



Burgh by Sands School History Curriculum Yearly Overview 2022-2023

Year 2	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 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>School days Compare modern day and old schools - chronology Order school photos chronologically. Use speaking and listening skills to ask questions about school days. The Great War Research their own past and memories to create a timeline of events within their own lives. · Find out what life was like for a child living in WW1 and compare with their own lives today. · Princess Mary's Christmas boxes. · And introduce the Christmas Truce of 1914. – significant events</p>	<p>Toys Compare old and new toys Place toys in chronological order on a timeline Use historical vocabulary Ask questions about toys from the past. Poles apart</p>	<p>In the jungle Research great explorers of the amazon rainforest Flying high Create a fact file of Sir Frank Whittle· Recount the story of the first ever hot air balloon ride – significant events and people Recall information about the first ever flight and the jet era.</p>

<p>Y3/4</p>	<p>World kitchen Describe changes that have happened over time in British History – identify similarities and differences using historical sources Describe the social and ethical changes that have occurred in Britain over time - Gain knowledge about the essential chronology of Britain’s history Britain from the air Use evidence to ask questions and understand the contributions that people in the past have made to the local area – local history and significant individuals Find out about how the industrial revolution changed the landscapes of Britain –understand concepts such as continuity and change, cause and consequence, suggest and evaluate sources of evidence</p>	<p>Reign over us Begin to understand the history of Britain as a chronological narrative, from the earliest times to the present day – Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence Use more than 1 source of evidence to gain a better understanding of history Give an overview of life in Britain Think carefully about how people’s lives have shaped their country and how Britain has influenced and been influenced by the wider world Children will understand abstract terms such as “empire”, “civilisation” and “parliament”. Give a broad overview of life in Britain Explain the cause and effect of different historical actions and events - Place events on a timeline using dates Understand the concept of change over time Learn about past and present kings and queens - Suggest cause and consequence of some of the main events and change in history Magna Carta – Significant events, use dates and terms to describe events</p>	<p>Roman rule! Local study of Romans in the local area – local history and describing the changes Caesar’s attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius (including Hadrian’s Wall) and the Roman Empire describing different historical events – examine different accounts of historical events, place events and historical figures on a timeline using dates, suggest causes and consequences of events in history Learn about the impact of the fall of the Western Roman Empire and its impact on Britain – describe the changes that happened in the locality of the school</p>
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Y5/6	<p>Wild Water Why settlers throughout history have chosen to settle near water – cause and effect of history on areas of settlements</p> <p>Disasters Looking at factual evidence of a past society – Pompeii devastated by the eruption of Vesuvius in 79AD – Placing significant volcanic eruptions and earthquakes on a timeline - -- organise significant events in chronological order and continuity and change and causes and consequences through time Looking at archaeologists and how they discover lost cities and how tourists visit to find out more – select primary and secondary sources to develop understanding and present findings</p>	<p>Out of this world Space race – timeline of journeys to space Focus on key figures from space, Neil Armstrong. Buzz Aldrin, Yuri Gagarin – understand the concepts of continuity and change over time, representing them on a timeline Research space disasters – Apollo 13 etc. – use dates and terms accurately in describing events Describe the changes in space travel – chronology and comparing similarities and differences. Describe the changes in a period of history</p>	<p>Yes Minister Trace the origins of the parliamentary system – use evidence to deduce information about the past, develop an understanding of historical vocabulary such as “empire”, “civilisation”, “parliament” and “peasantry” Evaluate primary and secondary sources to find out about Guy Fawkes and the gunpowder plot – select suitable sources of evidence, analyse evidence in order to justify claims about the past</p>
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