

Clifton Upon Dunsmore CE Primary School

History Curriculum Overview (from September 2026)

Year Group	Autumn Term	Spring Term	Summer Term
Reception	<u>How places change over time</u>	<u>History of Transport</u>	<u>History of Space Exploration</u>
<u>Skills to be taught throughout all units in KS1 where applicable</u> H1 I can understand what chronological order is and place events on a time line H2 I can identify similarities and differences between ways of life in different periods H3 I can understand and use historical terms and vocabulary H4 I can use different sources to find out about life in the past H5 I can think of questions to ask people to find about history in living memory			
Year 1 NC	<u>Childhood (Toys/school)</u> <i>Awareness of the past, using common words and phrases relating to the passing of time</i> <i>Where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i> <i>Significant historical events, people and places in their own locality</i>	<u>Kings and Queens</u> <i>Events beyond living memory that are significant nationally or globally</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Compare aspects of life in different periods</i>	<u>Significant people in past – Nurses/NHS</u> <i>Lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Awareness of the past, using common words and phrases relating to the passing of time.</i>
Year 1 I can	1. I can describe features of different toys. 2. I can recognise old and new toys and compare two toys from different time periods (identifying similarities and differences and begin to suggest reasons for this) 3. I can think of questions to ask people about their childhood. 4. I can compare photos of a place in the local area at different times (Clifton village) 5. I can understand how schools have changed over time	1. I can understand the chronology of various significant British kings and queens, and be able to place some in the correct order. 2. I can recall some key facts about the different monarchs 3. I can make comparisons between the lives of Elizabeth I and Queen Victoria. 4. I can talk about how we know about the lives of some significant people in history, and use historical facts to support this.	1. I can talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. 2. I can have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived. 3. I can recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell. 4. I can begin to understand the criteria of what makes a person historically significant
Year 2 NC	<u>WW1 and Remembrance</u> <i>Awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past</i> <i>Find out about events beyond living memory that are significant globally and nationally</i>	<u>Exciting Explorers</u> <i>Lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>	<u>The Great Fire of London</u> <i>Events beyond living memory that are significant nationally or globally</i> <i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>
Year 2 I can	1. I can talk about some of the key events and countries involved in the First World War 2. I can explain the significance of Walter Tull in history and talk about their lives 3. I can recall key facts about the First World War and the experiences of soldiers and animals in the trenches 4. I can explain the importance of women working on the Home Front during the First World War	1. I can compare the ways in which we can find out about the recent past and also about explorers from long ago 2. I can describe the key events and achievements in the lives of the explorers Matthew Henson, Felicity Aston and Neil Armstrong 3. I can make some simple comparisons between explorations in the recent and more distant past	1. I can talk about some of the key events of the Great Fire of London. 2. I can understand why the Great Fire of London spread and eventually stopped 3. I can explain how we know about the Great Fire of London from a variety of primary sources. 4. I can understand how London has changed, including its buildings, people and transport over time.

	5. I can talk about the significance of Remembrance Day, when it happens and why.	4. I can understand how sometimes views about these significant people can change over time.	
<u>Skills to be taught throughout all units in KS2 where applicable</u> H1 I can understand chronology and how it relates to local, British and World History H2 I can identify connections, contrasts and trends over time H3 I can use and understand historical terms and vocabulary H4 I can use a variety of different sources to investigate the past. H5 I can devise historical questions to investigate a line of enquiry H6 I can create written responses that include relevant historical information			
Year 3 NC	<u>Stone Age to Pre-historic Britain</u> <i>Changes in Britain from the Stone Age to the Iron Age. Appropriate use of historical terms. Address and sometimes devise historically valid questions</i>	<u>Ancient Egyptians</u> <i>A depth study of Ancient Egypt, understand how our knowledge of the past is constructed from a range of sources.</i>	<u>Ancient Maya</u> <i>A non-European society that provides contrasts with British history; Mayan civilization c. AD 900;</i>
Year 3 I can	1. I can understand what humans needed for survival in the Stone Age. 2. I can understand what was found at Skara Brae and why it is important. 3. I can understand what copper mining meant to the people of the Bronze Age. 4. I can understand how evidence about Stonehenge can give us different answers about the past. 5. I can understand how and why hillforts were developed in the Iron Age. 6. I can understand how evidence about Druids can give us different answers about the past.	1. I can find out about Ancient Egyptian life by looking at artefacts. 2. I can understand and explain the Ancient Egyptian ritual of mummification 3. I can understand how evidence can give us different answers about the past. (Tutankhamun tomb) 4. I can compare and contrast the Egyptian writing with my own 5. I can compare and contrast the powers of different Egyptian Gods	1. I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. 2. I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main Gods and know what they represented to the people. 3. I can understand how the Maya number system works. 4. I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.
Year 4 NC	<u>Romans In Britain</u> <i>The Roman Empire and its impact on Britain Chronologically secure knowledge of history Establish clear narratives within and across periods studied</i>	<u>Anglo Saxons and Vikings</u> <i>Britain's settlement by Anglo Saxons. Connections, contrasts and trends over time Knowledge of the past is constructed from a range of sources The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Appropriate use of historical terms</i>	<u>Shang Dynasty of Ancient China</u> <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Shang Dynasty of Ancient China. Understand how our knowledge of the past is constructed from a range of sources. Appropriate use of historical terms. Address and sometimes devise historically valid questions.</i>
Year 4 I can	1. I can understand where the Roman Empire began. 2. I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain. 3. I can understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made. 4. I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall 5. I can understand how the Romans technology, culture and belief influence life today	1. I can explain when and where the Vikings came from and why they raided Britain. 2. I can compare the significance of Anglo-Saxon kings during the Viking period. 3. I can compare and contrast aspects of Anglo Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments. 4. I can demonstrate an understanding of how the Vikings have shaped British culture and history.	1. I can explain when and where the Shang Dynasty existed and place it on a timeline alongside the other early civilisations. 2. I can explain why the earliest civilisations grew up beside rivers, and locate the Yellow River and the city of Anyang. 3. I can describe how Shang society was organised, from the king and royal family down to farmers and enslaved people. 4. I can explain what oracle bones were and how they tell us about Shang beliefs and early Chinese writing.

			5. I can explain what the discovery of the tomb of Fu Hao tells us about the Shang Dynasty, and about the role of women within it. 6. I can describe Shang bronze working and compare it with the craftsmanship of other civilisations I have studied. 7. I can explain how our knowledge of the Shang Dynasty is constructed from archaeological evidence, and identify what we still do not know.
Year 5 NC	<u>Ancient Greece</u> <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	<u>Elizabethans and Shakespeare</u> <i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>	<u>Local History (Rugby School/Frank Whittle)</u> <i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>
Year 5 I can	1. I can talk about when and where the Ancient Greek period took place and about what daily life was like, using appropriate historical language 2. I can explain the effects that Alexander the Great's empire had on different people 3. I can use primary and secondary source to gather information about the Ancient Greek period 4. I can demonstrate a good understanding of what life was like in Athens and Sparta 5. I can explain what is meant by a 'legacy' and name some other legacies of Ancient Greece (Olympic Games) 6. I can name some of the Greek gods and the symbols and stories associated with them, explaining what the Ancient Greeks believed and how they worshipped.	1. I can create a timeline of the Tudor dynasty 2. I can use historical evidence to say whether Francis Drake was a hero or a villain 3. I can explain why the Spanish Armada took place and why it was an important event in the history of Great Britain 4. I can use the terms 'Protestant' and 'Catholic' when explaining why there were religious tensions during Elizabeth's reign 5. I can detail why a person is known as a significant individual in history (William Shakespeare) 6. I can assess the legacy and achievements of Elizabeth I's reign	NEW UNIT to be planned
Year 6 NC	<u>The Victorians</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>	<u>Leisure and Entertainment</u> <i>To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms</i>	<u>World War II</u> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history.</i>
Year 6 I can	1. I can place the Victorian period on a timeline and explain where it sits in relation to other periods I have studied. 2. I can explain how the Industrial Revolution changed where people lived and the work they did.	1. I can describe the features of a Charlie Chaplin film 2. I can explain how the Blockbuster developed 3. I can explain what is British cinema 4. I can explain how film viewing has changed over the decades 5. I can understand what censorship is and how it applies to British cinema	1. I can explain why World War II began and order events from early World War II on a timeline. 2. I can describe what happened during some key events from World War II and evaluate and assess the reason, impact and significance 3. I can explain the Holocaust in detail and make links and comparisons to issues today.

	3. I can describe the experiences of children in Victorian factories, mines and schools, and explain how and why these changed. 4. I can explain the impact of the railways on Britain, and on Rugby and the surrounding area. 5. I can use a range of primary sources, including census records, photographs and newspaper reports, to find out about Victorian life. 6. I can evaluate the significance of Victorian reformers such as Lord Shaftesbury and explain the changes they brought about. 7. I can identify connections, contrasts and trends between Victorian Britain and life today.	6. I can evaluate how movie watching has changed over time.	4. I can explain how and why the changing role of women was significant to the war effort
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