



History curriculum overview and skills progress

Year Group		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
3	Area of study:	Ancient Egyptians The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - depth study of Ancient Egypt.		Stone Age to the Iron Age Changes in Britain from the Stone Age to the Iron Age.		N/A Geography focus Rockin' Rainforests!		
	Key questions	<ul style="list-style-type: none"> • Why was the Nile important to the Egyptians? • Who were the Pharaohs? • What did they believe in? • What was mummification? • Why and how did they build the pyramids? • Who was Howard Carter? 		<ul style="list-style-type: none"> • How did early people live? • What were their homes like? • What did the Stone Age people eat? • How did they hunt? • Where in the world is Skara Brae? • What animals were around in the Stone Age? • How did they use cave art to communicate and record events? • How was life different in the Bronze Age? • How did life change when we entered the Iron Age? 				
	Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past 						
	Chronological understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied 						
	Historical interpretation	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. 						
	Historical enquiry	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past 						
	Organisation and communication	<ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 						



History curriculum overview and progression of skills

4	Area of study	<p>Into the unknown:</p> <p>Tudors: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Local history study: Study of the local area; Backwell</p>	<p>Romans and Celts:</p> <p>The Roman Empire and its impact on Britain.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p>N/A Geography Focus</p> <p>'All creatures great and small!'</p>
	Key questions	<ul style="list-style-type: none"> • What was life like in Tudor England? • How did the Tudors trade? • What was life like for a sailor? • Who were the Tudor monarchs? • How did Henry VIII and Elizabeth II compare? • Did Tudors enjoy music? - Instruments of the period. 	<ul style="list-style-type: none"> • Who is Julius Caesar? Why did he want to invade Britain? • What do we mean by the 'Roman Empire'? • What made the Roman Army so successful? • Who is Hadrian and where is his wall? • Who was Boudicca? • How did the Romans shape life in Britain? 	
	Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Use evidence to describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. • Describe how some of the things I have studied from the past affect/influence life today. 		
	Chronological understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates on a timeline. • Describe the main changes in a period in history. 		
	Historical interpretation	<ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others.. 		
	Historical enquiry	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Ask questions and find answers about the past. 		
	Organisation and communication	<ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		
5	Area of study	<p>Ancient Greeks:</p> <p>a study of Greek life and achievements and their influence on the western world.</p>	<p>Space Race:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Anglo Saxons and Vikings:</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
	Key questions	<ul style="list-style-type: none"> • Who were the Ancient Greeks? • What was Ancient Greek daily life like? • Who were the Ancient Greek Gods and how were they related? • What were the main events in Ancient Greek history? • What were Ancient Greek pots used for? • What did the Ancient Greeks do for entertainment? • What was the role of the Hopliters in the Ancient Greek army? 	<ul style="list-style-type: none"> • Was Sputnik 1 a success? • Was it right to send Sputnik 2 into Space? • How would it have felt to have walked in Space? • Who was the first to land on the Moon? • Who won the Space Race? 	<ul style="list-style-type: none"> • 'Hoo' or what was discovered at Sutton Hoo? • The first invasions- where did the Anglo-Saxons come from? • How did Anglo-Saxon daily life differ to ours? • Crime and Punishment- what laws did the Anglo-Saxons follow and what happened when they didn't? • Where did the Vikings come from and where did they visit first? • When and how did the Anglo-Saxons and Vikings collide? • Raiders or traders?



History curriculum overview and progression of skills

		<ul style="list-style-type: none"> Who were the key thinkers in Ancient Greece? How did Athens and Sparta differ? 		<ul style="list-style-type: none"> What was the Vikings' main mode of transport? Norse beliefs-what religious beliefs did the Vikings have?
	Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 		
	Chronological understanding	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history 		
	Historical interpretation	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms 		
	Historical enquiry	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 		
	Organisation and communication	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period 		
6	Area of study	<p>Victorians:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>N/A - Geography focus</p> <p>'Our World!'</p>	<p>Mayans:</p> <p>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</p>
	Key questions	<ul style="list-style-type: none"> When was the Victorian era and what were some of the key events of the time? What was life like for a Victorian school child? What Victorian past times were enjoyed by children? What were some of Victoria's achievements as queen and how did she change the public view of the monarchy? What jobs did poor children do and what was done to protect them? How did land use and life change from rural to city based? How did Bristol develop as an industrial city? What were the homes of the rich and poor like in the country and the city? How did the invention of the steam engine change manufacturing and travel? What was Brunel's contribution to society and the south west? What was the Great Exhibition and what was its impact on the British Empire and on Great Britain? How did the Victorians change Christmas? 		<ul style="list-style-type: none"> When was the Maya civilisation? How do we use evidence to answer historical questions? How did Maya society work in their city states? What was so special about the Maya writing system? Why was the Maya calendar so important to the civilisation? Did the Maya have any religious beliefs? What would you find in a Maya city which tells us more about how they lived? Why was chocolate important to the Maya? Personal research opportunity – choose an aspect of Mayan life for your own personal research
	Knowledge and understanding of events, people	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. 		



	and changes in the past	<ul style="list-style-type: none">• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
	Chronological understanding	<ul style="list-style-type: none">• Order significant events, movements and dates on a timeline.• Identify and compare changes within and across different periods.
	Historical interpretation	<ul style="list-style-type: none">• Evaluate evidence to choose the most reliable forms.• Know that people both in the past have a point of view and that this can affect interpretation.• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
	Historical enquiry	<ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry by posing questions to answer
	Organisation and communication	<ul style="list-style-type: none">• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.• Plan and present a self-directed project or research about the studied period.