

## History Curriculum Overview

<b>Reception</b> (Skills progressing from left to right)	<b>Related Early Learning Goal: Understanding the World - Past and Present</b>			
	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>			
	<ul style="list-style-type: none"> <li>- Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London".</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about people around them in good detail, describing their roles, interests or news about them.</li> <li>- Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake"</li> <li>- Understand that the past is the time "before now".</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then".</li> <li>- Listen to, respond and ask questions about fiction &amp; non-fiction books about characters from the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest reasons why people's lives were different in the past, making more thoughtful links, e.g. We don't have photographs of Jesus because cameras didn't exist then.</li> <li>- Have a personal interest in a particular character/period/area of the past that they are knowledgeable about.</li> <li>- Make links between how events in the past have influenced our present, e.g. When listening to stories talk about how they are the same or different to today.</li> </ul>
	<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>
<b>Year 1</b>	Overall Theme: This is Easebourne  History Enquiry Question: Is there any difference between our school today compared to the time of your parents or grandparents?  Focus Significant Historical Individual: Pupils own Parents and Grandparents	Overall Theme: Life in a City  History Enquiry Question: How did the Great Fire affect London?  Focus Significant Historical Individual: Samuel Peyps		Overall Theme: Around the World in x days  History Enquiry Question: How has the invention of flight changed the world?  Focus Significant Historical Individual: Amy Johnson
<b>Year 2</b>	Overall Theme: Easebourne  History Enquiry Question: Is Cowdray Castle a Castle?  Focus Significant Historical Individual: Owners of Cowdray over time.	Overall Theme: Australia  History Enquiry Question: How has communication changed through time?  Focus Significant Historical Individual: Alexander Graham Bell		Overall Theme: Beside the Sea  History Enquiry Question: What did Grace Darling do that made her famous and how is she remembered today?  Focus Significant Historical Individual: Grace Darling
<b>Year 3</b>	Overall Theme: Stone Age, Bronze Age and Iron Age  History Enquiry Question: When do you think it was better to live... Stone Age, Bronze Age or Iron Age?  Focus Significant Historical Individual: Cheddar Man	Overall Theme: North America  History Enquiry Question: Who discovered America first and how did they do it?  Focus Significant Historical Individual: Christopher Columbus		Overall Theme: Maya Civilisation  Historical Enquiry Question: How similar and how different are Maya Civilisation and Stone Age Britain?  Focus Significant Historical Individual: Pakal the Great

<p><b>Year 4</b></p>	<p>Overall Theme: Ancient Civilisations (including depth study of Ancient Egypt)</p> <p>History Enquiry Question: How did religion affect life in Ancient Egypt?</p> <p>Focus Significant Historical Individual: Howard Carter</p>	<p>Overall Theme: Ancient Greece</p> <p>History Enquiry Question: What is the most important legacy of the ancient Greeks?</p> <p>Focus Significant Historical Individual: Cleisthenes</p>	<p>Overall Theme: Romans</p> <p>History Enquiry Question: How did the Romans change life in Britain?</p> <p>Focus Significant Historical Individual: Boudicca</p>
<p><b>Year 5</b></p>	<p>Overall Theme: Anglo Saxons</p> <p>History Enquiry Question: How was Anglo Saxon England ruled?</p> <p>Focus Significant Historical Individual: Alfred the Great</p>	<p>Overall Theme: Volcanoes and Earthquakes</p> <p>History Enquiry Question: which significant historical volcanic eruption do you think had the biggest impact?</p> <p>Focus Significant Historical Individual: Pliny the Younger</p>	<p>Overall Theme: Vikings</p> <p>History Enquiry Question: Did the Vikings deserve their reputation?</p> <p>Focus Significant Historical Individual: King Guthrum</p>
<p><b>Year 6</b></p>	<p>Overall Theme: Kings and Queens</p> <p>History Enquiry Question: How has the power of British monarchs changed since 1066?</p> <p>Focus Significant Historical Individual: William the Conqueror, King John, Charles I, William III and Mary II, Queen Anne, Queen Elizabeth II, King Charles III</p>	<p>Overall Theme: Polar Regions</p> <p>History Enquiry Question: Why and how did explorers go on expeditions to Antarctica?</p> <p>Focus Significant Historical Individual: Ernest Shackleton</p>	<p>Overall Theme: Local History Study</p> <p>History Enquiry Question: How has Midhurst High Street changed over time?</p> <p>Focus Significant Historical Individual: N/A</p>