Laycock Primary School

Whole School History Curriculum Overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn:	Changes within Living Memory	History of flight. Q: Can we all reach for the sky? Neil Amstrong	Q: How exciting were the Victorians?	Ancient Egyptians Q: Can you walk like an Egyptian?	The Mayans	Trans-Atlantic Slave Trade
Spring:	Events beyond living memory – Great Fire of London.	Study of an historical figure- Mary Seacole Who was Mary Seacole?	Prehistoric Britain (Stone Age to Iron Age)	The Tudors	European History:Anglo-Saxons and the Vikings	World War 2 Local unit. Q: What was our school like during the war?
Summer:	Alexander Fleming	Pompei	Roman Britain	Ancient Mesopotamia	Local History: Islington	Ancient Greece

<u>Key historical skills</u> These are the historical skills that run throughout Laycock's history curriculum. There should be at least one opportunity every year to practise each skill.	<u>Laycock's topics will include…</u> These are the four things that will be included in each history topic at Laycock.
• Enquiry • Interpretation • Chronology • Knowledge and Understanding (of events, people and changes in the past)	1. A key vocabulary mat at the beginning of the topic, for children to fill in with definitions of key vocabulary as they learn them. 2. 5-6 lessons covering the key knowledge of this topic. 3. Explicit teaching of the topic's key words. 4. An opportunity for extended writing.

What the National Curriculum says:

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	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.

international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		A non-European society that provides contrasts with British history-Thornhill's chosen study from available list: Mayan civilization c.AD 900.

EYFS

Here are the relevant statements from the EYFS framework which link up with, and underpin, Laycock's history curriculum in KS1/KS1.

	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 in 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.