



Burgh by Sands School History Curriculum Yearly Overview 2023-2024

Year 1	Autumn	Spring	Summer
EYFS	<p>Past and present: Me and my family - identifying changes through time Current and past celebrations Significant event - Why do we celebrate remembrance day?</p>	<p>The history of chocolate – ordering events chronologically Significant individuals - Famous astronauts Significant event - Shrove Tuesday Parents and Grandparents jobs in the past – identifying changes over time Monarchy - Kings and Queens</p>	<p>Looking at old buildings and differences to modern ones – identifying changes over time Comparing old and modern day transport – identifying changes over time The changing technology of sound – identifying changes over time</p>
Y1/2	<p>Toy Story To know that dinosaurs existed a long time ago and are now extinct – historical periods and timelines, significant event – dinosaur extinction To find out how we can use fossils to learn about dinosaurs – use sources of historical enquiry, ask historical questions</p>	<p>Ahoy There Find out all about pirates, how they lived and the pirate code. Research and write about a famous pirate. – significant individuals and historical enquiry, use primary resources to find out about the past Pioneers Find out about famous pioneers from the past – significant individuals Understand how their lives are different from others in the past - Place people and periods they have studied into different periods of time- Create a class timeline using appropriate chronology</p>	<p>London's Burning To compare past and present London – identifying changes over time To identify life in the 17th century – historical enquiry, compare and contrast lives and periods of time To learn all about The Great Fire of London and what happened after it –significant events, learn about cause and effect</p>

<p>Y3/4</p>	<p>Stone age To generate questions to find out about past events and what we would ask a caveman Sequence events on a timeline extending beyond 0 AD – use evidence to gain a better understanding of history To understand the importance of stone age inventions – understand the concept of change over time and experiences of everyday life Understand cause and effect of main events in history Understand how the introduction of farming changed the stone age life Study life on Skara Brae – describe different accounts of historical events, Ancient Egypt Understand the concept of ancient by placing Ancient Egyptians on a timeline Find out about the beliefs of Egyptians by looking at factual evidence e.g. pyramids, hieroglyphics What do artefacts tell us about the past Learn about an ancient civilization</p>	<p>Transport Research the impact of key historical figures involved in transport - Use primary and secondary sources to find out about James Starley and the invention of bicycles – significant individuals To sequence the development of a product over time – how transport has changed the structure of our Country – suggest cause and consequences of some of the main events and changes in history Crime and punishment Explore crime and punishment through time – changes over time, use evidence to ask questions and find answers about the past Look at case studies of crimes committed in the past Create a timeline of events – place events, artefacts and dates on a timeline Write a Saxon “oath of loyalty” Compare crime and punishment through time - understand the concept of change over time and describe the characteristics features of the past including beliefs and attitudes Visit to Carlisle Castle dungeon</p>	<p>WW1 Key events that triggered the start of the first world war – place events and figures on a timeline, use appropriate historical vocabulary and dates Key British wartime figures – significant individuals What was life like for women during the first world war – understand the concept of change over time, use evidence to ask questions and find answers to questions about the past</p>
-------------	--	---	--

<p>Y5/6</p>	<p>Invaders Look at historical reasons for invasion- use sources of evidence to deduce information about the past Begin to understand the role of an archaeologist to piece together information to create pictures of the past – analyse a range of evidence in order to justify claims about the past Find out about what it would be like for a person living in Anglo Saxon times – describe the main changes in a period of history Create fact files based on Anglo Saxon gods and Goddesses Find out about what Anglo Saxon’s would have eaten</p> <p>The great war Learn about a significant turning point in British history (the great war) – describe the main changes in a period of history Research the history and power of the British Empire. – identify periods of rapid change Find out about key events that triggered the start of the First World War—placing them on a timeline (recap from Y3/4) using dates and terms accurately</p>	<p>Walls and barricades What life was like when Hadrian’s wall was built – Use sources of evidence to deduce information about the past Children to investigate the rise of the Berlin Wall. The children show an understanding of how events escalate and how lives are affected – understand the concept of change over time Create fact files to show their knowledge of significant walls in history Create timelines to order the significant events in the life of Nelson Mandela- order events chronologically Investigate the defence and attack features of a castle</p> <p>Mexico and Mayans A non-European society that contrasts with British history – Mayans – study a non-European society which provides a contrast with British History Research the Ancient civilisation of the Mayans (AD 900) – understand our knowledge of the past is constructed from a range of sources, develop a chronologically secure knowledge and understanding of British, local and world history Evaluate historical opinions as to why the Mayans disappeared</p>	<p>Greece Lighting Place Ancient Greece civilization on a timeline – understanding of chronology, place events using dates and terms accurately Study Greek architecture and discuss main features – use sources of information to deduce facts about the past Study Ancient Greek pottery and establish what they tell us about life in the past – use sources of information Research aspects of daily life using primary resources – compare and contrast lives in ancient civilizations and the modern world, use sources of information to make deductions about life in Ancient Greece Research the Ancient Olympics and establish what they tell us about the past – identify how the past has influenced the Modern World</p>
-------------	---	---	---

	<p>Use a variety of historical sources to find out what life was like in the trenches during The Great War</p> <p>Find out about the roles that animals played on the front line</p> <p>Find out about the events of 'The Christmas Truce' of 1914</p>		
--	--	--	--