

History Curriculum Overview

Key Stage 1

Term	Year A	Year B	Year C	Year D
Autumn 1	WE ARE HISTORIANS	WE ARE PHILOSOPHERS	WE ARE CONSERVATIONISTS	WE ARE PALAEOLOGISTS
	HISA1 <ul style="list-style-type: none"> Significant historical events, people and places in their own locality <i>What clues can you find in the local area to help you find out about famous Victorians?</i>	HISB1 <ul style="list-style-type: none"> Changes within living memory: same and different <i>Am I always the same person?</i>	HISC1 <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <i>Why is Octavia Hill still remembered today? (The National Trust)</i>	HISD1 <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <i>Can you tell the story of Mary Anning?</i>
Autumn 2	WE ARE PUPPETEERS	WE ARE SCIENTISTS	WE ARE STORYTELLERS	WE ARE PAINTERS
	HISA2	HISB2	HISC2 <ul style="list-style-type: none"> Significant historical events, people and places in their own locality <i>Can you make your own museum telling the story of events, people and places within the locality?</i>	HISD2 <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <i>What can you find out about the impressionists?</i>
Spring 1	WE ARE ANIMATORS	WE ARE NATURALISTS	WE ARE ARCHITECTS	WE ARE SCULPTORS
	HISA3	HISB3 <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally <i>What are micro-organisms? (Robert Hooke and Antoni van Leeuwenhoek)</i>	HISC3 <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally: The Great Fire of London <i>Can you tell the story of Pudding Lane? ('A Street Through Time', DK)</i>	HISD3 <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally <i>Who were the polar explorers?</i>
Spring 2	WE ARE ACTIVISTS	WE ARE ROBOTICS ENGINEERS	WE ARE MINIATURISTS	WE ARE SPACE MISSION DESIGNERS
	HISA4 <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <i>Who was the most significant activist in history? (Gandhi, Martin Luther King, Emmeline Pankhurst, Greta Thunberg)</i>	HISB4 <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <i>How did William Caxton and Tim Berners-Lee change the way we store and share information?</i>	HISC4 <ul style="list-style-type: none"> Changes within living memory <i>Can you make a room for a dolls house that shows how life was different during World War 2?</i>	HISD4 <ul style="list-style-type: none"> Changes within living memory <i>Can you tell the story of the first moon landing?</i>
Summer 1	WE ARE INVENTORS	WE ARE ANTHROPOLOGISTS	WE ARE FILM MAKERS	WE ARE COSTUME DESIGNERS
	HISA5 <ul style="list-style-type: none"> Changes within living memory <i>What was the most important invention in living memory?</i>	HISB5 <ul style="list-style-type: none"> Significant historical events, people and places in their own locality <i>Who was General Pitt Rivers and why was his collection important?</i>	HISC5	HISD5

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Summer 2	WE ARE ENGINEERS	WE ARE PERFORMERS	WE ARE ENTREPRENEURS	WE ARE BROADCASTERS
	<p>HISA6</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally <p>Can you explore how the building of railways led to the growth of the Victorian seaside?</p>	HISB6	HISC6	<p>HISD6</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality, Lewis Carroll's Oxford <p>Can you tell the story of Charles Lutwidge Dodgson and the creation of 'Alice In Wonderland'?</p>

Key Stage 2

Term	Year A	Year B	Year C	Year D
Autumn 1	WE ARE HISTORIANS	WE ARE PHILOSOPHERS	WE ARE CONSERVATIONISTS	WE ARE PALAEOLOGISTS
	<p>HISA1</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain (depth study) <p>How was life in Britain changed by the Romans?</p> <p>Eskdale history field trip</p>	<p>HISB1</p> <ul style="list-style-type: none"> Ancient Greece <p>Who were the Ancient Greek philosophers and how did their ideas influence the birth of science?</p>	<p>HISC1</p> <ul style="list-style-type: none"> Preserving our English heritage <p>How has the work of the National Trust been significant in preserving Britain's past?</p> <p>Borrowdale history field trip (Beatrix Potter)</p>	<p>HISD1</p> <ul style="list-style-type: none"> Mary Anning <p>How did the life of Mary Anning and other palaeontologists change our understanding of 'deep time'?</p>
Autumn 2	WE ARE PUPPETEERS	WE ARE SCIENTISTS	WE ARE STORYTELLERS	WE ARE PAINTERS
	<p>HISA2</p>	<p>HISB2</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the birth of reason <p>How did Galileo Galilei, 'the father of modern science' and Isaac Newton 'natural philosopher' and 'alchemist' influence the development of scientific thinking?</p>	<p>HISC2</p> <p>The struggle for England</p> <ul style="list-style-type: none"> Viking raids and invasions (depth study) A non-European society that provides contrast with British history (Baghdad c. AD 900) <p>What was life like when Norse Myths and the folk tales of the Arabian Nights were being told?</p>	<p>HISD2</p> <ul style="list-style-type: none"> The achievements of the earliest civilisations; Ancient Egypt <p>What can we learn about life in Ancient Egypt from the pyramid tomb paintings?</p>
Spring 1	WE ARE ANIMATORS	WE ARE NATURALISTS	WE ARE ARCHITECTS	WE ARE SCULPTORS
	<p>HISA3</p>	<p>HISB3</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: changing understanding of the natural world <p>Who has been more influential in shaping our understanding of the natural world, Charles Darwin or David Attenborough?</p>	<p>HISC3</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Architecture <p>Can you create a design plan for a model village that tells the story of how places change through time? (Oxford field study)</p>	<p>HISD3</p> <ul style="list-style-type: none"> The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>How was Michelangelo influenced by the legacy of Greek and Roman culture?</p>
Spring 2	WE ARE ACTIVISTS	WE ARE ROBOTICS ENGINEERS	WE ARE MINIATURISTS	WE ARE SPACE MISSION DESIGNERS
	<p>HISA4</p> <ul style="list-style-type: none"> Local history study, over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <p>How has Wychwood Forest changed over time?</p>	<p>HISB4</p> <ul style="list-style-type: none"> Understanding the challenges of our time <p>What is the biggest challenge of the Information Age?</p>	<p>HISC4</p>	<p>HISD4</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Voyages of discovery <p>How has exploration changed from the Renaissance to the Space Age?</p>

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Summer 1	WE ARE INVENTORS	WE ARE ANTHROPOLOGISTS	WE ARE FILM MAKERS	WE ARE COSTUME DESIGNERS
	<p>HISA5</p> <ul style="list-style-type: none"> Historical significance <p>What are the most significant inventions of all time? (Diamond nine)</p>	<p>HISB5</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations Changes in Britain from the Stone Age to the Iron Age <p>Have people always valued the same things? (Compare and contrast)</p>	<p>HISC5</p> <ul style="list-style-type: none"> Local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality: Oxford University & the Inklings <p>Who were the Inklings?</p>	<p>HISD5</p> <ul style="list-style-type: none"> Continuity and change <p>Can you explore the history of costume?</p>
Summer 2	WE ARE ENGINEERS	WE ARE PERFORMERS	WE ARE ENTREPRENEURS	WE ARE BROADCASTERS
	<p>HISA6</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The age of steam (Brunel – Clifton Suspension Bridge, Great Western Railway and the SS Great Britain, depth study) <p>How did Isambard Kingdom Brunel play a key role in Britain's industrialisation?</p>	<p>HISB6</p>	<p>HISC6</p>	<p>HISD6</p> <ul style="list-style-type: none"> A local history depth study, Britain's settlement by Anglo-Saxons (Oxford, Christ Church) <p>Why do people leave home?</p>