History Overview

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| End of KS1 |  | End of LKS2 |  | End of UKS2 |  |
| By the end of Keg Stage 1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify  different ways in which it is represented.  They will learn about:   * Changes within living memory by studying how toys, transport and technology have changed * Events beyond living memory that are significant nationally or globally by studying the Great Plague and the Great Fire of London. * The lives of significant individuals in the past who have contributed to national and international achievements by studying and comparing the lives of Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale, the suffragette movement and Anne Frank. * Significant historical events, people and places in their own locality through the study of the Romans in Cumbria and the lives of Beatrix Potter and William Wordsworth. * They will also learn about changes within living memory (and beyond). Events beyond living memory that are significant national or globally and the lives of significant individuals in the past who have contributed to national and international achievements, through the study of ‘Kings and Queens- British Monarchs. |  | By the end of KS 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |  |
|  | They will learn about:   * Stone Age and Iron Age Man – To include a local study of the stone circles. * Life in Ancient Egypt * Tudor Britain. * Invaders and Settlers – Vikings, Scots, Anglo-Saxons. * Local Perspective of life in WW2 * Carlisle Castle Through the Ages – A Local Study. |  | They will learn about:   * Life in Ancient Greece * Through the Ages, an in-depth study of Crime & Punishment/pupil directed. * The Mayan Civilization. * Struggle for a kingdom - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Why did the Romans invade Britain? * Life in 20th Century Britain. |  |