



Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u>	Superheroes	Winter Wonderland	Once Upon a Time	In the Wild	Monster vs Aliens	We're all going on a summer holiday
<u>Year 1</u>	Africa	Footprints through time To answer historical questions using information from stories or other simple sources To understand how the local area has changed over time To talk about a historical event, person or place from within the school locality (Birmingham)	Man on the Moon	Festivals around the World	Fire – Fire! To describe a significant event from over 100 years ago. To identify a significant individual from the past and their achievements. To answer historical questions using information from stories or other simple sources. To create a timeline of events.	Castles To create a timeline of events. To describe how life has changed during the last 100 years. To identify a significant individual from the past and their achievements.
<u>Year 2</u>	Old Macdonald	Start the engine To create an accurate timeline of events. To place people and events studied in chronological order. To know about significant changes over the last 100 years. To identify a significant	A whole new World	Pirate School To compare the lives of significant individuals in the past. To know why people did things, why events happened and what happened as a result.	Horror at the Hospital To identify similarities and differences between life in different periods of history. To create an accurate timeline of events. To know about significant changes over the last 100 years. Identify a significant individual (international) from the past and their	Seaside Rescue

		<p>individual (international) from the past and their achievements.</p> <p>To know why people did things, why events happened and what happened as a result.</p>			achievements.	
<u>Year 3</u>	<p>Ready, Steady, Romans</p> <p>Use the terms BC and AD correctly.</p> <p>To place periods studied into chronological order.</p> <p>To know the approximate dates of the period studied.</p> <p>Explain how the Roman Empire impacted on life in Britain.</p> <p>To understand life for men, women and children during the Roman Empire.</p>	<p>Jurassic Park</p>	<p>Off with Your Head</p> <p>To classify events from British and World History.</p> <p>To place periods in chronological order.</p> <p>To organise historical information in response to a question.</p> <p>To place people studied in the correct period of time.</p> <p>To classify people or events from British or world history</p>	The Great Adventure		Rumble in the Jungle
<u>Year 4</u>	<p>Volcanoes and Earthquakes</p>	<p>Why War?</p> <p>To place periods of British History into chronological order (taking into account previous periods studied)</p> <p>To identify the characteristics of life during World War 1 and 2</p> <p>To explain how War has affected the History of Britain and the wider</p>	Asia	<p>Vikings</p> <p>To use dates to describe periods studied in history (start and end of period)</p> <p>To place periods of British History into chronological order (taking into account previous periods studied)</p> <p>To build upon historical vocabulary BC, AD,</p>	<p>Aztecs</p> <p>To place periods of British History into chronological order (taking into account previous periods studied)</p> <p>To select and organise historical information in order to respond to a question.</p> <p>To understand the British Settlement of Anglo Saxons and Vikings.</p>	Live and Let Live

		world To identify how events from the past have affected the local area		century and Decade.		
<u>Year 5</u>	It's all Greek to me To place periods of British and European History into chronological order (taking into account previous periods studied) To place events, people and places studied in correct periods of time. To use dates to describe key events and periods studied (start and end or period along with events) To identify how the Ancient Greeks influenced the Western World. To understand the achievements of the Ancient Greeks.	Look Around You	Survival of the fittest	Lightbulb Moment	Who do you think You are? To continue to develop a chronologically secure knowledge and understanding of British, local and world history To place events, people and places in correct periods of time To use dates to describe key events or periods in history To note connections, contrasts and trends over time To develop the appropriate use of historical terms To select an appropriate form in which to present understanding or findings To regularly address historical questions To devise historically valid questions To construct responses that include selection, consideration and organisation of historical information To understand that our knowledge of the past is gained from a variety of sources To question the validity of sources To consider differing views and representations of some historical events, people and changes, and understand how and why they have been interpreted in these ways.	Raging Rivers+ Odious Oceans

					<p>To understand a theme or aspect of <u>British history</u> over time to the present day (Education, technology, art)</p> <p>To understand how and why significant individuals have influenced Britain and the wider world</p>	
<u>Year 6</u>	<p>We are not Amused</p> <p>To regularly address historical valid questions about cause, similarities and differences.</p> <p>To select and organise historical information, in order to construct an informed response.</p> <p>To select an appropriate form in which to present information.</p>	<p>Out of this World</p>	<p>Walk Like an Egyptian</p> <p>To use key dates to describe periods and events in history</p> <p>To complete an in depth study into an early ancient civilisation (Egyptians)</p> <p>To compare history of an ancient civilisation (Egyptians) with British history</p> <p>To understand life for men, women and children in a non European society (Ancient Egyptians)</p> <p>To question the validity or sources, selecting suitable sources for the purpose on enquiry</p> <p>To complete an in depth study into an early ancient civilisation (Egyptians)</p>	<p>Amazing Americas</p>	<p>Out of Africa</p>	