



## History Curriculum Overview

	Autumn	Spring	Summer
Year 1	<p><b>Myself, my family and my home</b></p> <p>In this unit, children will begin thinking about the history of their own lives before beginning to think about how life in our school and village has changed over time. They will focus on changes toys and school thinking about how these have changed in living memory for their parents and grandparents before thinking further back to what these were like in Victorian times.</p>	<p><b>Travelling around the UK</b></p> <p>Children will develop their knowledge of how transport and travel has developed throughout history. They will develop their understanding of chronology by using timelines and making comparisons between old and new forms of transport. Alongside these skills, the children will also learn about two significant individuals including Amelia Earhart and, locally born, James Starley.</p>	<p><b>Buckets and Spades</b></p> <p>Children will continue to deepen their understanding of the Victorian period and learn why their town name, Leamington Spa, is prefixed by the title 'Royal' after Queen Victoria's visit in 1830. They will know that development of the railway in Victorian times enabled people to travel to the seaside more easily. Children will compare the similarities and differences between Victorian seaside holidays and modern ways of life and will understand how we learn about the past using a range of sources.</p>
Year 2	<p><b>Fire and Light</b></p> <p>In this unit, the pupils will explore significant events and people in history which are all linked to fire and light! They will start by learning about the Great Fire of London which then provides a great comparison to our local study of the Great Fire of Warwick. Linking to Bonfire Night in the autumn term, the children will find out about the Gunpowder Plot. Finally, the children will find out about the work of 'The lady of the lamp' Florence Nightingale.</p>	<p><b>Around the World</b> (Geography focus)</p>	<p><b>Shakespeare</b></p> <p>Children will use a range of sources to find out about the life of William Shakespeare; a significant individual in the local town of Stratford Upon Avon. Children will know why Shakespeare is so important in this area and be able to describe key events in his lifetime. Children will visit Stratford to see first-hand evidence of the Tudors in their locality. The children will also learn more about significant monarchs in history including Elizabeth I who was Queen of England when Shakespeare was alive. They will compare her reign and impact with Queen Victoria and Queen Elizabeth II.</p>
Year 3	<p><b>Stone Age to Iron Age</b></p> <p>In this unit, children will learn that prehistory is the time before written records began and that we know about this time from the sources of</p>	<p><b>Rivers and Mountains</b> (Geography focus)</p>	<p><b>Italy and The Romans</b></p> <p>In this unit, children will learn that the Romans invaded Britain in 43AD and that life in Britain</p>



# RADFORD SEMELE

## CoFE PRIMARY SCHOOL

A family of learners expecting the best

	evidence left behind that have been studied by archaeologists. They will start by exploring when this period fits into history then finding out more about life in the Stone Age and how we can use remains like Skara Brae and Stonehenge to find out more about the past. Finally, the children will find out how life changed during the Iron Age		significantly changed as a result of this. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule. The children will also learn about the impact of Roman ruler Lucius Septimius Severus-Rome's first African emperor. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.
Year 4	<b>Anglo-Saxons, Scots and Vikings</b> This unit is focussed on delving into the history of the Anglo-Saxons, Scots and Vikings. It begins by learning all about the Romans leaving Britain. The children will find out more about the Scots and Anglo-Saxons and why they settled in Britain. The children will learn more about their beliefs and the introduction of a Christianity as well as finding out what they can learn from the discovery at Sutton Hoo. The children will then move on to the Vikings and their life before finally discovering what happened in 1066.	<b>Polar Regions</b>  (Geography focus)	<b>Egypt and The Sahara</b> Children will learn that, whilst the Stone Age and Bronze Age hunter gathers and farmers occupied Britain, the Ancient Egyptians were achieving many great things in Northern Africa. Children will learn about Ancient Egyptian civilisation, including the importance of the River Nile, customs, traditions and religious beliefs. They will learn about the pharaohs and the process of mummification. The children will find out more about two significant pharaohs: Rameses II and Hatshepsut, one of the few female pharaohs. Children will learn how historians have found out about the Egyptians, including interpreting hieroglyphics and discovering treasures inside the pyramids.
Year 5	<b>Rainforests and Mayans</b> Children will extend their understanding of world history by comparing ways of life of the ancient Maya to life in Anglo-Saxon Britain (studied in Year 4) during this period. Interestingly, although these civilizations occurred at a similar period of time, their lives were very different. In this history unit, the children will find out about the Mayans including where they fit in history. The children will identify what archaeological remains can	<b>Natural Disasters</b>  (Geography focus)	<b>Greece</b> In this unit, children will contrast previously studied civilisations, Ancient Egyptians and Mayans. Children will explore different kinds of historical sources and evaluate their usefulness. They will learn how towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. Children will learn more about daily life including religious beliefs and contrast these to



# RADFORD SEMELE

## CoFE PRIMARY SCHOOL

A family of learners expecting the best

	teach us about this time period before learning more about Mayan beliefs and impact on the world.		previously studied time periods. They will know that the Greeks existed in a democracy and what this looked like. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics.
Year 6	<b>Victorian Warwickshire</b> Children will build upon their knowledge of the Victorians studied in KS1 through an in-depth study of life in our local area during the Victorian period. In this local history study, the children look at a range of sources to find out more about how our local area changed during the Victorian period. The children will learn more about differences in social class and find out that on the site of Warwick Hospital once stood the Warwick Workhouse. They will learn about the huge changes the Victorian period brought and how this impacted Leamington Spa. They will use a range of data including the census to explore our Victorian past further.	<b>Warwickshire at War</b> Children will study the second world war due to its impact and significance in the local area. Children will find about the events leading up to the war and the impact on the lives of men, women and children in Britain and Europe. They will learn about wartime rationing, why and where children were evacuated and what life was like as an evacuee. Children will know about and describe the key events of the Blitz, with a particular focus on Coventry and the Cathedral.	<b>Our Changing World</b> In their final theme 'Our Changing World', children will focus on significant individuals through time and their impact on the world, linking to each of our school values. Focussing on the history of prejudice and discrimination, children will build upon their knowledge of WW2, studied in spring term, to develop their understanding that a number of groups of people, all throughout history, have been victimised and marginalised due to their gender, race or religion. Children will explore the key events and key people throughout different time periods and their impact upon the world today