



Joy Lane Primary School

Long Term Curriculum Overview for History

National Curriculum Programmes of Study for History:	<p>Key Stage 1: 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.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">✦ 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 (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).✦ 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)✦ Significant historical events, people and places in their own locality. <p>Key Stage 2: 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:</p> <ul style="list-style-type: none">✦ 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.
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Year Group	Main Learning Theme / Skill Development / Assessment Statement		
	Terms 1/2	Terms 3/4	Terms 5/6
Early Years	People and Communities: The lives of people we know.	People and Communities: Significant events I have experienced.	People and Communities: Different ways of life.
1 Recurring Skill Development throughout Year 1: I can talk about significant events in living memory.	<p>Assessment Statement: I can talk about the lives of some historical and space explorers.</p> <p>Assessment Statement: I know about some significant events in space exploration and early exploration of the world.</p> <p>Topics may include but are not limited to the study of:</p> <p>Significant Events: Remembrance day</p> <p>Significant people: Guy Fawkes, Neil Armstrong.</p>	<p>Assessment Statement: I can talk about the lives of some historical and space explorers (continued from terms 1 & 2).</p> <p>Assessment Statement: I can understand how the first aeroplane flight influenced air travel today.</p> <p>Topics may include but are not limited to the study of:</p> <p>Significant Events: 1st aeroplane flight</p> <p>Significant People: Christopher Columbus, David Attenborough</p>	<p>Assessment Statement: I can compare the lives of people in the past to the way I live today.</p> <p>Topics may include but are not limited to the study of:</p> <p>Local History: Whitstable/Dover/Leeds Castle comparison</p>
2 Recurring Skill Development throughout Year 2: I am beginning to understand chronology.	<p>Assessment Statement: I can recall facts about the Great Fire of London.</p> <p>Assessment Statement: I can identify similarities and differences between old and present day buildings.</p> <p>Topics may include but are not limited to the study of:</p> <p>Significant events: The Great Fire of London</p>	<p>Assessment Statement: I can identify similarities and differences between old and present day buildings (continued from terms 1 & 2).</p> <p>Assessment Statement: I can compare my life to the life of Queen Elizabeth II and Florence Nightingale.</p> <p>Topics may include but are not limited to the study of:</p> <p>Significant people: Queen Elizabeth II</p> <p>Local History/Changes: Changing Whitstable houses & homes</p>	<p>Assessment Statement: I can begin to order some historical events chronologically on a timeline.</p> <p>Topics may include but are not limited to the study of:</p> <p>Significant people: Rosa Parks</p> <p>Topics may include but are not limited to the study of:</p> <p>"The History of Me" Children order and discuss significant events in their own lives.</p>



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<p>3</p> <p>Recurring Skill Development throughout Year 3: I can identify and discuss similarities and differences between my life and that of someone from the past.</p>	<p>Assessment Statement: I understand how important the job of an archaeologist is.</p> <p>Assessment Statement: I understand Bronze Age technology and the effect it had on daily life.</p> <p>Specific Area of Study: Changes in Britain since the Stone Age - Children investigate archaeology and artefact discovery of the Bronze Age.</p>	<p>Assessment Statement: I can draw comparisons between the lives of the rich and poor Romans.</p> <p>Assessment Statement: I can place events in chronological order using a timeline.</p> <p>Specific Area of Study: The Roman Empire & its impact on Britain - Children conduct a research project on Roman Britain</p>	<p>Assessment Statement: I can place events in chronological order using a timeline.</p> <p>Specific Area of Study: Britain's settlement by the Anglo-Saxons: Children investigate why people settle and how settlements develop.</p>
<p>4</p> <p>Recurring Skill Development throughout Year 4: I can conduct independent research into significant historical events.</p>	<p>Assessment Statement: I can demonstrate a secure understanding of chronology and order key historical events on a timeline.</p> <p>Assessment Statement: I can discuss Anglo-Saxon laws and justice.</p> <p>Assessment Statement: I understand the impact of the Viking invasions and raids.</p> <p>Specific Area of Study: The Viking & Anglo-Saxon struggle for England: Comparative study of Anglo-Saxon and Viking civilisations (400AD - 1066AD)</p>	<p>Assessment Statement: I can demonstrate a secure understanding of chronology and order key historical events on a timeline.</p> <p>Assessment Statement: I can conduct independent research to investigate the regional history of a non-European society (Maya)</p> <p>Specific Area of Study: A Non-European society: The Maya Civilisation - Children to conduct independent research into the regional history of Mayan society. Children to draw comparisons between South America and England during the 10th century.</p>	<p>Assessment Statement: I can demonstrate a secure understanding of chronology and order key historical events on a timeline.</p> <p>Assessment Statement: I can conduct a depth study of Ancient Egyptian culture and society.</p> <p>Specific Area of Study: Early Civilisations - Children to conduct their first historical depth study investigating key elements of Ancient Egypt. This area of study culminates in the children showcasing their learning through the presentation of a Museum Project to parents and carers.</p>
<p>5</p> <p>Recurring Skill Development throughout Year 5: I can look at a historical</p>	<p>Assessment Statement: I can recognise the importance of the Ancient Greek civilisation.</p> <p>Assessment Statement: I understand the legacy of Ancient Greek culture</p>	<p>Assessment Statement: I understand the impact of the monarchy in Britain from 1066 to present day.</p> <p>Specific Area of Study: Beyond 1066: Royal Britannia:</p>	<p>Assessment Statement: I can understand how crime and punishment has evolved.</p> <p>Specific Area of Study: Beyond 1066: Crime and Punishment!</p>



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<p>source and deduce information from it.</p>	<p>including art, literature and architecture.</p> <p>Specific Area of Study: Ancient Civilisations - Ancient Greece: Children investigate many areas of Ancient Greek life including; war, religion, architecture and society.</p>	<p>Children investigate the changing hands of the monarchy and combine independent research and class based investigations into how the history of the monarchy has shaped Britain.</p>	<p>Children investigate how crime and punishment has evolved over a sustained period of time.</p>
<p>6</p> <p>Recurring Skill Development throughout Year 6: I can look at a range of primary and secondary historical sources and deduce information from them.</p>	<p>Assessment Statement: I can empathise with a World War 2 evacuee.</p> <p>Assessment Statement: I can determine whether a source is a primary or secondary source.</p> <p>Specific Area of Study: British History beyond 1066: Attack and defence: The declaration of War. Children investigate the events leading up to the declaration of war (WW2) and examine a changing society through a variety of sources.</p>	<p>Assessment Statement: I can conduct an independent depth study into how Kent was affected by the war.</p> <p>Assessment Statement: I can look I can identify the features of blitz defence.</p> <p>British History beyond 1066: Attack and defence: The Home Front - Children continue to examine and contextualise WW2 throughout the examination of a variety of artefacts and sources. Children are encouraged to view WW2 from the point of view of both sides (Germany& England).</p>	<p>Assessment Statement: I can determine whether a source is a primary or secondary source.</p> <p>Assessment Statement: I can conduct an independent study at depth, into how Kent was affected by the war.</p> <p>British History beyond 1066: Looking at historical sources. Children continue to investigate England post 1066AD and turn their attention to the examination of sources. This investigation is multifaceted and includes identification of primary and secondary sources and encourages children to question their reliability in the deduction of accurate historical information.</p>