



FEDERATION CURRICULUM OVERVIEW – BEING A HISTORIAN



	<p style="text-align: center;"><u>Year One</u> Now and then-Grandparents</p> <p style="text-align: center;"><i>Locality - school</i></p>	<p style="text-align: center;"><u>Year Two</u> Famous people who have contributed to life today – Bentley, Guy Fawkes, Wright brothers</p> <p style="text-align: center;"><i>Locality – History of Crewe- Bentley History of the fire of Nantwich</i></p>	<p style="text-align: center;"><u>Year Three</u> 1) Stone Age to Iron Age 2) Ancient Greece</p> <p style="text-align: center;"><i>Locality – Prehistoric Age evidence in Sandbach and Beeston</i></p>	<p style="text-align: center;"><u>Year Four</u> 1) Roman Empire and its impact on Britain 2) The achievements of the earliest civilisations e.g. Ancient Egyptians</p> <p style="text-align: center;"><i>Locality – Crewe Railway Roman evidence in Chester</i></p>	<p style="text-align: center;"><u>Year Five</u> 1) Anglo-Saxons and Scots 2) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. crime and punishment, leisure and entertainment in the 20th century</p> <p style="text-align: center;"><i>Locality – Anglo Saxon evidence within the UK- Wirral</i></p>	<p style="text-align: center;"><u>Year Six</u> 1) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 2) A non-European society e.g. Maya/Islamic civilisation</p> <p style="text-align: center;"><i>Locality- Viking evidence within the UK- York</i></p>
INTENT	Build on prior historical knowledge skills and understanding. To understand that history is the past. Use pictures to identify onbjects from the past.	Build on prior historical knowledge, skills and understanding. To understand how significant people from the past influence present celebrations. To learn facts a major local and national event – The Great Fire.	Build on prior historical knowledge, skills and understanding. To develop historical vocabulary and focus on the prehistoric and ancient Greek life.	Build on prior historical knowledge, skills and understanding. To develop the pupil’s understanding of chronology and focus on ancient Roman and Egyptian life.	Build on prior historical knowledge, skills and understanding. To enhance the pupil’s understanding of chronology and focus on Anglo-Saxon life.	Build on prior historical knowledge, skills and understanding. Prepare pupils for their next stage in learning. To focus on life in ancient Mayan times and in Britain during Viking times.

<p>Chronological understanding</p>	<p>I explain how I have changed since I was born. (map out own chronology)</p> <p>I can create a simple chronology of my family going up to grandparents</p> <ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? <p>Know that Gainsborough school has been around for over 50 years</p> <ul style="list-style-type: none"> • Using pictures and phrases like: old, new and a long time ago? <p>Recognise some objects belonged to the past and give a simple sentence explaining their function?</p> <ul style="list-style-type: none"> • Can they retell a familiar story set in the past? • <p>Can they explain how they have changed since they were born?</p>	<p>Can they sequence events about the life of a famous person?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order – fire of Nantwich</p> <p>Label an object from the past and describe its function.</p> <p>Compare both past and present objects and identify similarities and differences. (Nantwich)</p>	<ul style="list-style-type: none"> • Can they use a timeline within a specific time in history to set out the order things may have happened? <p>Can they describe events and periods using the words: BC, AD and decade?</p> <ul style="list-style-type: none"> • Can they sequence events from the past using dates when things happened? • <p>Can they describe events and periods using the words: ancient and century?</p> <p>Describe how stone aged paintings depicted everyday life</p> <p>Can they use their mathematical knowledge to work out how long ago events would have happened?</p>	<p>Place periods of history on a timeline showing periods of time?</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • <p>Can they sequence a set of events of the Roman invasion on Britain in chronological order.</p> <p>Can they describe significant events within the period of the Roman invasion on Britain</p> <p>Explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>I can explain the importance of the tomb of Tutankhamen</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>I draw a timeline with different historical periods showing key historical events up to the end of the Anglo Saxon period.</p> <p>I place features of historical events and people from the past societies and periods in a chronological framework.</p>	<p>I draw a timeline with different historical periods showing until end of the Viking raids.</p>
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<p>Knowledge When? Where? Why?</p>	<p>I know that my grandparents lived before me</p> <p>I find out things about the past by talking to an older person.</p> <p>I use words and phrases like: before, after, past, present, then and now</p>	<p>I know that the historical people lived before me</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? – written account of life cycle – human</p> <p>Can they use words and phrases like: before I was born, when I was younger?</p>	<p>I can simply explain that the prehistoric period occurred after the dinosaurs and Ice age.</p> <p>I know there are three main time periods in the Prehistoric period</p> <ul style="list-style-type: none"> • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? 	<p>I know that Britain was invaded by the Romans</p> <p>I identify where the Roman came from and why they invaded.</p> <p>I can show on a map where the Romans settled in England.</p> <p>Understand that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Can they use a range of appropriate words and phrases to describe the conquest of Briton like: invasion, conquering, settlers, rebellion territory ,</p> <p>Write an account of the lives of at least two famous Romans.</p> <p>Give a brief recount the life of Tutankhamen.</p>	<p>I know that Britain was invaded on more than one occasion.</p> <p>I explain where the Anglo-Saxons came from and why they invaded.</p> <p>I can show on a map where the Anglo-Saxons settled in England.</p> <p>Write a detailed account of least two famous Anglo-Saxons and describe the impact they had within the Anglo-Saxon period</p>	<p>I know that Britain was invaded on more than one occasion.</p> <p>Write a report explaining where the Vikings came from and why they invaded.</p> <p>I show on a map where the Vikings came from and where they invaded our country. Viking settlement in York.</p> <p>I know that the Anglo-Saxons and Vikings were often in conflict</p> <p>I explain why the Vikings often overpowered the Anglo-Saxons.</p> <p>I research in order to between two or more periods of history.</p>
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<p>What was life like?</p>	<p>I give examples of things that were different when my grandparents were children.</p>	<p>I research the life of a famous person from the past using different sources of evidence.</p>	<p>I describe what a typical day would have been like for a stone age man, woman or child.</p> <p>I describe what a typical day would have been like for an ancient Greek</p> <p>Use various sources to piece together information about how stone age people hunted for their food and what they ate.</p> <p>Describe how weapons were important in prehistoric times</p> <p>Research similarities and differences in daily life during the stone, bronze and iron ages.</p> <p>I know about the struggle between the Athenians and the Spartans.</p> <p>I know that the Greek Gods were an important Part of the Greek culture.</p>	<p>I describe what a typical day would have been like for a Roman man, woman or child and present my findings to an audience</p> <p>I describe what a typical day would have been like for an Egyptian man, woman or child and present my findings to an audience</p> <p>Use various sources I can explain how people who lived in the past cooked and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>I can explain a few reasons why the Romans were successful invaders.</p> <p>I explain why the Romans needed to build forts.</p>	<p>I explain what a typical day would have been like for an Anglo Saxon man, woman or child and present my findings to an audience</p> <p>I know the link between Anglo-Saxons and Christianity.</p> <p>I know that many Anglo-Saxons were farmers.</p> <p>I explain how the lives of wealthy people were different from the lives of poorer people through the social history study (homes, food, clothes)</p> <p>I can explain reasons why the Anglo Saxons were successful invaders.</p>	<p>Using research I can find similarities and differences between daily life in Anglo Saxon and Viking times.</p> <p>Use various sources I can clear explain why the Vikings were successful invaders.</p>
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<p>How it impacted on the current day</p>	<p>Do they appreciate that some famous people from their grandparent era who have helped our lives be better today?</p> <p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p>	<p>I explain how some people have helped us to have better lives.</p> <p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>I recount the life of someone famous from Britain who lived in the past.</p> <p>I can explain what they did earlier and what they did later in their life.</p>	<p>Describe the contributions the prehistoric period influenced life today .</p> <p>I explain about some of the things that the Greeks gave the world.</p> <p>I know that the Greeks were responsible for the birth of the Olympics.</p>	<p>I summarize how Britain may have learnt from other countries and civilizations (historically and more recently) Romans and Egyptians</p> <p>I explain at least three things that the Romans did for our country and evidence them in our locality.</p>	<p>I know that the Anglo-Saxons gave us many of the words that we use today.</p> <p>I explain how an event or events from the past has shaped our life today.</p> <p>I describe changes in an aspect of social history e.g. crime and punishment from the Anglo Saxons to now or leisure and entertainment in the 20th century</p>	<p>I can explain how many of the early civilizations gave much to the world.</p>
<p>Historical enquiry</p>	<p>Can they spot old and new things in a picture?</p> <ul style="list-style-type: none"> • Can they answer questions using an artefact/ photograph provided using phrases like: old, new and a long time ago? • Can they give a plausible explanation about what an object was used for in the past <p>Can they begin to identify the main differences between old and new objects</p>	<p>Using pictures pupils can identify differences between life then and now.</p> <p>Using my historical knowledge I can explain what an object from the past might have been used for.</p> <p>Can they answer questions by using a specific source, such as an information book?</p>	<p>Do they recognise the part archaeologists have had in helping us understand more about what happened in the past?</p> <ul style="list-style-type: none"> • Can they research a specific event from the past? 	<p>I use research skills to find answers to specific historical questions about our locality e.g. railways</p> <p>Collect evidence of Roman habitation from a field trip.</p>		

		<p>Can they research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>Collect evidence of the Fire of Nantwich from a field trip</p>				
Local History	I talk about someone famous who was born or lived near our town.	<p>I know why there is a monument to a famous person or event in the town centre.</p> <p>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? Walter Owen Bentley,</p> <p>I know where and why the Fire of Nantwich occurred.</p> <ul style="list-style-type: none"> • Can they recount some interesting facts from an historical event -the Great fire of Nantwich <p>Locate historical evidence around Nantwich and explain its significance.</p>	Use pictures to identify evidence of New Stone Age, near Congleton, and Bronze Age, occupation of upland hill sites at Beeston Castle ¹ and Eddisbury hill fort.	<p>I appreciate how Chester today has been shaped by what happened in the past.</p> <p>I talk about the impact that one of these periods of history had on the world.</p> <p>Know Crewe railway station was opened in 1837 and is one of the most historically significant railway stations in the world</p> <p>Explain how Crewe railway has shaped and continues to shape our locality.</p>	<p>Using historical artefacts, explain how we know the Anglo Saxons settled in Sandbach.</p> <p>I describe events from the past using dates when things happened.</p>	