



**MACAULAY CE SCHOOL
HISTORY OVERVIEW**

	AUTUMN	SPRING	SUMMER
Nursery	<p>All About Me To talk about and recognise themselves as unique. To recall past and present experiences and begin to make sense of their own life-story and family’s history. To show interest in different occupations.</p> <p>Festivals of Light To develop positive attitudes about the differences between people as they learn about Hindus and Jews, and their festivals. Familiarise with the origin of the stories of Diwali and Hanukkah, which happened in the past and are celebrated in the present.</p>	<p style="text-align: center;">It’s Cold Outside</p> <p>To recall past and present experiences and begin to make sense of their own life-story and family’s history.</p>	<p style="text-align: center;">Changes</p> <p>To know, recognise and talk about their experiences, past and present since they were a baby. To continue to make sense of their own life-story and family’s history and compare and contrast what they can do now, and over time.</p>
Reception	<p>Me and My School To talk about some similarities and differences between schools in the present and schools in the past.</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read</p>	<p>Once Upon a Time The Natural World Who is Mary Anning? Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and</p>	<p>Under the Sea Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in</p>

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	in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	storytelling. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	the past. Compare and contrast characters from stories, including figures from the past.
<i>Year 1</i>	Bonfire Night! Architecture, the creation and history of the houses of parliament, the gunpowder plot, treason To explain who Charles Barry is and to understand why he is famous. To retell the story of the gunpowder plot and to understand Guy Fawkes involvement. To reflect on our understanding of the gunpowder plot and understand how it is remembered now	Travel and Transport: Own travel, how people in the past travelled, Viking longboats, a history of cars, trains, and flight and pioneers in history – Wright brothers, George Stephenson, Bessie Coleman.	Kings and Queens: How we know who William the Conqueror was and when he lived. Focus on the Bayeux Tapestry. The story of the Battle of Hastings, why William won and the impact his rule had on changing Britain. Comparative study of William the Conqueror and Prince William today, the role of modern monarchy.
<i>Year 2</i>	Heroes of the Past In this unit children will learn about female heroes from the past. They will look at the lives and achievements of Marie Curie, Amelia Earhart, Rosa Parks, Lillian Bader and Mae Jemison. They will look at a range of sources about these figures including autobiographies and compare the different times and places that they lived in.	Fire, Fire Children will learn about the events of the Great Fire of London, in part through role play. They will order events on a timeline and make comparisons between different points during the fire and now. They will begin to think about Samuel Pepys’ diary and consider how reliable of a source this is.	Two Nurses To know who Florence Nightingale and Mary Seacole were, and when they lived. To understand their importance and their contributions to the development of nursing. Comparative study of Nightingale and Seacole. Considering the differences between hospitals in Victorian times and today, thinking about how we find information from the past. Consider how medical practices have moved on.

<p>Year 3</p>	<p>Stone, Bronze, Iron How long humans have lived in Britain, Contrasting the early and late Bronze Age and researching the Stone Age and Neolithic times noting changes in Britain from the Stone Age to the Iron Age and changes in Britain from the Stone Age to the Iron Age.</p>	<p>Ancient Greece The spread of the ancient Greek empire 4000 years ago, influence on the modern world: new ideas for government, science, religion, and art. Athens and Sparta, similarities and differences, Greek gods and goddesses, Olympic games then and now.</p>	<p>Ancient Egypt The Nile 5000 years ago and its impact on fresh water, food, farming and transport, Ancient Egyptian religious beliefs including Egyptian Gods, mummification and afterlife, hieroglyphs. The hierarchical structure of ancient Egypt, from pharaohs at the top of the pyramid to unskilled workers, slaves and farmers at the bottom.</p>
<p>Year 4</p>	<p>The Romans in Britain The topic will start by putting the Romans in context, both geographically and chronologically. It will move on to look at the events of the Roman invasion. Children will research the rebellion of Boudicca, look at different sources, and understanding that sources can contradict each other. The topic will then go on to look at developments that the Romans brought to Britain, and the legacy of the Romans found in London today.</p>	<p>Anglo Saxons explore Anglo-Saxon invaders as settlers in Britain. We will begin by exploring key questions about who they were and where they came from. As historians, we will examine evidence to draw conclusions about daily life for Anglo Saxon's, including art and culture, drawing comparisons with our modern day lives. We will expand our research skills to uncover what England was like during the time of the Anglo Saxons and the role of London. Finally, we will use our skills as historians to enquire about the mystery of the Sutton Hoo burial site and draw conclusions about who was buried there and why</p>	<p>Vikings Following on from the Anglo Saxons, Vikings will be set within the context of the Anglo-Saxon rule of the UK. Children will begin by exploring who the Vikings were and where they were from. As we look at different historical perceptions and representation of the Vikings, we will debate whether these perceptions are correct and explain why/why not. Additionally, we will examine how Viking customs, beliefs and settlements differed, to decide if they were barbarians or cultured.</p>
<p>Year 5</p>	<p>Power to the People Children will learn about the structure of Parliament and explore what it means to be part of a 'democracy' and to have a right to vote on important issues. They will also</p>	<p>From Darkness to Light (WW2) Timeline of WW2, how and why war started, Chamberlain speech. Life during the war, rationing, adapted recipes, allotments. School and children's life, evacuees.</p>	<p>The Mayans In this unit children understand when and where the Maya civilisation took place. They will explore what a Mayan settlement was like including their homes, food, language</p>

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	<p>identify how the role and power of Parliament has evolved over time. We will focus on the Suffragette movement as an important historical event for establishing women's suffrage. Finally, we will compare the UK</p>		<p>and sports. Children will explore the city state of Chichen Itza to better understand this civilisation and they will learn about the belief system and ritual practices that were such an important part of Mayan culture.</p>
<i>Year 6</i>	<p>Benin 1200 CE Children will look at the ancient Kingdom of Benin and compare these to other civilizations that they have studied. They will explore To identify how Benin became so powerful, the art of Benin as a historical artefact and how the city was ruled and the decline of Benin. Children will debate whether or not they think Britain should be returning every artefact they removed from other countries to them.</p>	<p>Crime and Punishment Children will study how criminals were punished 800 years ago, how crimes and punishments changed between 1500 and 1750, the reasons why punishments became so gruesome in the 18th century and explain the change in crime and punishment in the 19th century. Children will also debate if Should Facial Recognition Be Used Against Crime.</p>	<p>Freedom In this unit children will understand Britain's place in the Slave Trade and how abolitionists finally passed the Abolition of Slavery Act in 1833. They will look at the impact of the slave trade the conditions that many slaves were living in. They will learn about the work of abolitionists and construct informed responses based on a range of historical sources.</p>