



History Curriculum

Birch Hill History Content Overview

Nursery to Year 6

History Curriculum

At Birch Hill Primary School and Nursery, we deliver History subject skills and understanding through topic-based learning which is linked to the National Curriculum. It is carefully balanced to give children opportunities to explore a range of age-appropriate historical periods throughout the ages - beginning with the Stone Age through to the 21st Century.

The knowledge and skills covered through History are carefully structured to link to other parts of the curriculum. Learning is interweaved into Writing, Reading, Art, Design & Technology, Music and where appropriate e.g., Maths. Specific topics have a History base so that we develop historical thinking; analyse historical sources and evidence, make historical connections, make chronological reasonings and create and support historical arguments. Knowledge of significant historical events, people and places in our own locality is also taught to give children a rich understanding of events which have transpired in the past and how those impacted Britain and the wider world.

History is taught through a variety of approaches to provide opportunities for children to dive deeply into the past to gain a thorough understanding of who, what, where, when, why and how events transpired. Children learn through; visual and audio representations, discussion and debating, role playing and comparing and contrasting.

In Early Years and Key Stage 1, children are taught a variety of historical topics to provide them with basic historical investigation skills, through learning about famous people from Britain's past.

In Key Stage 2, children will build further on these skills by exploring historical events in greater depth chronologically through the years, continually linking back with Britain today.

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 Nursery	Topics	What makes me ... me?	How can I stay safe and healthy?	What makes a home and school?	Are things the same everywhere?	How do things grow and change?	How can I take care of my world?
	History (UW) Focus		People who help me People who help me stay safe and healthy	People who help me People who help me at home and school	My family history Beginning to know about my family history	My life history How I have grown and changed	
	DM	A B	A B	A B	A B	A B	A B
			Through stories, images and visitors - talk about people who help us stay healthy and how they help us – include doctor, nurse, optician, dentist. Through stories, images and visitors talk about the people who help us stay safe explore how they help us – include police officer, firefighter, paramedic, RNLI. Extend to people and occupations in the local community and include a postman, shop keeper and refuse collector. Explore themes through role play.	Through stories and images - talk about the people we live with at home and how they help us – include mums, dads, brothers and sisters and grandparents. Explore the care they give us. Through stories and images talk about the people at school and how they help us – include teacher, TA, caretaker, children, lollipop person - explore how they help us. Explore themes through role play.	Using photos of our family to share and talk about in class. Involve parents in sharing their family history with the children and sharing things in class – in living memory. Children should talk about the people in their family and begin to recognise that their parents were once little like them through the use of photographs. Sequence in a timeline. Explore themes through role play.	Through the use of photographs, explore what the children can do now that they couldn't do when they were a baby. Explore how the children have grown and changed over time to develop a sense of their life story. Sequence in a timeline. Explore themes through role play. Vocabulary yesterday – today – past and now.	
	DM Understanding the World Past and Present	Development Matters A. Begin to make sense of their own life-story and family history. B. Show interest in different occupations					

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 2 Reception	Topics	<i>Who is in my family?</i>	<i>What places are special to my community?</i>	<i>What does space look like?</i>	<i>Where do animals live?</i>	<i>How can we travel to places?</i>	<i>What happens under the soil?</i>
	History Focus	Comparing images of the past and now	Comparing images of the past and now How special locations have changed	Stories about people in the past How people explored the natural world in the past		Stories about people in the past Historically famous people around the world	Stories about the past What the past was like and how things have changed
	ELG & DM	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D
		Talk about family members in the past e.g. grandparents. Talk about my immediate family. (linked to all being values in PHSE) – Emily Pankhurst, Rosa Parks and Nelson Mandela. (Black History Month – October)	Talk about pictures of special locations local to me. What they look like now and what they looked like in the past.	Talk about changes in the natural world. Traditional tales from around the world		Through stories and pictures, discuss famous people in history from different countries. Talk about why they are famous and where in the world they came from. Look at images and compare and contrast including some of the things they used and clothing. Focus on Gandhi, Mother Theresa, Ann Frank, Alexander the Great, Cleopatra, Caesar (links to time periods studies in LKS2 – Greeks, Egyptians and Romans, also WWI in UKS2).	Through stories and pictures, discuss famous people and times in British History. Talk about how things were different and explore why. Look at images and compare and contrast including some of the things they used, transport of the time and clothing. Compare life in the UK to another country.
	ELG Understanding the World Past and Present	<ol style="list-style-type: none"> 1. Talk about the lives of the people around them and their roles in society. 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 3. Understand the past through settings, characters and events encountered in books read in class and storytelling. 			Development Matters <ol style="list-style-type: none"> A. Talk about members of their immediate family. B. Name and describe people who are familiar to them. C. Comment on images of familiar situations in the past. D. Compare and contrast characters from stories, including figures from the past. 		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topics	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	History Focus	My life compared to my grandparent's Looking at how my everyday life is different	My toys and my grandparent's toys Development of toys with a focus on materials made of	Local History – Windsor Castle Comparing people and time periods at Windsor Castle			Changes in Seaside Holidays Comparing aspects of seaside holiday over time
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Year 1 Programme of Study	To know about changes within living memory that had an impact on national life. Developments in technology since my grandparents were children. To know about lives of significant individuals with impact on national and international life: Tim Berners-Lee (the world wide web); Martin Cooper (mobile phone).	To know about changes within living memory to childhood toys and stories. To know about Ole Kirk Christiansen (inventor of Lego) and contribution to the development of toys. Extend to Victorian toys to sequence toys from 3 different time periods (link to toys at Christmas). Events commemorated through anniversaries – Guy Fawkes & Gunpowder Plot.	Significant historical events, people and places in their own locality – Windsor Castle (used to compare aspects of life in different periods). The lives of significant individuals in the past who have contributed to national achievements. Tudor times – Henry VIII Elizabethan – Elizabeth I Victorian times at Windsor - Queen Victoria Windsor today - Queen Elizabeth II and the fire.			Changes beyond living memory; Seaside past and present (Post war and Victorians). The lives of significant individuals in the past who have contributed to international achievements (George Stephenson and Grace Darling).
	Y1 Historical Thinking Skills	Chronological understanding <ol style="list-style-type: none"> 1. Know where people and events they study fit within a chronological framework. 2. Sequence events in their life. 3. Sequence 3 or 4 artefacts from distinctly different periods of time. 4. Match objects to people of different ages. Range and depth of historical knowledge <ol style="list-style-type: none"> 5. Recognise the difference between past and present in their own and others' lives. 6. Know and recount episodes from stories about the past. 			Interpretations of history <ol style="list-style-type: none"> 7. Use stories to distinguish between fact and fiction. 8. Compare adults talking about the past – how reliable are their memories? Historical enquiry <ol style="list-style-type: none"> 9. Ask and answer questions about the past from sources of information e.g., artefacts. Historical Language <ol style="list-style-type: none"> 10. Use common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms. 		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Topics	<i>What happened in the Great Fire?</i>	<i>Should we remember Florence?</i>	<i>What makes us like other animals?</i>	<i>Where does a plant come from</i>	<i>What would life be like if flight was never invented</i>	<i>How would my life be different if I lived in the Amazon?</i>
	History Focus	Great Fire of London Looking at the event through Pepys' diary and rebuilding with Wren	Developments in Nursing in Wartime Compare and contrast Crimean War and WW1			Developments in Transport Significant events and developments in travel	
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Year 2 Programme of Study	Events beyond living memory that are significant nationally (Great Fire of London). To know about Samuel Pepys and his contribution to national achievements. To know about Christopher Wren and his contribution to architecture in London.	The lives of significant individuals in the past who have contributed to national achievements. Compare aspects of medical nursing during the Crimean war and WW1 by looking at the lives of Mary Seacole and Florence Nightingale and Edith Cavell. Events commemorated through anniversaries – WWI & WWII Remembrance.			Events beyond living memory about transport that are significant internationally/nationally. Bike – Penny Farthing by Meyer. Car – Benz, Ford. Plane – Wright Brothers. Events – Titanic (thought she was unsinkable made from metal). (Building on development of railway in Y1).	
	Y2 Historical Thinking Skills	Chronological understanding <ol style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. Range and depth of historical knowledge <ol style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. 			Interpretations of history <ol style="list-style-type: none"> Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. Historical enquiry <ol style="list-style-type: none"> Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations. Historical Language <ol style="list-style-type: none"> Use common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms. 		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topics	<i>What is Britain and the UK like now?</i>	<i>How did Britain change from the Stone Age to the Iron Age?</i>	<i>What forces move (make) mountains?</i>	<i>How can we look after our world?</i>	<i>What did the Egyptians do for us?</i>	<i>What art is on our doorstep?</i>
	History Focus		Stone and Iron Ages Look at how Britain and life in Britain changed between these times			Early Civilisations Looking at where and when the early civilisations occurred – focus Egypt	
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Year 3 Programme of Study		To know about changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers - Skara Brae. Bronze Age religion, technology and travel - Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.			To know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt – everyday life, building, religion, and writing.	
	Y3 Historical Thinking Skills	Chronological understanding <ol style="list-style-type: none"> Place the time studied on a time line and use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Range and depth of historical knowledge <ol style="list-style-type: none"> 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 and understand why people may have wanted to do something. 			Interpretations of history <ol style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc. Historical enquiry <ol style="list-style-type: none"> Use a range of sources to answer and ask some historically valid questions and begin to use the library and internet for research. Observe small details – artefacts, pictures. Select and record information relevant to the study. Historical Language <ol style="list-style-type: none"> Develop the appropriate use of historical terms, using orally and in written accounts, gaining an understanding of abstract terms such as empire and civilisation. 		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Topics	Where does our food go?	How did the Greeks leave us?	What did the Romans leave us?	How does performance enhance my confidence?	What happened to the Mayas?	How does the Amalfi coast compare to the UK?
	History Focus		Ancient Greece Impact on culture, architecture and theatre	The Romans The Roman Empire and its impact on Britain		Classical Mayans A contrasting non-European society	Mount Vesuvius Timeline and Impact
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Year 4 Programme of Study		Ancient Greece - a study of Greek life and achievements and their influence on the western world with a focus on culture, architecture and theatre. Contrast Greek soldiers – both Athenian and Spartan (army) with a Roman soldier (army).	Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.		To contrast the Classical Mayans from a non-European society with British History from the same period. To explore Mayan life, culture, religion, warriors and trade exploring their impact on Britain and the world with cocoa.	To know about the eruption of Mount Vesuvius in 79 AD. Create a timeline of events and impact upon Roman Empire.
	Y4 Historical Thinking Skills	Chronological understanding <ol style="list-style-type: none"> Place events from period studied on time line understand more complex terms, e.g., BC/AD. Use terms related to the period and begin to date events. Range and depth of historical knowledge <ol style="list-style-type: none"> Use evidence to reconstruct life in time studied and identify key features and events. Look for links and effects in time studied and offer a reasonable explanation for some events. 			Interpretations of history <ol style="list-style-type: none"> Look at the evidence available, use text books and historical knowledge. Begin to evaluate the usefulness of different sources. Historical enquiry <ol style="list-style-type: none"> Use evidence to build up a picture of a past event, use the books and internet for research. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Historical Language <ol style="list-style-type: none"> Develop the appropriate use of historical terms, using orally and in written accounts, gaining an understanding of abstract terms such as empire and civilisation. 		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topics	Why did people invade and settle in Britain?	Space?	How did the Kingdom of England come to be?		Where in the World?	What is the power of The River Thames?
	History Focus	Invaders and Settlers Britain’s settlement by Anglo-Saxons and Scots	Humans in Space Key events linked to humans in space	The Kingdom of England Viking and Anglo-Saxon struggle for the Kingdom			
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10		1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Year 5 Programme of Study	Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire. Scots’ invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne (linked to RE unit of work to help embed understanding)	To know when humans first went into space and when they landed on the moon. To know when the first satellites were put into orbit and the significance of these.	Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.			
	Y5 Historical Thinking Skills	Chronological understanding 1. Know and sequence key events of time studied, use relevant terms and period labels. 2. Make comparisons between different times in the past. Range and depth of historical knowledge 3. Study different aspects of different people - differences between men and women. 4. Examine causes and results of great events and the impact on people. 5. Compare life in early and late 'times' studied and an aspect of life with the same aspect in another period.			Interpretations of history 6. Compare accounts of events from different sources – fact or fiction. 7. Offer some reasons for different versions of events. Historical enquiry 8. Begin to identify primary and secondary sources, use books and internet for research with increasing confidence, selecting relevant sections of information. 9. Use evidence to build up a picture of a past event. Historical Language 10. Develop the appropriate use of historical terms, using orally and in written accounts, deploying an historical understanding of abstract terms such as peasantry and parliament.		

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Topics	Rivers	Local study Geography?	What was the significance of the Battle of Britain?	Why do some creatures no longer exist?	How successful are we as entrepreneurs?	
	History Focus		Local Study Study of the local area through different time periods	Battle of Britain The significance of this event in turning British history – knowledge beyond 1066	Charles Darwin The significance of his theory of evolution		
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
	Year 6 Programme of Study		A Local Study over time tracing how several aspects of national history are reflected in the locality. Dinosaurs in Bracknell. Bill Hill – Bronze Age Barrow. Caesar’s camp – Iron Age Hill Fort. The Devil’s Highway – Roman Road. Vikings in Reading. Bracknell name and Anglo-Saxon Settlement. William the Conqueror builds Windsor. Tudor priests hiding in the Old Manor, Bracknell. Easthampstead – Home of James I. Highwayman in Bracknell Forest.	To know about the significant turning point in British History – The Battle of Britain, extending pupils’ chronological knowledge beyond 1066. Explore the lead up to the point in relation to the war, the impact on the people and how this event was a turning point in the war.	To know the basics of his theory of evolution and the significance of this.		
	Y6 Historical Thinking Skills	Chronological understanding 1. Place current study on time line in relation to other studies and sequence up to 10 events on a time line, use relevant dates and terms. Range and depth of historical knowledge 2. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. 3. Compare beliefs and behaviour with another time studied, know key dates, characters and events of time studied. 4. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.			Interpretations of history 5. Link sources and work out how conclusions were arrived at. 6. Consider ways of checking the accuracy of interpretations – fact or fiction or opinion, be aware that different evidence leads to different conclusions. Historical enquiry 7. Use a range of sources to find out about an aspect of history, recognise primary & secondary sources, confidently use books & internet to research. 8. Suggest omissions to a historical account and the means of finding out. 9. Bring knowledge gathered from several sources together in a fluent account. Historical Language 10. Develop the appropriate use of historical terms, using orally and in written accounts, deploying an historical understanding of abstract terms such as peasantry and parliament.		