	Discover History Curriculum Cycle A Overview *Historical Concepts* *Continuity and Change; Cause, Consequence and Motivation; Similarities, Differences and Significance; Interpretation of History; Chronological Understanding*		
	Autumn	**Spring**	**Summer**
EYFS	**Typical contexts:** School environment, family life, local community, stories and photographs from the past. When learning about ***Understanding the World (Past and Present)***, the children develop an awareness of time and change through first-hand experiences, discussion and exploration of their own lives, their families and familiar people and places in their community. They use the language of time to talk about past and present events and begin to understand changes within their own lifetime by creating simple personal timelines. They begin to recognise similarities and differences between now and long ago, and describe features of people, objects and places from different times. Children explore history through stories, photographs and illustrations of familiar situations from the past, such as those found in texts including *Peepo* and *When We Were Giants*, and are encouraged to comment on what they notice. They describe features of people, places and objects from different times and make simple comparisons, talking about what is the same and what is different. Through discussion, role play and carefully chosen texts, children begin to develop a sense of continuity and change and understand that life in the past was different from life today.		
	ELG 2 - Know similarities and differences between the past and now Children: • compare **images of familiar situations in the past** • discuss how things were **different before** Children begin to: • describe objects, homes and clothing in the past • compare them with life today **ELG 3 - Understand the past through stories and books** Children encounter figures from the past through: • Little People Big Dreams books • storytelling • character comparisons Children begin to: • discuss real people from the past • compare characters • recognise important achievements	**ELG 1 - Talk about the lives of people around them and their roles in society** Learning about **community roles** • Police • fire service • doctors • dentists Children: • name people who help them • describe what those people do • understand how people help their community **ELG 2 - Know similarities and differences between the past and now** Children: • compare images of familiar situations in the past • discuss how things were different before Children begin to: • describe objects, homes and clothing in the past • compare them with life today **ELG 3 - Understand the past through stories and books** Children encounter figures from the past through: • Little People Big Dreams books • storytelling • character comparisons Children begin to: • discuss real people from the past • compare characters • recognise important achievements	**ELG 1 - Talk about the lives of people around them and their roles in society** Learning about **community roles** • Police • fire service • doctors • dentists Children: • name people who help them • describe what those people do • understand how people help their community **ELG 3 - Understand the past through stories and books** Children encounter figures from the past through: • Little People Big Dreams books • storytelling • character comparisons Children begin to: • discuss real people from the past • compare characters • recognise important achievements

Year 1 & 2	**<u>Arthur Wellesley</u>** (significant historical events, people and places in their own locality) This unit gives the children the opportunity to learn about and understand Arthur Wellesley, Duke of Wellington. They will continue their learning on how history can be divided into the past, present and modern periods and explore how a timeline shows the order in which events occur. They will revisit and build on how history has an impact on our lives today by investigating who Arthur Wellesley was and why is he significant in local and national history. A focus on how Arthur Wellesley contributed to the victory during the Battle of Waterloo and how this achievement is remembered (the Monument) will round off the unit. **Vocabulary:** taking up Office, significant, achievement, source, reliable, unreliable, evidence, memorial, year, timeline, opinion, fact, century, time order, parliament, impact, artefact, past, present, period of time, important people **Substantive concepts:** achievement, military / warfare, Parliament, monuments, power, legacy **<u>Our High Street</u>** (changes within living memory) Changes within living memory will focus on 'Our High Street'. The unit will allow the children to immerse themselves in a variety of sources (photographs, interviews, newspaper articles) enabling them to identify specific differences as well as recognizing relevant similarities. They will also be able to have a hands-on experience in local shops. A focus on how refrigeration and computerisation have revolutionized shopping and the way we shop will be explored. **Vocabulary:** high street, past, present, old, new, same, different, change, building, shop, house, road, sign, window, map, local, buy, sell, goods, money, price, market, job, worker, shopkeeper, baker, butcher, postman, people, family, community, customer, visitor, shopping, travel, horse and cart, car, letter, photograph, old photograph, timeline, long ago **Substantive concepts:** society, community, trade	**<u>Menu to Revise and Reinforce History</u>** When history is not the driver subject, opportunities are taken to revisit and reinforce key historical knowledge and concepts in low-stakes, meaningful ways. These may include: • **Class stories and Re-Think reading texts** • **Photographs, artefacts or images** are carefully chosen in other subjects to be able to explore clues about the past • **Links to local history, trips or visitors** – local area walks in science and geography Whilst these opportunities are used flexibly they support pupils in developing a secure understanding of chronology, change over time and historical vocabulary. These regular opportunities help pupils to retain prior learning and build connections across different historical periods.

Year 3 & 4	**Ancient Civilisations** **Ancient Egypt** (the achievements of the earliest civilizations – an **overview** of where and when the first civilizations appeared and **a depth study** of Ancient Egypt) This unit begins with an overview of the earliest civilisations followed by a depth study of Ancient Egypt. The children will build on their knowledge from KS1 of the past and the present and they will understand where Ancient Egypt fits within the chronology of world history. They will sequence key dates and events from A.E. on a timeline. The children will consider how life varied for different classes in society 3000 years ago, what different roles and responsibilities were held and what part the River Nile played in this structure. They will consider the wealth of primary and secondary sources that archaeologists have discovered to enable us to gain much information about the daily life of both slaves and pharaohs. The children will consider the achievements of this civilisation in terms of their buildings, their writing systems, literature, art mathematics and medicine and recognise how these are still seen in the world today. Exploring the legacy of the Ancient Egyptians will round off the unit. **Vocabulary:** early civilisation, ancient, past, BC, AD, timeline, era, archaeologist, artefact, source, evidence, dynasty, Old Kingdom, Middle Kingdom, New Kingdom, River Nile, flood, fertile, desert, oasis, Africa, Mediterranean Sea, Upper Egypt, Lower Egypt, pharaoh, ruler, king, queen, government, society, hierarchy, nobles, scribes, peasants, slaves, religion, gods, goddesses, belief, afterlife, mummification, mummy, tomb, pyramid, sarcophagus, canopic jars, amulet, pyramid, temple, tomb, monument, statue, burial chamber, farming, crops, wheat, barley, irrigation, trade, merchant, market, craftsperson **Substantive concepts:** monarchy, hierarchy/society, civilisation, monument, legacy	**Ancient Greece** (Ancient Greece – a study of Greek life and achievements and their influence on the western world) This unit begins with an overview of the earliest civilisations (recapping Ancient Egypt from the Autumn term) followed by a study of Ancient Greece, Greek life, achievements and their influence on the western world. They will explore the similarities and differences between the city-states of Athens and Sparta, including location, daily life, and social hierarchy and understand that Athens was the most powerful city-state, located by the sea, which allowed for trade and brought wealth. The children will learn about Greek achievements (Olympic Games, theatres, architecture, literature, democracy) and explore a range of primary and secondary sources. The children will consider the achievements of this civilisation and how their legacy continues to influence the modern world today. The unit will culminate in an Egyptian Day. **Vocabulary:** Ancient Greece, civilisation, ancient, past, BC, AD, timeline, era, archaeologist, artefact, source, evidence, ancient period, long ago, city-state, classical period, Golden Age, Greece, Europe, Mediterranean Sea, mainland, island, mountain, coastline, polis, city-state, Athens, Sparta, government, ruler, citizen, men, women, children, slaves, democracy, vote, citizen, assembly, law, council, religion, gods, goddesses, myth, mythology, belief, temple, oracle, temple, Parthenon, statue, column, theatre, amphitheatre, army, soldier, shield, spear, helmet, battle, invasion **Substantive concepts:** civilisation, democracy, Kingdom, religion, monuments, military	**Menu to Revisit and Reinforce History** When history is not the driver subject, opportunities are taken to revisit and reinforce key historical knowledge and concepts in low-stakes, meaningful ways. These may include: • **Bookwrites texts -** *Cinderella of the Nile* by Beverly Naidoo, *Arthur and the Golden Rope* by Joe Todd-Stanton • **Class stories and Re-Think reading texts** - *The Ancient Greek Mysteries* by Saviour Pirotta & Freya Hartas, *Greek Myths* by Marcia Williams, *Beasts of Olympus: Beast Keeper* by Lucy Coats & David Roberts, *The Egyptian Cinderella* by Shirley Climo & Ruth Heller, *Egyptology: Search for the Tomb of Osiris* by Dugald Steer, *Secrets of a Sun King* by Emma Carroll, *The Street Beneath my Feet* by Charlotte Guillian • **Photographs, artefacts or images** are carefully chosen in other subjects to be able to explore clues about the past. • **Cross curricular links** – geography (*Athens and Central Greece and Charmouth, Dorset (Jurassic Coast)*) • **Links to local history, trips and visitors** – local area walks to Wellington Monument, Kilve residential (*fossil hunting*) Whilst these opportunities are used flexibly they support pupils in developing a secure understanding of chronology, change over time and historical vocabulary. These regular opportunities help pupils to retain prior learning and build connections across different historical periods.

Year 5 & 6	**<u>Anglo-Saxons and the Vikings</u>** (Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England) This unit gives the children the opportunity to learn about what happened to Britain after the withdrawal of The Romans. They will learn about the Anglo-Saxon people and Scots discovering where the invaders came from and what motivated them to invade and migrate to Britain. The children will investigate why people converted from Paganism to Christianity and how the seven tribes were united by King Athelstan in the single kingdom of England. They will also investigate the legacy of the people and what the archaeological evidence discovered at Sutton Hoo tells us about them. The Viking emphasis will be upon the struggles between the Vikings and Anglo-Saxons. The children will explore and draw conclusions using different accounts of the raid on Lindisfarne and contrast this with the growing beliefs of Anglo-Saxons at this time. This will lead into a study into Viking life and beliefs. They will explore Alfred the Great's role in defending England before discussing the succession crisis of 1066 and the Norman Conquest. The unit will conclude with the children identifying the impact of Anglo-Saxons and Vikings on Britain today. **Vocabulary:** concurrent chronology, migration, kingdom, pagan, conversion, burial, raid, explorer, defence, unification, heir, claimant **Substantive concepts:** monarchy, invasion, battle, society, legacy, culture, religion, beliefs, Kingdom	**<u>Menu to Revisit and Reinforce History</u>** When history is not the driver subject, opportunities are taken to revisit and reinforce key historical knowledge and concepts in low-stakes, meaningful ways. These may include: • **Bookwrites texts –** *Women in Science: 50 Fearless Pioneers who Changed the World* by Rachel Ignotofsky • **Class stories and Re-Think reading texts** - *The Somerset Tsunami* by Emma Carroll, *Darwin's Dragons* by Lindsay Galvin, *What Mr Darwin Saw* by Mick Manning & Brita Granstrom • **Photographs, artefacts or images** are carefully chosen in other subjects to be able to explore clues about the past. • **Cross curricular links** – science (*Earth and Space*) and geography (*Our Extreme Earth, Bristol Harbourside*) • **Links to local history, trips and visitors** – geography (*Bristol Harbourside: How has Bristol Harbourside changed and why?*) Whilst these opportunities are used flexibly they support pupils in developing a secure understanding of chronology, change over time and historical vocabulary. These regular opportunities help pupils to retain prior learning and build connections across different historical periods. **Key Knowledge and Skills for Transition to KS3 (History)** • Secure chronological understanding of key historical periods studied across Cycle A and B. • Confident use of subject-specific historical vocabulary. • Ability to analyse a range of historical sources, including identifying reliability, purpose and viewpoint. • Understanding that historical interpretations can differ and are shaped by evidence.