

St Sebastian's Primary School History Curriculum

Key Historical Concepts

When designing our curriculum, we considered key concepts that appear commonly in history. We did this to help ensure children were secure in their understanding of these key concepts and have the opportunity to establish new knowledge in relation to other significant historical events and periods studied.

Our Locality	Year 1 Unit 2 - How have local people impacted on history? Year 1 Unit 3 – What were seaside holidays like in the past? (trip to local seaside) Year 2 Unit 3 – How has Great Gonerby changed? Year 3 Unit 2 - How did the Romans change Britain? (study of Roman Lincoln) Year 5 Unit 1 - Vikings vs Anglo Saxons - Anglo-Saxons and Vikings: Friends or Foe? Year 6 Unit 2 - Local Study - What was life like in Grantham during WW2? Year 5 Unit 3 – Who helped make Belvoir Castle great?
Cultural understanding and diversity	Year 2 Unit 2 - Lives of Significant People - How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?
Invasion	Year 3 Unit 2 - How did the Romans change Britain? Year 4 Unit 2 - Anglo Saxons and Scots - How did the Anglo-Saxons and Scots change life in Britain? Year 5 Unit 1 - Vikings vs Anglo Saxons - Anglo-Saxons and Vikings: Friends or Foe?
Empire	Year 4 Unit 1 - Ancient Egypt - Who were the Ancient Egyptians? Year 4 Unit 3 - The Maya - How was the Mayan Civilisation different to Britain? Year 5 Unit 2 - Ancient Greece - How did the Ancient Greeks change life in Western Europe?
Conflict	Year 5 Unit 1 - Vikings vs Anglo Saxons - Anglo-Saxons and Vikings: Friends or Foe? Year 6 Unit 1 - Post 1066: WW2 and the Battle of Britain - Why was the Battle of Britain a significant turning point in British History? Year 6 Unit 2 - Local Study - What was life like in Grantham during WW2?
Change	Year 3 Unit 1 - Stone Age to Iron Age – How did Britain change from the beginning of the Stone Age to the end of the Iron Age? Year 3 Unit 2 - How did the Romans change Britain? Year 4 Unit 2 - Anglo Saxons and Scots - How did the Anglo-Saxons and Scots change life in Britain? Year 5 Unit 2 - Ancient Greece - How did the Ancient Greeks change life in Western Europe? Year 6 Unit 3 - Post 1066 - How has life in Britain changed since 1948?
Significance	Year 1 Unit 2 - Local History Study - How have local people impacted on history? Year 2 Unit 2 - Lives of Significant People - How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing? Year 6 Unit 1 - Post 1066: WW2 and the Battle of Britain - Why was the Battle of Britain a significant turning point in British History?

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St Sebastian's History Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1		Unit 1: Events within Living Memory How have toys changed over time?		Unit 2: Local History Study How have local people impacted on history?		Unit 3: Events within Living Memory What were seaside holidays like in the past?
Year 2		Unit 1: Beyond Living Memory What happened in 1666? (Great Fire of London)		Unit 2: Lives of Significant People How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?		Unit 3: Local History Study How has Great Gonerby changed?
Year 3	Unit 1: Stone Age to Iron Age How did Britain change from the beginning of the Stone Age to the end of the Iron Age?					Unit 3: Roman Britain How did the Romans change Britain?
Year 4	Unit 1: Anglo Saxons and Scots How did the Anglo-Saxons and Scots change life in Britain?			Unit 2: Ancient Egypt Who were the Ancient Egyptians?		Unit 3: The Maya How was the Mayan Civilisation different to Britain?
Year 5	Unit 1: Local Study: Belvoir Castle Who helped make Belvoir Castle great?			Unit 2: Vikings vs Anglo Saxons Anglo-Saxons and Vikings: Friends or Foe?		Unit 3: Ancient Greece How did the Ancient Greeks change life in Western Europe?
Year 6		Unit 1: Post 1066: WW2 and the Battle of Britain Why was the Battle of Britain a significant turning point in British history?	Unit 2: Local Study What was life like in Grantham during WW2?			Unit 3: Post 1066 How has life in Britain changed since 1945?

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St Sebastian's School Curriculum Overview - History

	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
EYFS	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past e.g. Jack and the Beanstalk, Peter Rabbit and Robin Hood Know how to talk about pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Appreciate that the church has historical importance Recognise that things happened before they were born Organise few events from their lives		
Year 1	Enquiry Question: How have toys changed over time?	Enquiry Question: How have local people impacted on history?	Enquiry Question: What were seaside holidays like in the past?
	Builds On: EYFS – Identifying family and making comparisons EYFS – Listening to stories and placing events in chronological order	Builds On: EYFS – Significant person – Mary Anning. EYFS – Exploring out local area.	Builds On: EYFS – Artefacts to explore dinosaurs EYFS – Seaside holidays
	Future Learning: Y1 Unit 3 – Comparing seaside holidays now and in past Y2 Unit 1 – Comparing two different versions of the Great Fire of London	Future Learning: Y2 Unit 2 – Significant individuals - Mary Seacole, Florence Nightingale, and Edith Cavell Y6 Unit 3 – Margaret Thatcher – Impact on 1980s Britain	Future Learning: Y2 Unit 1 – Using more complex phrases to describe time – decades ago, centuries ago... Y2 Unit 1 – Using two sources of evidence
Year 2	Enquiry Question: What happened in 1666?	Enquiry Question: How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?	Enquiry Question: How has Great Gonerby changed?
	Builds On: Y1 Unit 1 – Comparing adults talking about toys in the past. Y1 Unit 2 – Understanding how to find out about the past (museums, photos, artefacts) Y1 Unit 3 – Sequence 3-4 artefacts and photos. Key vocabulary for describing the past (<i>next, then, earlier, after, past, present, future etc</i>). Using photographs to find out about the past.	Builds On: Y2 Unit 1 – Know that AD dates as in ascending order. Using 2 sources to identify differences between ways of life. Observing and handling sources. Y1 Unit 2 – Know what it means to be famous. Know the impact that famous local people had. Using pictures to find details about the past. Y1 Unit 3 – Sequence 3-4 artefacts and photos (toys). Y1 Unit 1 – Comparing adults talking about toys in the past.	Builds On: Y2 Unit 1 – Asking questions about a historical source. Y2 Unit 1 and 2 - Using 2 sources to identify differences between ways of life at different times. Observing and handling sources. Y2 Unit 2 – Sequencing small number of events. Y1 Unit 2 – Local history (significant local people) Y1 Unit 3 – Using photographs (sources) to answer questions
	Future Learning: Y3 Unit 1 – Placing periods studied on a timeline using BC and AD. Know BC dates are in descending order. Sequencing 5-8 events/artefacts	Future Learning: Y3 Unit 1 – Placing periods studied on a timeline using BC and AD. Y6 Units 1 and 2 – Impact of WW2.	Future Learning: Y4 Unit 2 – Know how to ask questions of source material and suggest how sources of evidence can help answer questions. Y3 Unit 2 – Impact of Romans on Lincoln and Britain – change
Year 3	Enquiry Question: How did Britain change from the beginning of the Stone Age to the end of the Iron Age?		Enquiry Question: How did the Romans change Britain?
	Builds On: Y2 Unit 1 – Know that AD dates are in ascending order. Know how to place periods studied on a timeline. Know how to use complex phrases to describe time (period) Y2 Unit 2 – Sequencing events to create a timeline. Identifying differences in ways of life of different periods using sources of evidence. Y1 – Sequencing 3/4 artefacts from different time periods		Builds On: Y3 Unit 1 – Stone Age → Iron Age. Know that BC dates are descending and how they relate to AD. Looking at Greek and Roman accounts of Iron Age Britain. Know that the Iron Age was before the Roman occupation. Know how to use evidence to describe houses, settlements, cultures, ways of life and people's beliefs.
	Future Learning:		Future Learning:

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	Y3 Unit 2 – Know that the Roman occupation followed Iron Age Britain. Know how to sequence 5-8 events of artefacts from a period studied to create a timeline. Y4 Units – Know how to correctly order up to 8 historical periods on a timeline, including previous periods studied. Know how to use captions/labels on timelines correctly. Know how to choose relevant source material to present a picture of one aspect of life in time past.		Y4 Unit 2 – Anglo-Saxon Britain → Know that the last Roman soldiers left Britain in AD410. Know the struggle for control of Britain after the Romans left. Know the difference between a primary and secondary source. Y4 Unit 1 – Know and explain why there may be different accounts of history.
Year 4	Enquiry Question: Who were the Ancient Egyptians?	Enquiry Question: How did the Anglo-Saxons and Scots change life in Britain?	Enquiry Question: How was the Mayan Civilisation different to Britain?
	Builds On: Y3 – Looking closely for details and hidden meaning in artefacts. Using evidence to describe houses and settlements, cultures and ways of life etc.	Builds On: Y3 Unit 2 – Roman Britain Y3 Unit 1 – Stone Age → Iron Age	Builds On: Y4 Unit 1 – Empires/Ancient civilisations – Ancient Egypt - society
	Future Learning: Y4 Unit 3 – Empire/Ancient civilisation – Mayan Y5 Unit 2 – Empire/Ancient civilisation – Ancient Greece	Future Learning: Y5 Unit 1 – Anglo Saxons and Vikings: Friends or Foe?	Future Learning: Y5 Unit 2 – Greek society – government. Role of religion in Ancient Greece.
Year 5	Enquiry Question: Local Study: Belvoir Castle Who made Belvoir Castle great?	Enquiry Question: Anglo-Saxons and Vikings: Friends or Foe?	Enquiry Question: How did the Ancient Greeks change life in Western Europe?
	Builds On: Y1 Local History – significant individuals Y2 Local History – How has Great Gonerby changed?	Builds On: Y4 Unit 2 – How did the Anglo-Saxon and Scots change life in Britain? Y5 Unit 1 – Local History – Belvoir Castle – Link with Battle of Hastings (1066)	Builds On: Y4 Unit 1 – Empire – Who were the Ancient Egyptians? Y4 Unit 3 – Knowing how our society is run and how this compares to Mayan society. Mayan religion and Gods.
	Future Learning: Y6 – Local History – What was life like in Grantham during WW2?	Future Learning: Y5 Unit 3 – Change – How did the Ancients Greeks change life in Western Europe?	Future Learning: Y6 Unit 2 – Change – how has life in Britain changed since 1948?
Year 6	Enquiry Question: Why was the Battle of Britain a significant turning point in British History?	Enquiry Question: What was life like in Grantham during WW2?	Enquiry Question: How has life in Britain changed since 1948?
	Builds On: Year 5 Unit 1 – Anglo-Saxons and Vikings – British chronology All British History units – chronology	Builds On: Year 6 Unit 1 – Why was the Battle of Britain a significant turning point during British History?	Builds On: Year 6 Unit 1 – Why was the Battle of Britain a significant turning point during British History? Year 6 Unit 2 – What was life like in Grantham during WW2?