

# West Ashton CE Primary School History Curriculum Overview 2023-2025

	EYFS (Understanding the World)	KS1	Lower KS2	Upper KS2
Year A	<p>Past and Present ELG</p> <ul style="list-style-type: none"> <li>talk about the lives of the people around them and their roles in society;</li> <li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Marvellous Me</b> – Family, Where I live, What I look like</p> <p><b>Celebrations</b> – Diwali, Remembrance Day, Christmas</p> <p><b>Castles and Knights</b> (Local/National Event based where possible)</p>	<p><b><i>How am I making history?</i></b></p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b><u>Changes within living memory – used to reveal aspects of change in national life.</u></b> <b><u>Significant historical events, people and places in their own locality.</u></b></p>	<p><b><i>British History 1:</i></b> <b><i>Would you prefer to live in the Stone age, Iron Age or Bronze Age?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b> <b>Conceptual Understanding</b> Power -monarchy, government and empire Invasion, settlement and migration Civilisation (social and cultural) Trade</p>	<p><b><i>British History 4:</i></b> <b><i>Were the Vikings raiders, traders or settlers?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b> <b>Conceptual Understanding</b> Power -monarchy, government and empire Invasion, settlement and migration Beliefs Civilisation (social and cultural) Trade Achievements and follies of mankind</p>
		<p><b><i>How have toys changed?</i></b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b><u>Changes within living memory -used to reveal aspects of change in national life</u></b> <b>Conceptual Understanding</b> Achievements and follies of mankind</p>	<p><b><i>British History 2:</i></b> <b><i>Why did the Romans settle in Britain?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> </ul>	<p><b><i>British History 5:</i></b> <b><i>What was life like in Tudor England?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> </ul>

			<ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>The Roman Empire and its impact on Britain.</u></b>  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Invasion, settlement and migration  Civilisation (social and cultural)  Trade  Beliefs  Achievements and follies of mankind</p>	<ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b>  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Invasion, settlement and migration  Beliefs  Civilisation (social and cultural)  Trade  Achievements and follies of mankind</p>
		<p><b><i>How did we learn to fly?</i></b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b><u>Changes within living memory -used to reveal aspects of change in national life</u></b>  <b><u>Events beyond living memory that are significant nationally or globally</u></b>  <b><u>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</u></b>  <b>Conceptual Understanding</b>  Achievements and follies of mankind</p>	<p><b><i>British History 3:</i></b>  <b><i>How hard was it to invade and settle in Britain?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b>  <b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b>  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Invasion, settlement and migration  Civilisation (social and cultural)  Trade  Beliefs  Achievements and follies of mankind</p>	<p><b><i>British History 6:</i></b>  <b><i>What was the impact of World War II on the people of Britain?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b>  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Invasion, settlement and migration  Civilisation (social and cultural)  Trade  Achievements and follies of mankind</p>
<b>Cross-curricular opportunities</b>		<p><b>English</b> - Reading and writing a variety of fiction and non-fiction texts.  <b>Design Technology</b> - Mechanisms</p>	<p><b>English</b> - Reading and writing a variety of fiction and non-fiction texts.  <b>Science</b> – Rocks</p>	<p><b>English</b> - Reading and writing a variety of fiction and non-fiction texts.  <b>Computing</b></p>

to re-visit and extend learning			<b>Art and Design</b> – Egyptian scrolls <b>Music</b> – Adapting and Transposing motifs, developing singing techniques <b>MfL</b> - Ancient Britain	
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	EYFS (Understanding the World)	KS1	Lower KS2	Upper KS2
Year B	<p>Past and Present ELG</p> <ul style="list-style-type: none"><li>talk about the lives of the people around them and their roles in society;</li><li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li></ul> <p>understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>Marvellous Me</b> – Family, Where I live, What I look like</p> <p><b>Celebrations</b> – Diwali, Remembrance Day, Christmas</p> <p><b>Jubilee/Olympics</b> (Local/National Event based where possible)</p>	<p><b><i>What is history?</i></b></p> <ul style="list-style-type: none"><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li></ul> <p><b><u>Changes within living memory – used to reveal aspects of change in national life.</u></b></p> <p><b><u>Significant historical events, people and places in their own locality.</u></b></p> <p><b>Conceptual Understanding</b></p> <p><b>Society</b></p>	<p><b><i>How have children’s lives changed?</i></b></p> <ul style="list-style-type: none"><li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li><li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li></ul> <p><b>Conceptual Understanding</b></p> <p><b>Civilisation (social and cultural)</b></p>	<p><b><i>What does the Census tell us about our local area?</i></b></p> <ul style="list-style-type: none"><li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li></ul> <p><b><u>A local history study</u></b></p> <p><b>Conceptual Understanding</b></p> <p><b>Civilisation (social and cultural)</b></p>
		<p><b><i>How was school different in the past?</i></b></p> <ul style="list-style-type: none"><li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li><li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li></ul>	<p><b><i>What did the ancient Egyptians believe?</i></b></p> <ul style="list-style-type: none"><li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li><li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li></ul>	<p><b><i>What did the Greeks ever do for us?</i></b></p> <ul style="list-style-type: none"><li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li><li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li><li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li><li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li><li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li></ul>



		<p><b><u>Changes within living memory -used to reveal aspects of change in national life</u></b>  <b><u>Significant historical events, people and places in their own locality.</u></b>  <b>Conceptual Understanding</b>  Achievements and follies of mankind</p>	<p><b><u>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:</u></b>  Ancient Sumer; The Indus Valley; <b><u>Ancient Egypt</u></b>; The Shang Dynasty of Ancient China  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Civilisation (social and cultural)  Beliefs  Achievements and follies of mankind</p>	<p><b><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></b>  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Beliefs  Civilisation (social and cultural)  Trade  Achievements and follies of mankind</p>
		<p><b><i>What is a monarch?</i></b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b><u>Changes within living memory -used to reveal aspects of change in national life</u></b>  <b><u>Events beyond living memory that are significant nationally or globally.</u></b>  <b><u>Significant historical events, people and places in their own locality.</u></b>  <b>Conceptual Understanding</b>  Achievements and follies of mankind  Power -monarchy, government and empire</p>	<p><b><i>How did Benin compare to medieval Britain?</i></b>  <b>Aims and Content TBC</b>  <b>Conceptual Understanding TBC</b></p>	<p><b><i>Unheard histories:</i></b>  <b><i>Who should go on the banknote?</i></b></p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul> <p><b><u>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</u></b>  <b>Conceptual Understanding</b>  Power -monarchy, government and empire  Beliefs  Civilisation (social and cultural)  Trade  Achievements and follies of mankind</p>
Cross-curricular opportunities to re-visit and extend learning		<p><b>English</b> - Reading and writing a variety of fiction and non-fiction texts  <b>RE</b> – Special People</p>	<p><b>English</b> - Reading and writing a variety of fiction and non-fiction texts.  <b>Geography</b> - Settlements</p>	<p><b>English</b> - Reading and writing a variety of fiction and non-fiction texts  <b>Art</b> – Portraits  <b>Geography</b> – Local Area</p>