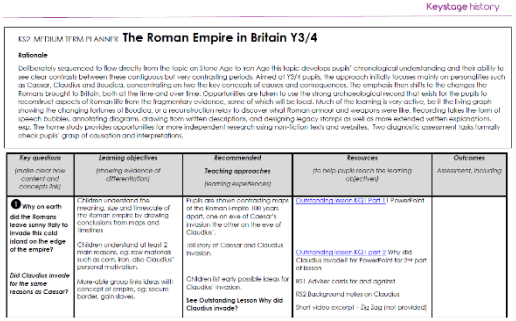
HTSS HISTORY CURRICULUM OVERVIEW

How this document works: this is our whole school history curriculum overview. The accompanying **medium-term planning document** shows more detailed lesson planning for each year group, with activities and resources. This document can be found here: **T:\Curriculum\History and Geography\History\Current\Planning\Planning Resources**


Keystage history

KS2 MEDIUM TERM PLANNER **The Roman Empire in Britain Y3/4**

Rationale

Deliberately sequenced to flow directly from the topic on Stone Age to Iron Age this topic develops pupils' chronological understanding and their ability to see clear contrasts between these contiguous but very contrasting periods. Aimed at Y3/4 pupils, the approach initially focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on two the key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence, some of which will be local. Much of this learning is very active, be it the living graph showing the changing fortunes of Boudica, or a reconstruction relay to discover what Roman armour and weapons were like. Recording takes the form of speech bubbles, annotating diagrams, drawing from written descriptions, and designing legacy stamps as well as more extended written explanations, esp. The home study provides opportunities for more independent research using non-fiction texts and websites. Two diagnostic assessment tasks formally check pupils' grasp of causation and interpretations.

Key questions (make clear how content and concepts link)	Learning objectives (showing evidence of differentiation)	Recommended Teaching approaches (learning experiences)	Resources (to help pupils reach the learning objective)	Outcomes Assessment, including
1 Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? *Did Claudius invade for the same reasons as Caesar?*	Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation. More-able group links ideas with concept of empire, eg: secure border, gain slaves.	Pupils are shown contrasting maps of the Roman empire 100 years apart, one on eve of Caesar's invasion the other on the eve of Claudius'. 1st story of Caesar and Claudius invasion. Children list early possible ideas for Claudius' invasion. **See Outstanding Lesson Why did Claudius invade?**	Outstanding lesson KS1 Part 1 PowerPoint Outstanding lesson KS1 part 2 Why did Claudius invade? for PowerPoint for 2nd part of lesson KS1 Artwiser posts for and against KS2 Background notes on Claudius Short video excerpt - Zig Zag (not provided)	

Medium term planning example

Contents

History Curriculum Statement

Intent

At Holy Trinity and St Silas (HTSS), we have designed our curriculum to support children to become caring citizens, courageous communicators and cooperative learners. A study of history encourages an understanding of diversity, change and transition. The history curriculum at HTSS allows children to develop knowledge and skills that underpin and provide a context for many other curriculum areas, and provides opportunity to support their moral, social and cultural development.

- The history curriculum has historical skills and factual knowledge at its core.
- It reflects the aims and content of the National Curriculum, at each key stage. This begins in the Early Years with the 'Understanding the World' strand of the EYFS framework.

- Historical concepts such as civilisation, continuity and change, and significance underpin the curriculum and act as a thread throughout individual units of work. These are built up from the Early Years, where children learn about concepts such as 'then' and 'now', through to KS2, with previous understanding being built upon and developed at each stage.
- Children acquire key knowledge about a range of historical periods. We want them to be able to recall this knowledge in order to show understanding of key features of a particular period, while making connections and comparisons between periods of history.
- Children should build on key skills throughout their time at school, such as asking questions, using evidence to answer questions, and draw conclusions from primary and secondary source material. They should have an understanding of how historians know about and debate the past.

Caring Citizens

- The historical learning journey is set within a diverse world understanding and context. By making connections between local and global history, the children understand the way individual and collective actions of citizens can contribute to positive change.
- Feeding throughout the units of learning from EYFS to Upper KS2 are themes of civilisation, continuity and change.
- The theme of significance is also found throughout, allowing children to question and challenge their understanding as it grows.
- The curriculum allows children to develop skills of critical analysis and debate, through opportunities to question established knowledge and sources of history, developing children's sense of agency as citizens of the world.
- Early units examine the creation of nation states and empires and are later evaluated in Upper KS2 for their impact on diverse communities and our understanding of achievement and significance.
- Year 1 to Year 3 units emphasise significant citizens of the world and invite children to explore how actions can have both local and global impact.
- It is our intention that our curriculum promotes diversity and equality; that children see themselves reflected in our curriculum (mirrors) whilst also learning about the lives and cultures of others (windows).

Courageous Communicators

- Our history curriculum aims to empower children to use language as a tool to communicate their learning, through the teaching of subject specific vocabulary and opportunities to discuss
- Central to the history curriculum are historical skills and factual knowledge, which reflect the aims and content of the National Curriculum at each key stage. This begins in the EYFS with concepts of 'now' and 'then', looking at the children's personal histories. This builds through to Year 6 with units examining diverse peoples and communities.
- Children are able to acquire key knowledge about a range of chronological historical periods, with local history case studies embedded in each year and structured progressively.
- Children will be able to gain discrete learning of different historical periods, but will also be challenged to make connections and comparisons with other units.
- Key skills will be developed, by asking questions and using topic vocabulary, as well as learning from different historical methods of enquiry.
- The history curriculum develops pupils' capacity to enquire by asking and answering questions, to communicate and debate facts and opinion, and to relay knowledge in a clear and concise manner. It also supports children to develop their critical thinking skills, justifications for their opinions and explain why they have formed a certain opinion.
- We ensure pupils learn and retain subject specific vocabulary, and use it correctly in context, supporting them to have a clear understanding of abstract terms. Presentational oracy skills will be developed to help children share their knowledge

Cooperative Learners

- The history curriculum challenges children to think about how we communicate our learning, as well as our thoughts and ideas.
- By using key vocabulary, children are able to debate and discuss with their peers their opinions of knowledge taught.
- The curriculum allows children to concisely communicate their ideas, exploring both facts and opinions across units of learning. Children have opportunity to develop communication skills through a variety of mediums, both written and verbally, and for a range of audiences and purposes.

Implementation

History at HTSS is broadly divided into two themes for KS1 and KS2. These are punctuated throughout the year by whole school approaches to a theme: Black History (Autumn 2), and Shakespeare's London (Spring 2). History lessons are planned by the subject leader, in consultation and discussion with class teachers, and are taught in blocks throughout the year. The subject leader has identified key knowledge and skills of each topic, and consideration has been given to ensure the progression of skills is consistent across the school. There is also consideration given to how best to support all children to achieve their best potential, in line with the school's inclusion policy.

EYFS

In the Early Years Foundation Stage, history is explored across the curriculum and through the children's understanding of the world curriculum. They learn about the past and present and are encouraged to talk about the lives of the people around them and their roles in society. They are taught about differences between things in the past and now and are encouraged to draw upon their own experiences. They explore the past through stories, setting, characters and significant events that have occurred in their own lives. They are encouraged to reflect upon their year in Reception throughout the year and talk about significant events that take place.

KS1

The learning in Key Stage 1 centres around the children's understanding of the world around them. This is explored through learning about their local area, history within living memory, and the key individuals who have brought about change in this period. These key individuals are chosen to reflect a diverse range of backgrounds, to further emphasise for the children the wide variety of stories and experiences in our history. Children are encouraged to question, make links and reflect on their own experiences within history. They demonstrate their knowledge through skills-based tasks where they explain and describe the changes and significance of those changes studied. Where possible, these topics link to wider cross-curricular opportunities for writing and reading.

KS2

In Key Stage 2, children expand on their previous knowledge of KS1 to develop a chronologically secure understanding about British, local and world history. World and British history units are taught chronologically, so that children are able to reflect on and expand on their previous knowledge. Whilst in KS1 children explore significant individuals within Black History, in KS2 this is then expanded to explore key historical events or shifts in Black History. This transition begins in Year 3, where a fusion of the two themes are applied. The children are encouraged to question, critique and explore these key areas. Children explore the successes and failures of different civilisations, and begin to draw links and make connections between their experiences. They are encouraged to identify causation and contrast across the different units studied. This is delivered discretely through skills-based lessons, where children are given many opportunities to complete further research, engage with different source material, and use questioning to expand further on their understanding. This is consolidated through reading, class trips and independent research.

Impact

Children's history books display and evidence a broad and balanced history curriculum. Children are encouraged to reflect on and explain their understanding of key historical events, and this is used in verbal assessments and exit points at the end of each unit. Children share this learning with adults and children outside of their classroom, which helps to build a sense of a school timeline and the learning that each child will experience. As children progress throughout the school, they develop a critical and analytical approach to history, the way it was experienced and the way it was remembered. Children's historical understanding provides a foundation for future learning, allowing them to question and explore their understanding of the world with confidence.

Whole school History topic overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 –Shakespeare project
EYFS	All about me Black History	Transport Autumn Christmas	Food Winter	Dinosaurs Spring Easter	Plants Global Goals	Animals and habitats Summer
Year 1	Local History: Camden Market Black History: Significant Individuals – Mary Seacole	Geography – see 'HTSS Geography curriculum overview'	Geography – see 'HTSS Geography curriculum overview'	The Toy Shop	Geography – see 'HTSS Geography curriculum overview'	Local History: Shakespearean London – what did people look like?
Year 2	Local History: Canals (including The Regent's Canal) Black History: Significant Individuals – Rosa Parks			The First Flight		Local History: Shakespearean London – what was life like?
Year 3	Stone Age to Iron Age Black History: Significant Individuals – Mary Jackson			Ancient Egypt		Local History: Shakespearean London – what did the city look like?
Year 4	Ancient Greeks Black History: Windrush/Modern Day Immigration			Romans		Local History: Shakespearean London – Rulers
Year 5	Anglo-Saxons, Scots and Vikings Black History: Slavery/Modern day slavery			Baghdad c. 900 AD		Local History: Shakespearean London – Art and Culture
Year 6	World War Two Black History: Apartheid/British Democracy			Entertainment in the 20th Century		Local History: Shakespearean London – Politics

Progression of skills:

This table demonstrates what a typical HTSS historian will look like at the end of each year, combining the key skills and knowledge they will require.

End of year expectations:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Talk about their own family and know how they are similar/different to others Understand how things were different in the past and know things happened before they were born	Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). Realises that images from nursery rhymes	Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. Can sequence parts of more complex story where action takes place over a long period of time	Place the time studied on a time line and begin to sequence events within the period Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Use terms related to the period and begin to date events Understand more complex terms e.g, decades, centuries, millennia, eras, AD, BC Can talk about the past in terms of	Know and sequence key events of time studied using some dates as important markers e.g. Romans leaving Britain Use relevant terms and period labels	Can use dates and specific terms confidently to establish period detail Can successfully match simple iconic images to each of the periods studied

	Use simple language that relates to the passing of time Order and sequence familiar events Ask questions about own immediate community and environment Use artefacts in play and begin to understand that some are old and some are new e.g. cameras	are not from nowadays by Reference to some period detail, eg: clothes, objects no longer used. More confident in use of terms 'old' and 'new'	Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London. Can use phrases such as 'over 300 years ago' in their writing Can describe change over time using appropriate words and phrases to suggest the more distant past e.g. in Victorian times.	from the period studied Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification	periods e.g. Egyptian, Roman Realises that Ancient means thousands of years ago Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings	Make comparisons between different times in the past and within a period e.g. comparing the beginning and end of a rule Can appreciate ideas of duration and interval	Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Victorian morality on post-war fashion from modern historian's perspectives
Range and depth of characteristic features of a period	Recognise difference between past and present Recount stories about the past Describe an event or family member	Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past noting	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of	Find out about everyday lives of people in time studied and compare with our life today Identify reasons for and results of people's actions	Use evidence to reconstruct life in time studied Identify key features and events of time studied	Study different aspects of different people – e.g. differences between men and women Examine causes and results of great events and	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, and that

	from their past that is important to remember	similarities and differences between lives at different times Be able to spot significant differences Can confidently identify old and new toys Can describe how features of life today, such as holidays, differ from those of Victorian times	life at different times Moving from simply 'then' and 'now' to 'then', 'then', and now, identifying change within a period Can offer reasons why simple changes occur Confident use of precise terms Can also see that not everyone in the past had the same experience	Understand why people may have wanted to do something Children understand some of the key characteristics of the period being studied and can spot anachronisms Understand that different people in the same period had different experiences e.g. rich and poor	Look for links and effects in time studied Offer a reasonable explanation for some events Children show an understanding of the main ideas associated with that society Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.	the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Children can make links between different features of a society to make sense of the world lived in by people in the past. Children can explain beliefs and attitudes in terms of why people 2 might have had those ideas.	status can affect these views Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

Interpretations of history	Begin to identify ways in which the past is represented through artefacts, photographs and stories Make sense of own life story and family's history through photographs, stories and role play Identify and talk about simple similarities and differences between now and in the past	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts, cartoons. Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories Realise that there may be more than one way of	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Understand that people can disagree about what happened in the past without one of them being wrong Understands that it is not always possible to know for sure what happened	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. Look at representations of the period e.g. museum, cartoons etc	Begin to evaluate the usefulness of different sources E.g. Are Caesar's own histories' reliable for telling us about him? Use evidence to build up a picture of a past event. Ask and answer a variety of questions. Answer and begin to devise own questions. Children realise that history is continuously being rewritten; if we find more we have to rewrite the pas	Compare different accounts of events from different sources – fact or fiction. e.g. Was Boudicca really so great? Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis Offer some reasons for different versions of events. E.g. royal descriptions of their reigns Identify historically significant people and events in situation. E.g the role of women in	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis Be aware that different evidence will lead to different conclusions Children grasp that interpretations

		looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her.				the WW2 war effort and significance for female suffrage	might differ depending on the aspect that people are looking at.
Cause and consequence	Talk about own behaviour and know how this impacts on others Question why things happen and give explanations	Can give a simple reason why a real person acted as they did in a historical situation Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'. Can give clear explanation of an important event, offering two or three reasons why	Can give a few reasons for more complex human actions, e.g. why Someone might want to do something unusual or for the first time or where there is no modern equivalent. To give two main effects of the Great Fire To be able to give a few consequences of events/people's actions	Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; Sees that events have more than one cause and can explain slightly more complex events Explaining general and impersonal causes; seeing that events happen because of other reasons	To give several causes to explain some events Realises that events usually happen for a combination of reasons, even though there is still some element of listing May dwell on one cause at expense of others but it is real attempt to explain not just describe;	Explains an event using simple form of classification e.g. to do with money or religion Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen	Explain an event with reference to abstract ideas such as long and short-term or events building up; Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was…

		an event took place		thanjust human action. Sees Break with Rome as more than simply Henry wanting to re-marry;			
Historical enquiry	Know that information can be retrieved from books and computers Answer 'how' and 'why' questions Ask simple questions about artefacts Be curious about people and show interest in stories	Find answers to simple questions about the past from sources of information e.g. artefacts Can point to familiar images in pictures of themselves and their Own family. Can describe the main features of an artefact. Can explain how we know what we were like when we were younger	Can consult and use information from two simple sources to find Information Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Can find answers to questions about objects by looking in books. Realises that we can find out about a person's life by using a range of sources, such as	Use a range of sources to find out about a period Observe small details e.g. in artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research Children make simple deductions about what text means based on what is Included	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Children start to think of reasons why a source might be unreliable	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Offers substantiated reasons why some sources might be treated cautiously

		Can make deductions about artefacts, spotting clues to function and use and can talk about	letters, as well as books Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books		Children see that some sources are more useful than others and can explain why. Children start to raise questions about what the evidence tells us	Can consider the worthiness of a source by reference to what is known about the topic	e.g. propaganda posters during World War Two.
Organisation and communication	Record using marks they can interpret and explain Answer how and why questions in response to stories or events Explain own knowledge and understanding, and ask appropriate questions	Communicate their **knowledge** through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing…Using ICT…			Recall, select and organise historical information Communicate their **knowledge and understanding**.		Select and organise information to produce structured work, making appropriate use of dates and terms.

History whole school long-term plan:

	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Wks 1-5	**Past and present:** Understanding who they are and their family Sequence events in their own life Exploring their school and the local area	**Local History** Camden market **Big Question:** What does it mean to be a Londoner? **Main Curriculum Focus:** • Significant Individuals • People/Places in our Locality	**Local History** Canals **Big Question:** How has life in London changed? **Main Curriculum Focus:** • Significant History Places • People and Places in our Locality	**Stone Age to Iron Age** **Big Question:** Stone age, Iron age and who are we? **Main Curriculum Focus:** • Changes in Britain from the Stone Age to the Iron Age	**Ancient Greeks** **Big Question:** How did the Ancient Greeks shape our modern democracy? **Main Curriculum Focus:** • A Study of Greek Life and Achievements • The Ancient Greek's Influence on the Western World	**Britain's Settlement by Anglo-Saxons, Scots and Vikings** **Big Question:** What does it mean to be an invader or a settler? **Main Curriculum Focus:** • Britain's Settlement by Anglo Saxons and Scots • The Viking and Anglo-Saxon Struggle for the Kingdom of England to the Time of Edward the Confessor	**WW2** **Big Question:** What are the effects of WW2 on British Life? **Main Curriculum Focus:** • Study of an Aspect of British History that Extends Chronological Knowledge Beyond 1066
Autumn 1 Wks 6-7	**Past and present:** Talking about the vehicles around them and the jobs people have Comparing to transport of the past	**Black History Significant Individuals:** Mary Seacole **Big Question:** What is important about hearing everyone's story?	**Black History Significant Individuals:** Rosa Parks **Big Question:**	**Black History Significant Individuals:** Mary Jackson **Big Question:** What is important about	**Black History Windrush/ modern day immigration** **Big Question:** What is important about	**Black History Slavery/modern day slavery** **Big Question:** What is important about	**Black History Apartheid/British Democracy** **Big Question:** What is important about

	Time related vocabulary used for end of year	**Main Curriculum Focus:** • Significant Individuals • Contributions to National and International Achievements	What is important about hearing everyone's story? **Main Curriculum Focus:** • Significant Individuals • Contributions to National and International Achievements	hearing everyone's story? **Main Curriculum Focus:** • Significant Individuals • Contributions to National and International Achievements	hearing everyone's story? **Main Curriculum Focus:** • A Study of an Aspect of British History that Extends Chronological Knowledge Beyond 1066	hearing everyone's story? **Main Curriculum Focus:** • A Study of an Aspect of British History that Extends Chronological Knowledge Beyond 1066	hearing everyone's story? **Main Curriculum Focus:** • A Study of an Aspect of British History that Extends Chronological Knowledge Beyond 1066
Autumn 2	**Past and present:** New year and personal timeline, goals for the future	Geography – see 'HTSS Geography curriculum overview'					
Spring 1	**Past and present:** Learning about dinosaurs and what the world used to be like	Geography – see 'HTSS Geography curriculum overview'					
Spring 2	**Past and present:** Start reflecting on year and preparing for change Looking at how plants have grown and changed	**The Toy Shop** **Big Question:** How do children play over time? **Main Curriculum Focus:** • Changes in Living Memory • Changes in National Life	**The First Flight** **Big question:** How did the first flight make the world more connected? **Main Curriculum Focus:** • Events Beyond Living Memory of	**Achievement of early civilisation** Ancient Egypt **Big question:** What did the ancient Egyptians do for us? **Main Curriculum Focus:**	**Romans** **Big Question:** What did the Romans do for us? **Main Curriculum Focus:** • The Roman Empire and its Impact on Britain	**Baghdad c. 900 AD** **Big Question:** How does early Islamic civilisation contrast with British history? **Main Curriculum Focus:**	**Entertainment in the 20th Century** **Big Question:** How did the different forms of youth subculture help to change Britain? **Main Curriculum Focus:**

			Significance Nationally or Globally	• Achievements of the Earliest Civilisations		• A Non-European Society that Provides Contrast with British History	• A Study of an Aspect of British History that Extends Chronological Knowledge Beyond 1066
Summer 1	**Past and present:** Start reflecting on year and preparing for change Looking at how plants have grown and changed	Geography – see 'HTSS Geography curriculum overview'					
Summer 2	**Past and present:** Preparing for Year 1 transition – thinking ahead How have they changed?	**Local History: Shakespearean London** **Big Question:** What did people look like in Shakespearean London? **Main Curriculum Focus:** • Significant Historical Events • People and Places in our Locality	**Local History: Shakespearean London** **Big Question:** What was life like in Shakespearean London? **Main Curriculum Focus:** • Significant History Events • People and Places in our Locality	**Local History: Shakespearean London** **Big Question:** What did London look like in Shakespeare's lifetime? **Main Curriculum Focus:** • Local History Study	**Local History Shakespearean London** **Big Question:** Who ruled Shakespearean London? **Main Curriculum Focus:** • Local History Study	**Local History Shakespearean London** **Big Question:** What did art and culture look like in Shakespearean London? **Main Curriculum Focus:** • Local History Study	**Local History Shakespearean London** **Big Question:** What did politics look like in Shakespearean London? **Main Curriculum Focus:** • Local History Study