

2024 History Curriculum Overview Map

	Autumn	Spring	Summer			
EYFS						
EYFS	Superheroes	Celebrations	My World	Once Upon a Nursery Rhyme	Animal Boogie	A Wonderful World
	Learning how we have changed over time and how we will change in the future.	Recall past celebrations and make links to other events	Learning about things that have happened in the past e.g. events, artists, landmarks etc.	Learning how things change over time linked to plants, homes	Learning how animals changed over time linked to lifecycles	Learning about the lifecycle of minibeast Exploring how our plant has changed over time and what it may look like in the future
Year 1						
Topic	Explorers Land and Sea	Winnie the Pooh and Paddington	We Are Britain			
Big Question:	How have Explorers conquered Land and Sea?	How have modern toys changed?	What makes Britain British?			
Enquiry-based Project	Create a timeline showing important explorers	Design a poster showing changes in children toys	Group report about Britain			
	The lives of significant individuals in the past who have contributed to national and international achievements. Columbus, Ranulph Fiennes, Scott of the Antarctic, Captain Cook for example (also Nightingale & Seacole), Ellen McArthur, Empire Windrush.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life . Changes of toys and childhood throughout recent years. Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements. Elizabeth I, Queen Victoria and Tim Berners-Lee (for example).			
	Skills Outcomes: Recognise the difference between past and present in their own and other's lives. They know and recount episodes from stories about the past					

Year 2

Topic	This is our school	Explorers: Air and Space	Houses and Homes
Big Question	How has our school changed?	How have Explorers conquered Air and Space?	How are modern houses and homes similar/different to those in the Past?
Enquiry-Based Project	Create a historical display on Botley School	Create a poster showing how astronauts can live in Space	Presentation in groups/ pairs comparing houses/homes of their choice
	<p>Changes within living memory School history, log books etc</p> <p>Events beyond living memory that are significant nationally or globally – compare Botley school to Victorian schools.</p> <p>- significant historical events, people and places in their own locality (May morning).</p>	<p>Identify differences between ways of life at different times.</p> <p>Know historical events, people and places from our locality</p> <p>Changes within living memory Botley shopping area</p> <p>Events beyond living memory that are significant nationally or globally – changes in housing.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. LS Lowry, Canaletto, Bruegel.</p> <p>Events beyond living memory that are significant nationally or globally The first aeroplane flight.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Neil Armstrong, Amelia Earhart, Mae Jamison, Tim Peake.</p>
	<p>Skills Outcomes: Recognise why people did things, why events happened and what happened as a result to make them significant (both from within living memory and beyond).</p>		

Year 3

Topic	Ancient Egypt	Ancient Mayans	Stone Age to Iron Age
Big Question:	Did Ancient beliefs shape our actions?	Savages or civilised?	What do Humans need?
Enquiry-based Project	Create a report on an aspect of the Ancient Egyptian Civilization	Create a poster showing what the Mayans were really like	Presentation comparing Stone Age and Iron Age
	<p>The achievements of the earliest civilizations – Ancient Egypt</p> <p>An overview of where and when the first civilizations appear and a depth study.</p>	<p>The achievements of the earliest civilizations – Mayan Civilisations c.AD 900.</p> <p>An overview of where and when the first civilizations appear and a depth study.</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Examples:</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art & culture</p>

Skills Outcomes:
 Place events from period studied on time line.
 Use terms related to the period and begin to date events.
 Understand more complex terms e.g. BC/AD.
 Find out about everyday lives of people in time studied.
 Compare with our life today.
 Identify reasons for and results of people's actions.
 Understand why people may have wanted to do something
 Identify and give reasons for different ways in which the past is represented.
 Distinguish between different sources; compare different versions of the same story.
 Look at representations of the period

Year 4

Topic	Ancient Romans	Anglo Saxons	The Vikings
Big Question	Rotten or Revolutionary?	Why do people move?	Who were the Vikings?
Enquiry-based Project	Create a group presentation on how Roman invasion changed the world	Create a map showing the Kingdoms of Britain and label with key invasion dates	Newsround Debate: Were the Vikings History's greatest invaders?
	<p>Roman Empire and its impact on Britain. For example</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Britain's settlement by Anglo-Saxons and Scots. For example:</p> <ul style="list-style-type: none"> • withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. For example:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death <p>Identify and give reasons for different ways in which the past is represented. Distinguish between different sources; compare different versions of the same story. Look at representations of the period</p>
	<p>Skills Outcomes: Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD. Find out about everyday lives of people in time studied. Compare with our life today.</p>		

Identify reasons for and results of people's actions.
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Year 5

Topic	The City of Oxford	The Victorians	Long Ago in Benin
Big Question:	What is the importance of Oxford University?	Why do children need rights?	Why is the Kingdom of Benin so significant?
Enquiry-based Project	Create a tourism guide for (Lyra's) Oxford	Create a living Victorian Museum	Write a letter write to the Director of the British Museum regarding the status of the Benin Bronzes and British colonialism
	A local history study – The City of Oxford	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – changes in a social aspect such as crime & punishment/ castles	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including Benin (West Africa) c. AD 900-1300.
	<p>Skills Outcomes: Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations; fact, fiction or opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past.</p>		

Year 6

Topic	Ancient Greeks	The Shang Dynasty	Ancient Civilizations - Sumer
Big Question	What have the Greeks Taught Us?	Students to create their own enquiry question	What have Ancient Sumerians ever done for us?
Enquiry-Based Project	Create an Ancient Greek Museum for parents and other pupils to visit	Group Presentation about the Shang Dynasty	Create a leaflet showing key inventions of the Ancient Sumer.

	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer.</p>
	<p>Skills Outcomes: Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations; fact, fiction or opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past.</p>		