Laycock Primary School

Whole School History Curriculum Overview 2023-2024

Topics:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn:	Changes within Living Memory	Neil Armstrong	The Victorians?	Ancient Egyptians	The Mayans	Trans-Atlantic Slave Trade
Spring:	Great Fire of London.	Mary Seacole	Prehistoric Britain (Stone Age to Iron Age)	The Tudors	Anglo-Saxons and the Vikings	World War 2
Summer:	Alexander Fleming	Pompeii	Roman Britain	Ancient Mesopotamia	**Local History**: Islington	Ancient Greece

Key historical skills These are the historical skills that will be used at Laycock to make sense of history.	Laycock's historical themes These are the themes that all knowledge taught at Laycock will fall under.	Laycock's topics will include… These are the four things that will be included in each history topic at Laycock.
Enquiry Interpretation Chronology Knowledge and Understanding	Significant individuals Conflict Society and Culture Legacy Trade	A key vocabulary mat at the beginning of the topic, for children to fill in with definitions of key vocabulary as they learn them. 5-6 lessons covering the key knowledge of this topic. Explicit teaching of the topic's key words. An opportunity for extended writing.
For more information on our skills and themes, look at pages 4&5 of this document.		

History in the National Curriculum:

These are the national curriculum aims and objectives for history in KS1 and KS2. They form the basis of our history curriculum at Laycock. Across our KS1/2 curriculum (Years 1-6) we have ensured that each objective is covered. For details on which objectives are covered in which topic, please look at the topic overviews.

General aims/objectives (both KS1 & KS2)	Key-Stage 1 aims/ objectives	Key-Stage 2 aims/ objectives
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Know and understand significant aspects of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain and deploy a historically grounded understanding of abstract historical terms. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	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 (for example, The Great Fire of London). The lives of significant individuals in the past who have contributed to national and international achievements. (For example, Neil Armstrong, Mary Seacole and/or Florence Nightingale). Significant historical events, people and places in their own locality.	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 of study. A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066. The achievements of the earliest civilisations-an overview of where and when the first civilisations appeared and a depth study- Thornhill's chosen study from available list: Ancient Egypt. 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-Thornhill's chosen study from available list: Mayan civilization c.AD 900.

EYFS – History themes and learning in the EYFS curriculum

	NURSERY	RECEPTION	EARLY LEARNING GOALS
UNDERSTANDING THE WORLD	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.

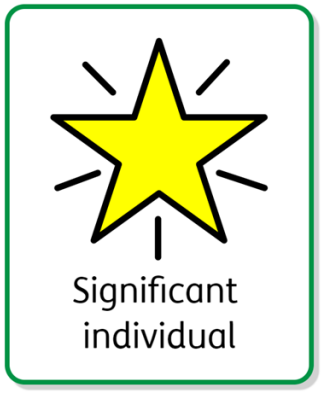
Each of our three topics will cover an aspect of history learning that appears within the Early Learning Goals (as seen above). Each topic will also be linked to one of the five historical themes that underpin history learning across Laycock. The 'big question' at the start of each topic allows children to begin considering the historical skills, such as 'enquiry', that will be so fundamental to history in Years 1-6.

Autumn	Spring	Summer
Big Question: Who is Claudia Jones? History: Significant Individuals This topic will look at Claudia Jones, who was a journalist and activist that was ultimately responsible for creating the Notting Hill Carnival. Children will consider why the carnival is and important celebration and it will conclude with a 'Carnival morning' showing their amazing learning.	Big Question: What did the past look like? History: Society and Culture This topic will look at the past through photographs and videos and will begin to identify similarities and differences with today. Children will begin looking at the past in general, then at images from London's history and then the history of the area/land that will become Laycock Primary school.	Topic: Where did food come from in the past and how has it changed? History: Trade This topic will look at how common it is to import food from around the world to our shops and then into our homes in the present day but how, in the past, food had to be grown locally on farms and some food wouldn't be available. This topic will also differing attitudes to food by looking at food from the past that we would consider disgusting today.
Objective/goal covered: Talk about the lives of people around them and their roles in society.	Objective/goal covered: Know some similarities and differences between things in the past and now, drawing on their experiences.	Objective/goal covered: Understand the past through settings, characters and events encountered in books read in class and storytelling.

History Knowledge at Laycock:

At Laycock we teach our children a range of historical knowledge. To help children make sense of and remember the knowledge they are learning (as well as make links across topics), we have categorised all of the learning into five key historical themes (seen below). Each topic will include content and knowledge that centres around three of the five themes (chosen based on the specific topic and content within it). Read below for an explanation of each theme:

Significant Individuals	Society and Culture	Conflict	Legacy	Trade
A study of a person who has made an important contribution to the history of the world or their own time period (e.g. Neil Armstrong or Henry VIII).	A study of the way people lived in a certain place and time. Usually, these people shared the same laws, rights, and ways of living.	A clashing or disagreement (between ideas, interests, or purposes), usually resulting in a struggle or war.	An event or major change that happened in the past or that comes from the past, that is still important in modern day (e.g., moon landings or industrial revolution).	A study of goods and services in history, how they are made or how they are bought/sold. Goods are objects that people grow or make (e.g. food). Services are things that people do.











History Skills at Laycock:

At Laycock we want children to develop a deep comprehension of history. In order to achieve this, it is vital that we develop the children's historical skills and show them across all of our history learning. Children's knowledge and understanding (the information they learn) sits alongside chronology, enquiry and interpretation as our four key skills at Laycock. Only by using all four will children gain a well-rounded understanding of the knowledge we teach. Each skill is explained in turn below:

Knowledge and Understanding: This skill focuses on the information that the children know about the past. It allows them to know what happened in a specific period/time in history and recall facts about events, people and more. To show this skill children will be able to present information about the topic (for example, in a written report).	**Chronology:** This skill focuses understanding history as one linear timeline instead of as disconnected pockets of learning. Also, chronology shows children the order in which key events unfolded within a time period (for example, events in WW2). To show this skill children will be able to sequence events and topics on a timeline.
Enquiry: This skill focuses on asking and answering historical questions. Enquiry ranges from asking simple questions in order to research and gain knowledge (e.g., what was the reformation?), to wrestling with answers to big historical questions (e.g., was Henry VIII a good king?). To show this skill children will be able to show both research and persuasive arguments/debates.	**Interpretation:** This skill focuses on looking at things from the past to deepen their understanding. The things that they could look at range from artefacts, to images, to videos, to letters and writing. All of these come under the term 'primary sources' and are vital to history learning. To show this skill children could look at a primary source (e.g., a video or an artefact) and explain how it is similar/different to what we see today.