

Kingswood History Curriculum Overview

Reception	Autumn 1	Autumn 2	Spring	Summer
Unit	Know me to Teach Me Pupils identify and share likes, dislikes and interests. They talk about who is in their family and identify their characteristics. They talk about their homes and some of the things in their homes. Pupils learn the days of the week.	Celebrations Pupils share some of their special times and festivals they celebrate and ways they celebrate them.	People Who Help us! & Once Upon a Time Pupils will read, discuss and role play a range of traditional tales from around the world. They will develop their skills in sequencing stories and the language of sequencing.	Our Wonderful World – Minibeasts & Our Wonderful World – Caring for the Natural World In this topic, Pupils will learn more about their local environment past and present and the changes that take place. They will learn about the changes that take place over time in the natural world around them.
Key Vocabulary	All about me: family, old young, baby, toddler, child, adult, change, same, different, home, old, new, says of the, yesterday, tomorrow, last week, last year	Celebration/ Religious festival vocabulary Birthday vocabulary; age, old, young, older, younger, before, after, Birthday, celebration, party, cake, candles	Beginning, middle, end, first, next, after, suddenly, Once upon a time, The end	Local area – map, school, past, present, before, now, different, same, community Growing – grow, plant, seed, stem, leaf, flower, roots, baby, chick, animal, life cycle, frogspawn, tadpole, frog, caterpillar, cocoon, chrysalis, butterfly, hatch Seasons – change, spring, summer, autumn, winter, snow, frost, ice, blossom, leaves, trees, flowers, hot, warm, cold, icy, mild Transition to Year 1 – change, move, same, different, uniform, classroom, playground
Year 1	Unit 1		Unit 2	Unit 3
Unit	Toys through time Pupils explore how toys have changed during their own living memory and beyond. They use artefacts to find out about the past, identifying similarities and differences and developing their understanding of chronology. They then set up a toy museum in their classroom.		Under the ground: Mary Anning fossil hunter Pupils work with fossils/images of fossils as well as considering historical evidence to find out about Mary Anning’s achievements. Within the context of the time period, they consider her age and gender and how these would have been barriers. They consider the importance of her achievements and how we can help with remembering her today.	Christopher Columbus Finding out about events and people beyond living memory. Pupils start by sequencing before moving on to looking at motivation and the significance of his achievements, both for the time and for today. They investigate which parts of the world he explored, before considering his treatment of indigenous peoples and cultures. Pupils finally look at different interpretations of the explorer.
Key vocabulary	Artefact, century, decade, different, evidence, historian living memory, memory, modern, now, past, present, remember, sequence, similar, source, special, museum, curator		Artefact, century, evidence, stone, cliffs, fossils, Lyme Regis beach, Lyme Bay, then, past, now, present, chronological, sequence, historical significance, event, achievements, remember, memorable, character, qualities, talent, resilience, determination, discovery, important, influence	Achievement, determination, discovery, equipment, event, exploration, explorer, voyage, navigator, New World, route, native peoples, indigenous, historical, significance, living memory, past, present, qualities, remember, resilience, sequence, timeline
Year 2	Unit 1		Unit 2	Unit 3
Unit	Man’s First Moon Landing Pupils look at sources of evidence to ask how we know that man has been to the moon. They consider the motivations of Neil Armstrong and the other astronauts. Using further sources of evidence, they sequence the events of the lunar landing and explore what the astronauts did on the moon. As well as identifying the achievements of NASA and the astronauts, pupils consider whether the achievement justify the cost of space exploration.		The Great Fire of London Pupils learn about key historical figures as well as a key events linked to the Great Fire. They contrast London in the past and the present and apply this to understanding the events during the fire. Pupils access secondary and primary sources of evidence to reconstruct the past. They also develop their understanding of cause and consequence as well as develop empathy for those affected by the fire.	Rosa Parks Pupils begin by using primary sources of evidence to find out about the actions of Rosa Parks on 1 st December 1955. Pupils go on to find out about her motivation, including learning about her early life and her characteristics, as well as finding out about and considering the forms of discrimination that Rosa faced and the impact of these. Pupils use images to identify the impact of Rosa’s actions through the events following Rosa’s arrest; what happened the week after she refused to give up her seat? What

			happened over the next year? What happened over the next 70 years?
Key vocabulary	historians, evidence, footprint, moon landing, lunar, astronaut, voyage, journey, launch, separation, Saturn V, Eagle Landing, flag, command module, NASA, spacesuit, Buzz Aldrin, rock samples, commemorating, achievement	Past, present, then now, change, Thomas Farynor, Pudding Lane, King Charles, Samuel Pepys, weather, cramped, crowded, thatched, overhanging, buildings, fire-fighting, fire-buckets, squirts, fire hooks, fire-break, gunpowder, homeless, relief fund, Christopher Wren, rebuild, tented communities, possessions	segregation, discrimination, racism, historical, significance, living memory, past, present, qualities, motivation, boycott, resilience, influence, impact, cause and effect, civil rights movement, sequence, timeline, remember
Year 3	Unit 1	Unit 2	Unit 3
Unit	From Stone Age to Iron Age Pupils learn about the earliest hunter-gather settlers in Britain. Pupils identify the most significant changes during the neolithic period, including farming. Using archaeological evidence, pupils study Skara Brae and find out about the community. Pupils also use archaeological evidence to make predictions about why Stonehenge was built. Finally, pupils study an Iron-Age fort, reconstructing life and identifying changes from Stone-Age to Iron-Age.	Ancient Civilisations: Egypt In this unit, pupils interpret evidence, including pyramids, hieroglyphics, papyrus rolls and artefacts found in tombs, to learn about the attitudes, beliefs, and ways of life of the ancient Egyptians. Pupils use maps to make deductions about the importance of the Nile Valley as a resource for the Egyptians. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship, and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	The Roman Empire in Britain Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain. They learn about the Celtic reactions to the invasion, including considering alternative interpretations of Boudica. Pupils Explain why the Romans needed a powerful army, identifying features of a Roman soldier's equipment and daily life in the Roman army. Pupils learn how the Romans changed the way people lived their lives, and how archaeological evidence is used to reconstruct the lives of Romans. Comparing Roman life to today, pupils learn how Romans still influence lives today.
Key vocabulary	Stone Age, BC, AD, Prehistory, period, Paleolithic, Mesolithic, Neolithic, Archaeological evidence, limitations, artefacts, deduction, hunter, gather, settler, tools, farming, flint, pottery, crops, taming wild animals, change, continuity, similarities, differences, Skara Brae, settlement, Shetland, fishing, cattle, Stonehenge, construction, Iron-Age, hill fort, tribes, king/chief, reconstruction, chronological	Ancient civilization, Archaeological evidence, pyramids, desert, hieroglyphics, papyrus rolls, artefacts, tombs, looting, Nile Valley, annual flooding, canal, ditch, fertile soil, papyrus plants, fishing, transport, bricks, pots, Howard Carter, Tutankhamun, mummification, stages of mummification, preserve, canopic jars, ceremony, Book of the Dead, priests, afterlife, gods, goddesses, creation myth	Invasion, emperor, Ceasar, Claudius, map, timeline, raw materials, corn, iron, personal motivation, empire, Roman, Celt, tribe, Boudica, interpretation, warrior, soldier, army, oranisation, pay, equipment, maneuvers, drills, artefact, coin, pottery, tesserae, bone, mosaic, archaeological evidence, dig, villa, Fishbourne, Silchester, taxation, legacy, toads, place-names, buildings, calendar, money
Year 4	Unit 1	Unit 2	Unit 3
Unit	A local history study of Crystal Palace and the Great Exhibition Investigating local history during the Victorian period, pupils begin by using primary and secondary sources of evidence to find out about the Great Exhibition in Hyde Park, including its significance and popularity. They learn about its relocation to Sydenham, and the changes that consequently happened in the area which later became known as Crystal Palace. They continue to use primary sources of evidence to find out what happened to the Crystal Palace in 1936 when it was destroyed by fire. Finally they look for evidence in their local area including place names, visiting Crystal Place Park and looking for evidence in the landscape/stonework, and visiting the Crystal Palace Museum.	Anglo-Saxon Britain On a timeline, Pupils identify 4th C, when Roman troops were still in Britain until 8thC when the word English was then used to describe people of South Britain, identifying between these periods, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. Pupils develop their understanding of why people invade and settle, learning about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. Pupils consider the question 'Just how great was Alfred the Great' using sources if evidence to find out about his achievements and considering historical interpretation.	What was life like in Tudor Britain? During this unit Pupils look at portraits of Henry VIII and portraits of Elizabeth I as sources of evidence, considering interpretations and perceptions. Pupils learn about Henry VIII's divorce and break with Rome, and consider his motivations. They investigate and compare the lives of Tudor rich and poor, as well as studying what can we learn about Elizabethan England by studying how they enjoyed their leisure time. Pupils also learn about the defeat of the Spanish Armada, and consider how a small English fleet was able to defeat the Spanish.
Key vocabulary	Primary and secondary sources of evidence, Victorians, Queen Victoria, Prince Albert, Joseph Paxton, design, The Great Exhibition, Hyde Park, temporary, glass panes, iron, Crystal Palace, international exhibit, inventions, manufactured products, industrial revolution, culture, railway network, travel, one shilling ticket, map, relocation, Sydenham, stonework	Angles, Britons, convert, empire, invasion, Kingdom, missionary, paganism, Christianity, Pope, Romans, Saxons, settlement, settlers, Vikings, raiders, Alfred the Great	Tudor, Henry VIII, ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Catherine of Aragon, Anne Boleyn, divorce, Rome, historical deductions, reliability, audience, purpose, propaganda, accuracy, inventory, Spanish Armada, overseas exploration, fleet
Year 5	Unit 1	Unit 2	Unit 3
Unit	Life in Victorian Britain Pupils study the main changes that took place during Victorian Britain, including changes to transport, factories and mines and urbanisation. They learn about how different classes were	Ancient civilisations: Greece Pupils begin by placing Ancient Greece on a timeline, relative to other periods they have studied. They identify the sources of archaeological evidence that tell us about Ancient Greece,	1,000 years of Crime and Punishment This post-1066 thematic unit provides pupils with a broad chronological sweep of nearly a thousand years of Crime and Punishment. Pupils start by looking at community justice during

	affected by industrialisation including considering conditions for factory workers. Pupils learn about the changes in transport also comparing who these changes benefitted most. They also look at the impact of changes to town and country life. Pupils learn about characteristic features of Victorian society such as schools and workhouses. Weighing up what they have learnt about the Victorian era, pupils finally consider the question 'were the Victorian times a Dark Age or a Golden Age'?	including pottery and paintings on pottery. Pupils also look at contrasting interpretations. Pupils look at examples and use these to explore aspects of Greek society such as warfare, the role of women and slavery. They consider the question 'What did the Greeks do for us? They evaluate evidence analysing a story for evidence of Greek-origin words as well as debating to discover the greatest Greek and planning their own Greek legacy museum.	the Middle Ages, linking this back to their learning of Saxon justice in Yr4. Pupils discover stories about crime and how it changed through the ages, and about criminals and how fairly they were dealt with. Pupils debate, relating issues to themes around citizenship. This topic helps pupils to develop a deeper understanding of historical concepts: change continuity, turning points.
Key vocabulary	Victorians, Queen Victoria, industrialisation, change, transport, railways, network, Brunel, differences, factories, mines, pollutions, Charles Dickens, urban, rural, leisure, workhouse, schoolroom, cane, slate	Ancient Greece, Athens, Crete, Sparta, pottery, society, warfare, role of women, slave, trade, Battle of Marathon, Persia, Sparta, philosopher, democracy, assembly, politician, Parthenon, Olympics, architecture, language,	Criminal, Middle Ages, theft, violence, homicide, Saxon, justice, system of justice, community, trial by combat, Robin Hood, outlaw, capital punishment, fine, whipping, imprisonment, sheriffs, vagrancy, witchcraft, religious practices, stocks/pillory, ducking stool, branding, highwaymen, smuggling, poaching, police, prison reform, transportation car crime, cyber crime
Year 6	Unit 1	Unit 2	Unit 3
Unit	<p>Black and British</p> <p>In this thematic unit, pupils learn about the first Black people in Britain; Roman soldiers during the Roman Britain period. Pupils then use sources of evidence to find out about the role of John Blanke in the Tudor courts. Moving through time pupils learn about Britain's role in the transatlantic slave trade and the impact this had on Black Africans during this period. Moving through time again, pupils look at the contribution of Black People during World Wars I and II. They focus on exploring the lives of Walter Tull, Ulrich Cross and Lilian Bader. From Windrush to "Notting Hill", pupils then consider what was the experience of the first post-war Black immigrants?</p> <p>Finally pupils identify ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.</p>	<p>Britain at War: The Home Front 1939-45</p> <p>Pupils learn about the different reasons why Britain went to war in 1939. They explore the reasons why children were evacuated and the experiences of those who were evacuated. Through using artefacts and other primary sources, they investigate the experiences of families during the Blitz and how Britain was able to stand firm against the German threat. Pupils then question the reliability of sources, considering the government use of censorship and propaganda. Finally, pupils use primary sources to research how VE day was typically celebrated.</p>	<p>Benin</p> <p>Pupils begin by locating Benin on a map and on a timeline alongside other periods they have studied, including Ancient Egypt and Anglo-Saxon Britain. Pupils make comparisons between Benin and Anglo-Saxons. Pupils learn to make deductions and inferences about Benin 1000 years ago from visual clues and understand that written accounts come from four or five hundred years later. They use maps of Benin City to identify and locate important landmarks e.g. Oba's palace. Pupils make further deductions through a case study about one of the Benin bronzes; what changes took place when the European settlers started trading? Pupils learn about the events of 1895 when Benin closed trade routes for spices and palm oil and the clash between Victorian empire builders and Benin. Finally, pupils consider the question should the bronzes be returned to Benin?</p>
Key vocabulary	Roman Empire, Roman Britain, soldiers, invasion, Henry VII, Henry VIII, Tudor court, John Blanke, trumpeter, status, slave, slave trade, transatlantic, Black African, plantation, Caribbean, discrimination, World War I, World War II, Air Force, navy, army, Walter Tull, Lilian Bader, Ulrich Cross, prejudice, Empire Windrush, Floella Benjamin, Brixton riots, 'Black Lives Matter' campaign	World War I, World War II, Hitler, invasion, appeasement, Chamberlain, evacuation, evacuees, experience, Air Force, civilian damage, Blitz, gas mask, Home Guard, rationing, air-raid shelters, home front, Blitz Spirit, censorship, propaganda, VE Day,	Benin, Nigeria, Africa, Egypt, civilization, empire, bronze, copper, ivory, deduction, inference, Benin City, European traders, Oba, Dutch, Portuguese, brass plaques, chief, craftsmen, coral, pepper, leopard skins, slaves, spices, palm oil, Victorians, Captain Phillips, Benin Bronze