

HISTORY Curriculum Overview Document

Intent:

At Leedstown School we aim to develop a child's interest and curiosity in the past and increase their knowledge of different periods of history. Children should acquire an understanding of events in this country as a coherent, chronological narrative and gain an understanding of significant events in the wider world during their time here at school. All children will develop analytical, oracy and evaluative skills when learning about the past and understand the role that evidence plays in the making of historical claims. Children will have the opportunity to learn about a range of different historical periods and societies – from the ancient Egyptians, to Vikings, to the Tudors and the history of the 20th century. Our history curriculum aims to impart knowledge of the past and prepares our learners to set sail by raising aspirations. To enrich our study of history, we regularly arrange school trips to places of interest connected to the topic being studied and invite experts into school to share their knowledge.

Implementation:

Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What is special about me?	How have toys changed over the last 100 years?			Who were the famous Cornish inventors?	
Year 1						
Year 2		How did life change in Britain during prehistory?		What did the Romans do for us?		Were the Anglo Saxons really 'smashing'?
Year 3						
Year 4						
Year 5		What happened to the Ancient Kingdom of Benin?		How did the Victorian's revolutionise Britain?	Why did Britain go to war?	
Year 6						

Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Why do we celebrate bonfire night?		What impact did Rosa Parks have on America?		What was it like to holiday 100 years ago?
Year 1						
Year 2		What made the fire of London so great?		What was it like to be a tin-miner in Cornwall?		How has transport changed over the last 100 years?
Year 3						
Year 4						
Year 5	Who were the Mayans?		Were the Vikings really vicious?			How has space travel changed?
Year 6						

Overview Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1						
Year 2						
Year 3						
Year 4	What did the Egyptians teach us today?		What was life like in Ancient Greece?			Why are the Tudors remembered?
Year 5						
Year 6						

Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Order objects into then and now. Recognise objects which belong in the past. Talk about the past of their family. Order events in a story.	Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago Recall an event beyond living memory that are significant nationally or globally. Begin to order three key dates in living memory.	Explain why objects are from the past. Use chronological language – decade, before after and past Place 3 key dates from beyond living memory in chronological order.	Use a range of key vocabulary such as century, decade and chronological. Understand BC/AD. Identify some main events from a period of history and order them Begin to recognise features from a given time period Order 4 key periods in British and world history.	Use a range of key vocabulary such as century, decade and chronological. Give reasons to suggest why a source originated from a specific historical period. Develop an increasingly secure chronological knowledge of British and world history, using dates.	Provide arguments to explain why a source is likely to reflect the characteristics or limitations of a specific historical period. Summarise the main events from a period of history, explaining the order of events. Order previously studied British and world history on a timeline. Describe the main changes in a period in history and place them in the correct order.	Relate current studies to previous learning and make comparisons between different times in history. Confidently use historic terms related to a range of periods of study. Identify periods of rapid change in history and contrast them with times of relatively little change. Demonstrate a coherent knowledge of British and world history.
Similarities and Differences	Recognise the difference between past and present in their own and others' lives	Understand how objects are different to those in the past.	Understand life was different for different people in the past.	Identify some similarities and differences between ways of life in different periods	Explain how and life was different for different people in the past.	Explain the similarities and difference between civilisations.	Explain that this may have been different in different places at the same time

		Understand how their lives are different to those in the past. Understand how we know what life was like in a time period beyond living memory.	Describe how a person or event changed society. Compare their lives with that of others from the past.	Understand the differences between people in the past due to age, gender, race, wealth. Identify that this may have been different in different places at the same time	Identify some similarities and differences between ways of life in different periods. Describe the differences between sources and suggest reasons for this.	Describe some simple similarities and differences between artefacts and explain the impact this has on historians. Suggest reasons for similarities and differences within a time periods.	Give reasons for the differences in ancient civilisations. Explain how events in the past may be similar or different and suggest reasons why. Begin to discuss similarities and differences between historians' views (KS3)
Cause and Consequence	Ask questions about why things happen.	Recognise that events happen because of a cause. Understand that aspects of life change after an event.	Begin to recognise that significant events happened because of a cause Begin to understand that aspects of life changed after an event Begin to give reasons for the actions of significant historical figures	Understand the importance of cause and impact of key events Identify reasons for and results of people's actions understand people's motives Comment on the importance of cause and effects for some key events	Address and devise historical questions about cause Look for links and effects in time studied offer reasons for these Comment on the importance of cause and effects for some key events Look for links and effects in time studied offer reasons for these.	Give reasons for the actions of significant historical figures Explain the causes and consequences of key events in British and World History. Give some reasons for some important historical events.	Note connections, contrasts and trends over time and show developing appropriate use of historical terms Explain the causes and consequences of key events in British and World History. Consider short and long term impacts of key events. Give reasons for the actions of significant historical figures
Change and continuity	Discuss aspects of change within their own lives/surroundings.	Identify what was different and what was the same when their parents and grandparents were children Recognise 'past' and 'present', 'now' and 'then'	Understand differences between an event and living memory. Compare periods and understand change and continuity between them.	Identify changes between and within periods Make links between events over time. Compare changes between a current time period and one that has been previously studied Describe changes and impacts on Britain throughout key events in British history and world history.	Describe changes and impacts on Britain throughout key events in British history and world history. Discover changes between and within periods. Begin to give reasons for changes or continuity.	Make comparisons across periods of British and World History and the present. Address historically valid questions about change and continuity. Describe how changes impacted the world / society	Understand how change may have been different to different people and places in the same period. Link this to wider knowledge of stereotypes and explain what impact this has had on our views of change and continuity in history Address and sometimes devise historically valid questions about

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Historical Evidence	Use stories to encourage children to distinguish between fact and fiction	Sort some objects/artefacts between then and now Look at pictures and photos to identify things from the past Use a range of given sources to find out about the past. Begin to identify different ways we can find out about the past	Identify different ways we can find out about the past Describe similarities and differences between artefacts Look at pictures and photos to identify things from the past	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Explain how she/he has found out about the past and inferences from sources. Understand of some of the ways in which we find out about the past and identify different ways in which it is represented	Use a variety of resources to find out about aspects of life in the past. Explain how she/he has found out about the past and inferences from sources. Use sources of information in ways that go beyond simple observations to answer questions about the past.	Identify primary and secondary sources. Identify different evidence that supports a point they are making Begin to understand how sources can be unreliable or bias Provide an account of a historical event based on more than one source. Compare sources of information available for the study of different times in the past.	Select historical information to answer a question/enquiry Recognise a sources usefulness or limitations Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research
Historical interpretation	Develop their own explanations by connecting ideas and events. Talk about some of the things they have observed, question why things happen and give explanations. Know that information can be retrieved from books and computers	Describe what different objects can tell us about life in the past. Identify different ways in which the past is represented. Understand how different people may have experienced the past.	Describe what different sources can tell us about life in the past. Describe events beyond living memory that are significant nationally or globally Identify that two people may have experienced an event /time period differently	Describe the sources we use to learn about prehistory. Identify historically significant people and events from a period. Describe why an event is significant how it changed things for people.	Understand why sources may portray a different story of the past. Begin to consider why there are different versions of events that these may vary dependent on a person's life experience	Explain the significance of a local study globally. Compare accounts of events from different sources. Provide reasons for why there are different versions of events Understand a sources content depends upon a person's place/role/side in history.	Explain the significance of a local study globally. Evaluate the usefulness and credibility of a variety of sources Describe and explain what happened and how it impacted society / the wider world. Describe a civilisations impact on the modern world.
Historical significance	Talk and discuss aspects of the past using some everyday historical terms. Answer how and why questions in response to stories or events.	Understand key features of events. Describe key people in history.	Give a simple historical account and explain why an event was significant Recognise the changes an event / person caused	Describe why an event / advancement is significant how it changed things for people. Identify historically significant people and events from a period.	Begin to identify why / what happened and what was important Identify historically significant people and events from a period of history and explain their impact	Identify historically significant people and events from a period of history. Explain why a historical figure was significant. Describe and explain what happened and how it impacted	Compare periods understanding how they have made a significant impact on the present day. Understand why the lives of significant people are integral to

					Describe why an event is significant how it changed things for people.	society / the wider world.	understanding the past.
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Impact:

At Leedstown School, each history topic is organized around a key enquiry question that highlights the essential knowledge and skills students are expected to learn. These goals are supported by well-structured smaller components, with regular checkpoints to assess and track student progress. These ACPs are used to adapt teaching and ensure children’s learning progresses correctly.

To support all learners, we use flexible teaching strategies, helping students build a strong understanding of each topic and confidently demonstrate their knowledge in final assessment tasks. Throughout our lessons, we include formative assessments, such as KAHOOT quizzes before and after each topic, disciplinary literacy and retrieval low-stake starters to measure learning progress and address any misconceptions. We also use oracy outcomes to assess students’ ability to "think and speak like a historian," encouraging them to explain their ideas clearly and thoughtfully.