

## History at Pitmaston Primary School

### Overview of Topics Taught 2023-2024

	Autumn	Spring	Summer
<p><b>ELG: Past and Present</b></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 in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			
Nursery	<p>Development Matters: Understanding the World</p> <p>3 and 4 year olds will: Begin to make sense of their own life-story and family's history.</p>		
Reception	<p>Development Matters: Understanding the World</p> <p>Children in Reception will: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>		
	<p>Marvellous Me: me and my family, Future aspirations. Guy Fawkes and Bonfire Night</p>	<p>Space: Neil Armstrong, Mae Jemison, Tim Peak</p>	<p>Dinosaurs: Mary Anning</p>
<p><b>Key Stage 1</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			
Year 1	<p><b>All aboard!</b>  <u>How has flight changed over time?</u>            Hi 1,2,3,4,5            Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life            Events beyond living memory that are significant nationally or globally            The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>Let's Explore!</b>  <u>What does it take to be a great explorer?</u>            Hi 1,2,3,4,5,6            Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life            Events beyond living memory that are significant nationally or globally            The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>Homes long ago</b>  <u>Who would live in a house like this?</u>            Hi1,4,5,6            Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life              Significant historical events, people and places in their own locality</p>
Year 2	<p><b>Fire Fire!</b>  <u>How do we know so much about what happened in the Great Fire of London?</u>            Hi 7, 8, 9, 10, 11, 12, 13, 14              Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p><b>Off with his head!</b>  <u>Who is next in line to the throne?</u>            Hi 7,8, 9, 10, 11, 12, 13, 14              Events beyond living memory that are significant nationally or globally              The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>Power of Protest</b>  <u>How do people stand up for what they believe in?</u>            Suffragettes, Rosa Parks Malala Yousafzai            Events beyond living memory that are significant nationally or globally              The lives of significant individuals in the past who have contributed to national and international achievements.</p>

## History at Pitmaston Primary School

### Overview of Topics Taught 2023-2024

#### Key Stage 2

Pupils should continue to develop a chronologically (Timelines in class indicating time being taught and previous periods too.)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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year 3	<p><b><u>'How did the lives of ancient Britons change during the Stone Age and beyond?'</u></b> Hi 15, 16, 18, 19, 20, 21</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p><b><u>How do artefacts help us understand the lives of people in Iron Age Britain?</u></b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p><b><u>Why are the Ancient Egyptians significant in History?</u></b> Hi 15, 16, 17 18, 19, 20, 21,22</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley;</p>
Year 4	<p><b><u>How did the arrival of the Romans change Britain?</u></b> Hi 23, 24, 25, 26, 28, 29, 30, 31</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Invaders and Settlers: <b><u>Who were the Anglo Saxons and how do we know what was important to them?'</u></b> Hi 15, 16, 17, 18, 22</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p><b><u>What did the Vikings want in Britain and how did Alfred help to stop them getting it?'</u></b> Hi 23, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b><u>Plague, Pox and Antibiotics</u></b> <b><u>How was healing different in the past? (Medicine)</u></b> Hi 23, 24, 26, 27, 28, 29, 30, 31</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>(How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?)</b></p> <p><b>Mary Seacole/Florence Nightingale</b></p>
Year 5	<p><b><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u></b> Hi 32, 33, 34, 36, 37, 38, 39, 40, 41</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the Western world.</p>	<p><b><u>What part did Worcester play in the British Civil War?</u></b> Hi 32, 33, 34, 35, 36, 38, 40, 41</p> <p>A local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p>	<p><b><u>Why is Anthony Ashley-Cooper considered a great Victorian?</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
Year 6	<p><b><u>Bombs Away!</u></b> <b><u>How did World War II impact Britain?</u></b> Hi 42, 43, 44, 45, 46, 47, 48, 49</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b><u>Why did Britain once rule the largest empire the world has ever seen?</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b><u>Mayan Mayhem!</u></b> <b><u>Why did the ancient Maya change the way they lived?</u></b> Hi 42, 43, 44, 45, 46, 47, 48, 49</p> <p>A non-European society that provides contrasts with British history - one study chosen from early Islamic civilisation, including a study of Baghdad around ad 900;</p>

History at Pitmaston Primary School

Overview of Topics Taught 2023-2024

			Mayan civilisation around ad 900; or Benin (West Africa) around ad 900-1300.
--	--	--	--