



History Overview

Chadsmead Primary Academy – History Curriculum Overview

History Throughout the Year

- Through interactions talking about what they did yesterday, last week, last year.
- Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's, traditions, festivals – throughout the year.
- Learning about the family traditions of children in class from different cultural backgrounds.
- Discussion about class timeline – talking about learning from the previous day / week/ month.
- Discussing our families, recounting fun family experiences in our past.

		Autumn	Spring	Summer
EYFS	Cycle A (2022/23)	Pupils will look at old and new photographs from our local area and compare them, looking for similarities and differences.	Pupils will look at chronology using the order of activities during a school day. They will look at toys, clothes and other things familiar to them from the past and compare them with now. Pupils will share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys. They will use vocabulary such as; history, past, present, future.	Pupils will compare and look for similarities and differences between holidays now and in the past. Pupils will recount and share family experiences of holidays abroad or in the UK.
		Pupils will look at old and new photographs from our local area and compare them, looking for similarities and differences. They will look more specifically at houses.		
		Pupils will compare and look for similarities and differences between forms of transport now and in the past.		
	Cycle B (2023/24)	Autumn	Spring	Summer
		Pupils will look at how they have changed from when they were a baby. Pupils will explore photos from when they were 1, 2, 3, 4 and explore how they have changed. They will put the pictures in chronological order.	Be aware of people and events from the past by sharing books and looking at photographs. Share stories and talk about events from the past. Pupils will learn about the first moon landing. Pupils will look at the life/experiences of Neil Armstrong/Tim Peake.	Pupils will explore a famous naturalist 'Sir David Attenborough' and will learn how he has travelling all over the world to observe animals in their environments and even as a child he was interest in nature.
		Pupils will compare and look for similarities and differences between forms of clothing now and in the past. They will also look at how clothes may have been washed in the past in comparison to now.	Pupils will be explorers and learn all about what it was like in the prehistoric days and learn about the creatures that once roamed the earth. They will learn how a palaeontologist studies fossils of living things from the past. Pupils will find out about the fossil hunter 'Mary Anning'.	

Links to Development Matters:

Nursery - Begin to make sense of their own life story and their family history.

Reception - 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.

Links to KS1 History:

- 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.

Early Learning Goals:

- 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.

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Y1/2	Cycle A (2022/23)	Autumn 2	Spring 2	Summer 2
		Why can we travel further now?	How did Florence Nightingale and Edith Cavell help to improve hospitals?	Why are the Chadsmead houses named as they are?
		<u>National Curriculum Link:</u> <ul style="list-style-type: none"> To develop an awareness of the past, through finding out about changes within living memory To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <p>This unit teaches the children about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and The Wright Brothers.</p>	<u>National Curriculum Link:</u> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Substantive concepts explicitly taught – empire, industry <p>This unit looks at the changes in hospitals and healthcare over the years and the significant people involved. Our lessons focus on Florence Nightingale and Edith Cavell and make a comparison between the two.</p>	<u>National Curriculum Link:</u> <ul style="list-style-type: none"> A local history study <p>This unit looks at the 4 significant figures that we have named our four School Houses after. This will include a local historian visiting the school to talk to the children about Samuel Johnson, David Garrick, Erasmus Darwin and St Chad.</p>
		Potential Education Visits/Visitors: Visit by a local historian/Visit to SJB, Erasmus Darwin House and Lichfield Cathedral.		
	Cycle B (2023/24)	Autumn 1	Spring 1	Summer 1
		Where have we explored?	What happened to London during the fire of 1666?	Where did kings and queens live through time?
		<u>National Curriculum Link:</u> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Substantive concepts explicitly taught – exploration, trade <p>This unit introduces children to explorers from different parts of the world. The children will discuss where in the world these explorers may have been and the special equipment that they need to survive. They will find out about famous explorers from the past their lives and the reasons why they became explorers. They will make comparisons between explorations and consider modern day explorers.</p> <p>Children will 'meet' Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary.</p>	<u>National Curriculum Link:</u> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally and globally Substantive concepts taught explicitly – monarchy, civilisation <p>Children will discover and make simple comparisons of what London was like in 1666 to present day. They will discover what happened on the night of 2nd September 1666 when the Great Fire of London started. Discussing why the fire spread quickly and how it was tackled. The children will consider how we find out about the past by studying evidence, such as Samuel Pepys' diary and objects left behind after the fire.</p> <p>The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren.</p>	<u>National Curriculum Link:</u> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Substantive concepts explicitly taught – empire, monarchy <p>Children will consider how we learn about the past and how it is similar to a detective when learning about castles and why they were built, the features and what they were used for.</p> <p>Children will also look at significant kings or queens in chronologically. Learning a little about their lives and which palaces and castles were significant to them. The children will compare monarchs of different times that lived in the same castle and have the opportunity to point out differences between the monarchs of the past.</p>
	Potential Education Visits/Visitors: National Archives online lesson, visit to Tamworth Castle			

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Y3/4	Cycle A (2022/23)	Autumn 2		Spring 2	
		What were the greatest achievements of Ancient Greece?		Who are our local significant figures?	
		<p><u>National Curriculum Link:</u></p> <ul style="list-style-type: none">Ancient Greece – a study of Greek life and achievements and their influence on the western world.Substantive concepts explicitly taught – civilisation, trade, settlement, empire, monarchy <p>This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The children begin with a focus on the Minoans and how they began to trade in early Greece. The children will consider and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. Learning includes life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. Concluding with the leadership of Ancient Greece under the rule of King Philip II and then Alexander the Great.</p>		<p><u>National Curriculum Link:</u></p> <ul style="list-style-type: none">A local history study <p>This unit builds on the Y1/2 local history study, looking in more detail at the 4 significant figures that we have named our four School Houses after.</p> <p>We will also walk into Lichfield and visit Samuel Johnson Birthplace Museum; Erasmus Darwin House and Lichfield Cathedral to further develop our knowledge of those figures, the Georgian period and the Cathedral itself. We will look at why they are linked to Lichfield and why they are significant to Lichfield and the wider world. Children will develop their historical skill by identifying similarities and differences between the four individuals.</p>	
		Potential Education Visits/Visitors: Visit by a local historian/Visit to SJBM, Erasmus Darwin House and Lichfield Cathedral.			
	Cycle B (2023/24)	Autumn 1	Spring 1	Summer 1+2	
		How did daily life change in Britain from the Stone Age to the Iron Age?	How did the Roman Empire impact Britain?	How did England change during the settlement of Anglo-Saxons & Vikings?	
		<p><u>National Curriculum Link:</u></p> <ul style="list-style-type: none">Changes in Britain from the Stone Age to the Iron AgeSubstantive concepts explicitly taught – migration, civilisation, trade, settlement, industry <p>In this unit, children learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.</p>	<p><u>National Curriculum Link:</u></p> <ul style="list-style-type: none">The Roman Empire and its impact on BritainSubstantive concepts explicitly taught – civilisation, trade, settlement, empire, monarchy <p>This unit looks at the Romans and their achievements from 43 CE to 410 CE. Starting with what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of the time such as Boudicca. Finishing with a study of the final years of the Roman Empire and the events that led to its downfall.</p>	<p><u>National Curriculum Link:</u></p> <ul style="list-style-type: none">Britain's Settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of EnglandSubstantive concepts explicitly taught – migration, trade, settlement, rebellion, monarchy <p>The children learn of the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. Beginning with life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decide to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the seven kingdoms across the land. Children will learn who the Vikings were and why they carried out raids in England and their impact on political and social hierarchy.</p>	
		Potential Education Visits/Visitors:			

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Y5/6	Cycle A (2022/23)	Autumn 2	Spring 2	Summer 2
		What were the greatest achievements of Ancient Egypt?	What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?	How did the English Civil War affect Lichfield?
		<p>National Curriculum Link:</p> <ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when they appeared and a depth study of Ancient Egypt Substantive concepts explicitly taught – civilisation, trade, settlement, empire <p>By asking what the Ancient Egyptians did, that WAS significant, children will understand that they did much more than just build pyramids and make mummies. Leading to appreciate the worldwide interest in this period from historians. Children will investigate and compare Ancient Egypt with other periods of history. They will see how the significance of religion changed during that time and its impact. Children will recognise the central role of the River Nile and agriculture in helping Egypt become so powerful.</p>	<p>National Curriculum Link:</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – Mayan Civilisation c.AD 900 Substantive concepts explicitly taught – civilisation, trade, settlement, empire, monarchy <p>Children will learn who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the classic period. Children will consider Maya people beliefs and hierarchy system and the important invention that they made, especially in farming. Children will make comparisons between Ancient Maya city states and Anglo-Saxon kingdoms whilst drawing on the archaeological evidence available to us.</p>	<p>National Curriculum Link:</p> <ul style="list-style-type: none"> A local history study Substantive concepts explicitly taught – migration, civilisation, trade, settlement, industry <p>This unit will look at Lichfield during the English Civil War. We will look at the Civil War in general and why it started but then more closely at Lichfield's involvement and what impact it had on the people of Lichfield.</p>
	Cycle B (2023/24)	Potential Education Visits/Visitors: Guided tour of Lichfield with local historian		
		Autumn 1	Spring 1	Summer 1
		How has crime and punishment changed over time in Britain?	Was the British Empire under the Victorians something 'great'?	What were the key events of WW11?
		<p>National Curriculum Link:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils 'chronological knowledge beyond 1066 Substantive concepts explicitly taught – empire, civilisation, rebellion. <p>Children will reflect on their knowledge of periods in history that they have studied through KS2. They will explore how crime and punishment has changed over time in Britain. This will include what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium. Some local links are included, where We will learn of Edward Wightman, who died in the Market Square Lichfield on 11 April 1612. He was the last person in England to be burnt at the stake for heresy. We will also talk about Sir Robert Peel, who spent some of his life living in Tamworth. One thing he is remembered for is the introduction of the first professional police force.</p>	<p>National Curriculum Link:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils 'chronological knowledge beyond 1066 Substantive concepts explicitly taught – empire, monarchy, industry <p>By asking about the significance of the British Empire, children will understand how technological advances helped spread and stabilise the British Empire as well as affecting the daily lives of people in Britain and the empire. Children will see how society in Britain was impacted, through a comparison of rich, poor and children as well as comparing the houses of rich and poor and the direct impact of the empire on Victorian housing. Recognising the role of religion in spreading the empire, children will understand one of the main purposes behind it but also how science evolved to challenge religious beliefs. Children will consider the concept of 'empire' and its consequences are still debated today</p>	<p>National Curriculum Link:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils 'chronological knowledge beyond 1066 Substantive concepts explicitly taught – empire, monarchy, civilisation, rebellion <p>This unit will explain in full how World War Two began and give the children a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and complete a local study, looking at a range of sources from different areas in the West Midlands region such as Dudley, Wolverhampton, Stoke etc. They will then compare the inner cities with Shropshire and explore how Britain gained victory in World War Two.</p>

		Potential Education Visits/Visitors: Black Country Museum/ WW11 Workshop
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