

Offenham CE First School



History Curriculum Overview

HISTORY AT OFFENHAM SCHOOL WILL:

Involve ownership of learning, working collaboratively and discussing ideas and findings

Have clear sequences for learning with rich historical vocabulary

Be enquiry based and engaging looking at similarities and differences

Lead to a knowledge of the contribution of history to the present day, inspired by historians and making links with everyday life.

Be 'hands on' with children using historical sources and experiences to discover for themselves

Our vision for history is to provide children with a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of the Egyptians. We believe that local history is equally important. This is why it is woven into our curriculum to ensure it is explicitly taught and a rich understanding of our local heritage is developed. We place a high priority on the use of historical language and historical sources to encourage the children to investigate what has happened in the past, what we can still see today and how the past has influenced the present.

<p>Key Stage 1</p> <p>Year 1 of cycle</p>	<p style="text-align: center;">Transport and travel</p> <p>Context: Children think about the modes of transport that are used today and compare these to the modes of transport of the past. They are challenged to think back to before planes, cars and trains and how people may have travelled. They have the opportunity to think about how this may have affected people's lives. Children will learn about the invention of the first locomotive and what they were used for. They discuss the differences that trains and railways made to people's lives, the towns they lived in and the kind of holidays they might take. Children discover the process that led up to the invention of motor cars and the people who used them. They will think about the reasons people owned cars and how the invention changed people's lives. They also compare the ways cars have changed from the early 1900s to more modern cars. Children are introduced to the Wright brothers and their fascination with flying. They will learn about their inventions and how this led to many different uses for planes including the World Wars and passenger flights. Children investigate the journey that it took to get a man walking on the moon. They are introduced to the three astronauts who took part in the Apollo 11 space mission and think about how people would have reacted at the time.</p> <p>NC Link:</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 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 <p>Vocabulary: Travel, Transport, Vehicle, Invention, Railway Station, Platform, Carriages, Harbour, Marina, Conductor, Compare, Contrast</p>	<p style="text-align: center;">Great fire of London</p> <p>Context: To understand where and when the Great Fire of London started. To understand the events of the Great Fire of London. To find out why the fire spread so quickly and stayed alight for so long. To find out about Samuel Pepys and his diary. Children will recall key facts about the fire of London, placing the event on a timeline and retelling the events and causes of the fire.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • Pupils will be taught about events beyond living memory that are significant nationally or globally for example, the Great Fire of London <p>Vocabulary: Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts, firehooks, burned, diary</p>	<p style="text-align: center;">Communication then and now</p> <p>Context: Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time. Children will learn how writing developed and how early books were produced. They will learn about Morse code and learn to translate simple Morse code words. They will consider why telegrams are no longer sent today. Children will learn about Alexander Graham Bell and the invention of the telephone. They will look at examples of early telephones and how they worked, then find out about Tim Berners-Lee and the invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information. Children will order the major events in the history of communication chronologically on a timeline.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements, including Tim Berners-Lee. <p>Vocabulary: Communication technology, mobile phone, text messaging, instant messaging, video meetings, email, Internet, rock paintings, smoke signals, printing press, postal systems, Morse Code, telegraph, telephone, computer.</p>
<p>Historical focus</p>	<ul style="list-style-type: none"> • Changes within living memory. • Significant events beyond living memory. • Significant historical events, people and places in our locality. • The lives of significant individuals in the past who have contributed to national and international achievements. 		

<h2>Historical enquiry</h2>	<ul style="list-style-type: none"> To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. To use evidence to build up a picture of a past event. 		
<p>Key Stage 2</p> <p>Year 1 of cycle</p>	<h3>Shang Dynasty of China</h3> <p>Context: To find out about the Shang Dynasty of China and explore how we know about it. To explore the evidence surrounding the Shang kings. To find out about Shang royal burials. To find out what ordinary life was like for people during the Shang Dynasty. To find out about the writing and calendar created during the Shang Dynasty. To find out why the Shang Dynasty ended.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about the achievements of the earliest civilizations The Shang Dynasty of Ancient China <p>Vocabulary: Archaeologist, chronology, dynasty, emperor, artefacts, bronze, cowrie shells, general, civilisation, continent, culture, hierarchy, society, trade, jade, oracle bones, Yellow river, human sacrifice, classes, slaves</p>	<h3>Vikings and Anglo Saxons</h3> <p>Context: Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793. Children will recap the agreement between Anglo Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England. Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>Vocabulary: Exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, monastery, settlement</p>	<h3>WW2</h3> <p>Context: To find out what World War 2 was and where and when it took place. To find out what the Blitz was and which areas were most likely to be affected. To learn about the effects of air raids and the causes of evacuation. To find out about the experiences and feelings of evacuees. To find out what rationing was, why it was necessary and how it impacted on people's lives. To learn about the experiences of Jewish children during the war and that the war created many refugees. To consider how the war affected people's everyday lives.</p> <p>NC Link: Pupils should be taught to study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Vocabulary: Air raid, allies, axis powers, blackout, blitz, British Empire, civilians, concentration camp, coupons, D-day, evacuee, gas mask, holocaust, invaded, Nazi, prisoners of war, propaganda, rationing, refugee, resistance</p>
<h2>Historical Focus</h2>	<ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources. 		

<h2>Historical enquiry</h2>	<ul style="list-style-type: none"> To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. To compare sources of information available for the study of different times in the past (primary and secondary). To use evidence to build up a picture of a past event. To select relevant sections of information. 		
<p>Key Stage 1 Year 2 of cycle</p>	<p>Houses and homes in the past</p> <p>Context: Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes. Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time. They will investigate what the interior of Victorian homes were like. They will start to identify some features of Victorian homes. Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Vocabulary: modern, old, new, artefact, bellows, mangle, similarities, differences</p>	<p>Intrepid Explorers</p> <p>Context: Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land. Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s. Children will find out about the Apollo 11 mission and man's first landing on the moon.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about 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 Christopher Columbus and Neil Armstrong <p>Vocabulary: similarities, differences, explorer, century, voyage, mission, Apollo, space, planet, moon</p>	<p>Holidays in the past Grace Darling</p> <p>Context: The children will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday. They will use these clues to start understanding how seaside holidays in the past were different to how they are today. Children will find out why seaside holidays were initially only enjoyed by the rich. It then goes on to look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach. Children will use photos to help them identify what seaside holidays were like during the Victorian and Edwardian periods. Children will identify ways in which seaside holidays have changed through the ages. They will order different aspects of seaside holidays chronologically and identify similarities and differences between them.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Vocabulary: seaside, Victorian, Edwardian, beach, day trip, source</p>
<h2>Historical focus</h2>	<ul style="list-style-type: none"> Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality. The lives of significant individuals in the past who have contributed to national and international achievements. 		
<h2>Historical enquiry</h2>	<ul style="list-style-type: none"> To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. 		

- To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.
- To use evidence to build up a picture of a past event.

Key
Stage
2
Year
2 of
cycle

Romans

Context: Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline. Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier. The children will find out who was in Britain when the Romans invaded (the Celts) and learn about their way of life. Children will be introduced to Boudica and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudica from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view. The children will then find out about different aspects of Roman life, including Roman towns, roads, construction, public baths and entertainment. Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.

NC Link: Pupils should be taught the Roman Empire and its impact on Britain

Vocabulary: rebellion, gladiators, chariot, Colosseum, amphitheatre, empire, conquer, invasion, aqueduct, Celts, legionary, Boudica

Maya Civilisation

Context: Children will find out about the Spanish conquistadors and their expeditions in Mesoamerica. They will look at some of the Mayan temple ruins and generate questions that the conquistadors might have asked. Children will learn what an archaeologist does and look at how artefacts can help us find out about the Mayan civilisation. They will be given a brief overview of the Mayan civilisation and start to order events chronologically. Children will think about how our society is run and who makes our decisions before comparing this with how Mayan society was structured. They will find out about different groups of Mayan people from kings and nobles to slaves and farmers, as well as how Mayans lived in various independent city states. Children will find out what the Maya believed and how this affected their daily lives. Children will find out about some of the major achievements of the Maya, specifically a complete writing and number system, and the development of calendars. They will consider the importance of writing from the Maya in helping historians find out about the past. Children will look at evidence for battles between city states and consider some of the reasons for the decline of the Mayan civilisation. They will think about what could have caused Maya to abandon their major cities. They will discover that the Maya didn't disappear completely and that Mayan people still live in the area today.

NC Link: Pupils should be taught about 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

Vocabulary: cenote, codex, codices, excavate, hieroglyphs, jade, motif, Stele, cacao beans, temple, monument

British Heroes

Context: Children will learn about William Wilberforce how he was influential in the abolition of the slave Trade. They will **know how and why Elizabeth Fry improved conditions for prisoners. They will learn about Lord Shaftesbury's role in the improvement of working conditions for poor children. Children will find out about the life and achievements of Mary Seacole, the British-Jamaican woman who aided the British Army during the Crimean War. Children will learn about the role of women in the 19th century. They will understand how women began to speak out against their inequality with men, and how they wanted the right to vote. Children will find out about the work of Emmeline Pankhurst. Finally the children will learn about how Winston Churchill lead Great Britain to victory in the Second World War**

NC Link:

- Pupils should complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- changes in an aspect of social history, such as crime and punishment

Vocabulary: activist, campaign, chronological order, Crimean War, Hero, Industrial Revolution, philanthropist, slave, suffragette, Transatlantic Slave Trade

Historical focus

- To develop a chronologically secure knowledge and understanding of British, local and world history.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.

	<ul style="list-style-type: none"> To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.
Historical Enquiry	<ul style="list-style-type: none"> To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. To compare sources of information available for the study of different times in the past (primary and secondary). To use evidence to build up a picture of a past event. To select relevant sections of information.



Key Stage 1 Year 3 of cycle	Childhood then and now	Florence Nightingale	Famous Queens
	<p>Context: The children will be introduced to characters from different eras and the toys they liked to play with. They will explore different toys, examining and discussing how they have changed over time. They will look at different types of homes and discuss their similarities and differences. They will then go on to explore and discuss how their interiors have changed over time. The children will learn what schools were like in different eras. They will compare how they have changed and think about how they are the same while looking at historical photographs. The children will explore the changing fashions for children's clothes from Victorian times to the modern day. They will use their detective skills to identify similarities and differences between the clothes as they ask and answer questions.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should identify similarities and differences between ways of life in different periods. Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Vocabulary: toy, modern, old, historic, century, similarities, differences, information, wooden, plastic, Victorian</p>	<p>Context: Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. Children will learn why Florence went to the hospital in Scutari and what she found when she got there. Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Children will explore Florence's later years when she became one of Britain's most well-known and well loved women. They will look at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this. Children will identify similarities and differences between medical care now and in Victorian times.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale <p>Vocabulary: hospital, soldier, lamp, Crimean War, charity, Victorian</p>	<p>Context: Children will learn about the three most famous queens in England's history: Elizabeth I, Victoria and Elizabeth II. They will explore what a palace is and why queens and kings live in them. Children will look at what life was like in the Tudor times. They will learn about Elizabeth I and the changes she made during her reign. They will consider ways in which life is different today to life in Tudor times. Children will explore who the Hanover family was and find out how Queen Victoria came to power. They will find out about Victoria's marriage to Prince Albert and look at how they used Buckingham Palace. Children will learn about the current royal family and the reign of Elizabeth II. They will explore what the British Empire was and what a jubilee is. Children will learn the life and achievements of Elizabeth II. They will describe the difference between the Tudor period, the Victorian period and life today. They will discuss what has changed over time.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught about 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 Children will be taught about significant historical events, people and places in their own locality <p>Vocabulary: queen, monarchy, palace, Tudor, Victorian, reign, Queen Victoria, Queen Elizabeth I, Queen Elizabeth II, Buckingham Palace, royal family,</p>

Historical focus	<ul style="list-style-type: none"> • Changes within living memory. • Significant events beyond living memory. • Significant historical events, people and places in our locality. • The lives of significant individuals in the past who have contributed to national and international achievements. 		
Historical enquiry	<ul style="list-style-type: none"> • To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. • To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. • To use evidence to build up a picture of a past event. 		
Key Stage 2 Year 3 of cycle	<p style="text-align: center;">Egyptians</p> <p>Context: Children will consider what they already know about ancient Egypt, then locate Egypt on a map. They will identify the difference between AD and BC, and place key events from the ancient Egyptian civilisation on a timeline, as well as putting the ancient Egyptian civilisation in historical context with other familiar historical eras. Children will learn about the different levels within ancient Egyptian society and discover the roles of each person. Children investigate the role of the Egyptian pharaoh in more detail and discover the lives of famous pharaohs and their successes and failures. Children explore the belief system of the ancient Egyptians, investigating the many different deities and what each one represented. Children take a closer look into the tombs of the pharaohs and why they built pyramids. They will explore the structures of early tombs and compare them to the great pyramids of Giza. The children will also explore the tomb paintings and discuss what these paintings might tell us about ancient Egyptian lifestyles. The children will investigate the inventions of the ancient Egyptians and how they were used to improve their lives.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • Pupils should be taught about 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 <p>Vocabulary Delta Sea, Tutankhamun, Howard Carter,</p>	<p style="text-align: center;">Stone Age</p> <p>Context: Children will explore the meaning of the term ‘prehistory’ and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records. Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens. Children will find out how Britain’s coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools. Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts. Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain’s first permanent settlements. Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain</p> <p>NC Link:</p> <ul style="list-style-type: none"> • Pupils should be taught about changes in Britain from the Stone Age to the Iron Age <p>Vocabulary: Artefact, Smelt , Ore, Artefact, Historian, Archaeologist, Palaeolithic, Mesolithic, Neolithic, Skara Brae, Broach, Hill Fort, Invader, Bronze age, Iron age, Tribe, Cave, Shelter, Cave painting, Stonehenge</p>	<p style="text-align: center;">History of Evesham</p> <p>Context: Children will explore the local town of Evesham. They will begin looking at how the town became a pilgrimage site due to the vision of the Virgin Mary by a swineherd Eof. They will learn about significant events that have happened in Evesham in the past and how these are remembered and what can still be seen today. The children will use first hand experiences to identify the location of Evesham Abbey and locate the ancient buildings of the town. The children will look at what life was like in Evesham before the dissolution of Evesham Abbey. Using secondary sources the children will learn about the Battle of Evesham, they will learn about the main events of the battle and who the battle was between and why it took place. The children will learn about the royals and the rebels. They will find out how Simon De Montfort is still remembered in the town of Evesham. Children will learn about the life and works of Frederick Preedy and identify his stained glass windows in the buildings of Evesham.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history • Pupils should be taught about a local history study <p>Vocabulary: swineherd, Eof, Evesham, battle, abbey, dissolution, royals, rebels, Frederick Preedy, stained glass windows, Simon De Montfort</p>

Mummification, Afterlife, Cartouche, AD/BC, Chronological, Nile, Desert, Artefact, Tomb, Pharaoh, Hieroglyphics		
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Historical focus	<ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.
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Historical enquiry	<ul style="list-style-type: none"> To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. To compare sources of information available for the study of different times in the past (primary and secondary). To use evidence to build up a picture of a past event. To select relevant sections of information.
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Overarching Historical Vocabulary

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Similarities Differences Communities Traditions Past Present	chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence century	BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity era/period	Primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade

