Greek life and achievements and their influence on the western world.</p> <p>Make comparisons between different time periods making links to previous learning/topics.</p> <p>Examine the cause and effect of events and the impact on people.</p> <p>Study different aspects of the lives of different people. Use appropriate terms matching dates to people and events.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use texts and internet for research with increasing confidence.</p> <p>Compare different accounts of events from different sources (fact/fiction?).</p> <p>Select relevant sections of information.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Use evidence to build up a picture of past events.</p> <p>Use historically accurate terms to talk about the past.</p> <p>Use dates related to the passing of time.</p> <p>Understand more complex historical terms e.g. BC/AD/century.</p> <p>Use a range of sources considering its usefulness.</p>		

				To know and sequence key events in chronological order. Use appropriate terms matching dates to people and events.			
Year 6	Topic		War (WW1 and WW2)	War (WW1 and WW2)	Windrush	Ancient Benin	Museums
	Key knowledge		The antecedents of WW1, the history and geography of WW1. Key events and battles. Recruitment and conscription, under age soldiers. Trench warfare and life in the trenches. Animals at war. The contribution of countries of the British Empire/Commonwealth.	The antecedents of WW2, the history and geography of WW2. The leaders, key events and battles. The blitz. The experience of children on the home front, and evacuation. Propaganda. The contribution of countries of the British Empire/Commonwealth. The holocaust, Anne Frank.	Post war UK, debt, lack of housing, etc. - new government, setting up of the welfare state, invitation to workers from the British Empire/Commonwealth, the journey. Life in Britain for the Windrush generation: housing, home life, food and drink, art, music, culture, design, influences on wider British culture. Experience of racism, key figures, key events, 'Rivers of Blood,' speech, origins of the Notting Hill Carnival, Bristol bus Boycott, Mangrove 9, New Cross fire, the Windrush scandal of the late 2010s, Black Lives Matter movement.	Locate Kingdom of Benin on map, and name countries in modern West Africa. Know that the Kingdom of Benin was located in what is now modern Nigeria, and is not the same as the modern country called Benin. The beginnings of Benin, settlement of the Edo people. The rulers, Ogisas and Obas: their role and 'the five Obas.' Growth of the Benin Empire in the 1500s. Trade with Portugal and other nations. British arrival in West Africa and attempts to gain control. 1897 British attack on Benin city and colonisation. Religion - Benin (Yoruba) creation story and gods Society - hierarchy and slavery in Benin Arts, crafts and costume in Benin (Link to Museums topic - Benin Bronzes)	What is the purpose of museums, different types of museums, what do they do/display? What museums are in my local area/London? Where do the objects in museums come from? How did they get there? Why does the British Museum have objects from all around the world? Museum controversies e.g. (The Parthenon Sculptures (Elgin Marbles), The Benin Bronzes), Should objects be returned to their country of origin?
	Key skills		A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Describe characteristic features of past societies and periods showing factual knowledge and understanding of aspects of the history of Britain and the wider world. Identify changes within and across different time periods. Give reasons for and results of main events and changes.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact, fiction, opinion. Be aware that different evidence will lead to different conclusions Use texts and internet for research. Recognise primary and secondary sources. Suggest omissions and the means of finding out.	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Sequence previously studied topic on a timeline to gain historical perspective. Find out beliefs, behaviour and characteristics of people recognising that not every shares the same views and feelings. Consider ways of checking the accuracy of interpretations – fact, fiction, opinion.	Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Study a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1300 CE. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact, fiction, opinion. Be aware that different evidence will lead to different conclusions Use texts and internet for research. Recognise primary and secondary sources. Suggest omissions and the means of finding out.

				Bring knowledge gathered from several sources together in a fluent account	Be aware that different evidence will lead to different conclusions.	Find out beliefs, behaviour and characteristics of people recognising that not every shares the same views and feelings.	Bring knowledge gathered from several sources together in a fluent account
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