

Weare History Curriculum Overview			
Year One	Year Two	Year Three	Year Four
Autumn Term 1			
<p>History – Our school</p> <ul style="list-style-type: none"> Understand significant historical events, people and places in their own locality. <p>Rosie’s Questions (Hamilton – find answers to questions about the History of our school)</p>	<p>Geography</p>	<p>Ancient Egypt</p> <p>Pupils will be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <ul style="list-style-type: none"> Understanding the meaning of ‘Ancient’ and ‘Civilisation’ Create timeline of key events during Ancient Egyptian times. Who were the Egyptians? Look at evidence to give us answers about the past (link to Canopic Jars) Tutankhamun How did Egyptians write? (hieroglyphics) Why was the River Nile so important? 	<p>The Romans</p> <p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.</p> <ul style="list-style-type: none"> Explain the spread of the Roman empire and recall key facts about the invasion of Britain. <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.</p> <ul style="list-style-type: none"> Understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p> <ul style="list-style-type: none"> Understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made

			<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built. • Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.
Autumn Term 2			
<p>Brunel -Around our City</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements - Brunel and the SS Great Britain and the Great Western Railway • Significant historical events, people and places in their own locality - Brunel and his inventions in Bristol; Brunel and the Clifton Suspension Bridge – How it changed Bristol; Brunel and the SS Great Britain 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • Significant historical events <p>Lessons include:</p> <ul style="list-style-type: none"> • The Fire of London. Read story. Identify date create a timeline. • Life in London in 1666. People, lifestyle, dress. • Samuel Pepys the diarist. • Recount the changes that took place when London was rebuilt and compare then and now. 	<p style="text-align: center;">Geography</p>	<p>(Continued from Autumn Term 1)</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped. • Understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. • Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths. • Explain what the Roman baths were and know about the different amenities they contained. <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning</p>

			about the Gunpowder Plot and the reasons for it (linked with Literacy)
Spring Term 1			
Travel and Transport <ul style="list-style-type: none"> • Travel then and now (Changes within living memory) • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • History of cars – compare the early cars to modern cars • History of space travel – research 4 astronauts and create a timeline • Events beyond living memory that are significant nationally or globally - the first aeroplane flight – creating posters about the first aeroplane and learn song ‘magnificent men and their flying machines’ • The lives of significant individuals in the past who have contributed to national and international achievements • The first aeroplane flight – Wilbur and Orville Wright • History of space travel – Yuri Gagarin • The first moon landing – Neil Armstrong (Moon art) 	Geography	Geography	Geography
Spring Term 2			
Geography	Florence Nightingale (how she changed nursing) and Mary Seacole <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally 	Geography	Geography

	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality • The lives of significant individuals in the past who have contributed to national and international achievement. Some should be used to compare aspects of life in different periods. <p>Lessons include:</p> <ul style="list-style-type: none"> • Introduce Florence Nightingale. Discuss who she was and what the word FAMOUS means. • Florence’s timeline and Mary Seacole’s timeline • Compare Florence’s life to Mary Seacole and the impact they both had on nursing today • Comparing nursing today with the past (visit from a local nurse 		
Summer Term 1			
<p>History (Polar Explorers)</p> <ul style="list-style-type: none"> • 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 • The traditional Inuit way of life – information posters • Arctic Explorer Roald Amundsen – Diary Entry <p>Ernest Shackleton and Antarctica – Sea Shanties (music), personal profile</p>	<p>Geography</p>	<p>World War 2 (1)</p> <p>Use dates and terms related to the study unit and passing of time</p> <ul style="list-style-type: none"> • Timeline on the outbreak of war • The War Effort • The Battle of Britain <p>Find out about everyday lives of people studied e.g. Rationing, Evacuation and VE Day</p> <ul style="list-style-type: none"> • Compare with our lives today • Identify reasons for and results of people’s actions • Understand why people may have wanted to something 	<p>The Stone Age</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. <p>To find out what happened in the Stone Age.</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. <p>To create pictures in the style of cave paintings.</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.

			<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To find out what people ate in the Stone Age and how their diet changed. To develop a chronologically secure knowledge of events in the Stone Age Understand how our knowledge of the past is constructed from a range of sources. To find out what we know about Skara Brae. Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Consider life in the Stone Age and how it compares to life to today</p>
Summer Term 2			
Geography	<p>Holidays at the Seaside in the Past</p> <ul style="list-style-type: none"> Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life comparison on the holidays at seaside over time: 1900, 1950, today Significant historical events, people and places in their own locality – travel over time, identify similarities and differences between ways of life in different periods, clothing, activities. 	<p>World War 2 (2) (continued) Commemorative Events, Military Forces:</p> <ul 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 Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study 	<p>Stone Age (continued from last half term)</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives - To find out what happened in the Stone Age Understand how our knowledge of the past is constructed from a range of sources - To create pictures in the style of cave paintings Note connections, contrasts and trends over time and develop the appropriate use of historical terms - To look at different homes from

		<ul style="list-style-type: none">• Begin to use various means of research	<p>the Palaeolithic, Mesolithic and Neolithic time</p> <ul style="list-style-type: none">• Note connections, contrasts and trends over time and develop the appropriate use of historical terms -To find out what people ate in the Stone Age and how their diet changed• To develop a chronologically secure knowledge of events in the Stone Age-Understand how our knowledge of the past is constructed from a range of sources - To find out what we know about Skara Brae• Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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