

History Curriculum Overview – Calcot Schools

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p align="center"><b>Changes within living memory</b></p> <p><b>Knowledge Targets:</b> A secure understanding of common words and phrases relating to the passing of time.</p> <p>Recognise changes within living memory and the ways in which we can find out about these changes.</p> <p>They will know: How music has changed over the last 60 years.</p> <p>How children’s habits around playing have changed.</p> <p>The similarities and differences between the toys the children play with now, in comparison to what their parents and grandparents played with.</p> <p>How technology has changed the way that we store and cook food.</p> <p>How globalisation has changed the food and drink that we eat.</p> <p>How improved transport has made the world more connected.</p> <p>How the ways in which we communicate have changed over time, including the devices used.</p> <p>The development of devices such as those that are used to listen to music.</p>		<p align="center"><b>Explorers</b></p> <p><b>Knowledge Targets:</b> Children should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p align="center"><b>The Great Fire of London</b></p> <p><b>Knowledge Targets:</b> The pupils will know what and where London is and understand that although a city, the life of its inhabitants was very different in the 17th century.</p> <p>Children should have a secure understanding of key terminology, including past, present, before, after, timeline, and monarch/monarchy.</p> <p>The children should be introduced to different types of sources.</p> <p>Pupils will be able to recall the key events of the Great Fire of London, understand why the Great Fire of London happened, how we know so much about the Great Fire of London and recognise how the Great Fire of London changed the country forever.</p>	<p align="center"><b>Castles</b></p> <p><b>Knowledge Targets:</b> The pupils will know: When castles were built.</p> <p>What castles were used for and their importance in protection.</p> <p>Who lived in castles, including an in-depth look at the terminology ‘monarch’, ‘knight’ and ‘battle’.</p> <p>The main architectural features of castles.</p> <p>The sources we use to look at castles.</p> <p>What life was like in a castle.</p> <p>Recognise the word ‘Parliament’.</p>
Year 2	<p align="center"><b>The Tudors</b></p> <p><b>Knowledge Targets:</b> That England in the time of Henry VII and VIII was a Roman Catholic country.</p>	<p align="center"><b>The Gunpowder Plot</b></p> <p><b>Knowledge Targets:</b> To know, apply and understand the matters, skills and processes specified in the Gunpowder plot.</p>	<p align="center"><b>The Stuarts</b></p> <p><b>Knowledge Targets:</b> Know and understand that the Stuarts followed the Tudors and were the first monarchs of the United Kingdom.</p>	<p align="center"><b>The Victorians</b></p> <p><b>Knowledge Targets:</b> Understand what a ‘source’ is, and how different sources are used to find out key</p>	<p align="center"><b>Local Study</b></p> <p><b>Knowledge Targets:</b> Know what is meant by ‘local’.</p> <p>Understand the historical importance of Reading Abbey.</p>	<p align="center"><b>Kings and Queens</b></p> <p><b>Knowledge Targets:</b> A secure understanding of key vocabulary and phrases, such as monarch, reign, coronation, king, queen, ruler, divine right, parliament,</p>

	<p>The role of the Pope in Europe during this time.</p> <p>What is meant by 'Reformation' in this historical context.</p> <p>An in-depth knowledge of the reign of Henry VIII and Elizabeth I.</p> <p>What is meant by a 'dynasty' in this context.</p>	<p>Children should be able to make comparisons between parliament in the sixteenth century and now.</p> <p>Pupils should look at different punishments during the sixteenth century, making comparisons over time.</p>	<p>Have a secure understanding of what is meant by the term 'king' and 'monarch', their crucial role in societal structure, and their political importance.</p> <p>Have a secure understanding of The Great Plague.</p> <p>Understand the role of the Parliament in this period.</p>	<p>information about the past.</p> <p>Understand what is meant by 'poor', 'peasant' and 'rich' in the context of Victorian history.</p> <p>Compare and contrast the life of a Victorian child and the 'typical' life of a child now.</p> <p>Compare and contrast the life of a Victorian child from a 'rich' family and a 'poor' family.</p>	<p>Recognise the contributions Huntley and Palmers made to the working industry in Britain.</p> <p>The Cadbury brothers and their similar and contrasting contributions to Huntley and Palmers.</p>	<p>power, politics and royal dress, regalia and insignia. Pupils will recognise the portraits of the eight rulers studied in detail.</p> <p>They will understand what is meant by 'king', 'queen' and 'monarch'.</p> <p>Pupils will understand the political role of parliament and the political and religious role of a monarch.</p>
Year 3	<p><b>Stone Age</b></p> <p><b>Knowledge Targets:</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p> <p>Have a secure understanding of prehistoric chronology.</p> <p>Understand the importance of Stonehenge, the surrounding theories of its purpose, including the most recent findings.</p> <p>Understand how daily life changed through the three main sections of Stone Age Britain.</p>	<p><b>Early Egypt</b></p> <p><b>Knowledge Targets:</b> Recognise the settlements, burials and materials used by the early Egyptians.</p> <p>Understand the importance of pottery as a source of artefactual evidence during this period, particularly as a way of forming clear chronology and dating objects found in close proximity to pottery.</p> <p>The typical aspects of an early Egyptian burial and draw comparisons between</p>	<p><b>Bronze Age</b></p> <p><b>Knowledge Targets:</b> Identify Bronze Age Britain's chronology within world history.</p> <p>Similarities and differences between Stone Age and Bronze Age.</p> <p>Pupils should begin to draw contrasts between Egypt and Britain during the Bronze Age.</p> <p>The importance of archaeologists, archaeological research and artefacts.</p>	<p><b>The Shang Dynasty</b></p> <p><b>Knowledge Targets:</b> To know where and when the Shang Dynasty took place.</p> <p>Understand the role of archaeologists in collecting evidence and how this is open to interpretation.</p> <p>Introduced to the concept of find context or find location, when studying artefacts.</p> <p>To know what oracle bones are.</p> <p>To identify Fu Hao and understand her historical significance.</p>	<p><b>Iron Age</b></p> <p><b>Knowledge Targets:</b> Understand how people in the Iron Age were buried.</p> <p>Recognise the key religious practices of people in the Iron Age.</p> <p>Be able to draw comparisons between art, culture and religion in Iron Age Britain with other European countries.</p> <p>Understand what Iron Age hillforts were used for and why they are archaeologically important.</p> <p>Understand the importance of artefacts and monuments in</p>	<p><b>Babylonia</b></p> <p><b>Knowledge Targets:</b> Introduced to 'Mesopotamia' and understand that this is Iraq.</p> <p>Understand that Mesopotamia was divided into cities, which had a king (similar to Iron Age settlements and developing kingdoms).</p> <p>Know what is meant by 'king' in the Babylonian context.</p> <p>Recognise Babylonian temples and art.</p> <p>Recognise and comment on their writing systems.</p>

	<p>Understand the role of archaeologists in collecting evidence and how this is open to interpretation.</p> <p>Recognise the key components of a typical Stone Age person's diet.</p> <p>Recognise the key features of Stone Age art and its role and purpose in society.</p> <p>Understand what is meant by 'prehistory' and what that entails in terms of the types of evidence that is available.</p>	<p>this and prehistoric burials in Britain.</p> <p>The development of burials during this time, culminating with the royal burials during this period.</p> <p>The architectural structure and religious and cultural importance of the pyramids within ancient Egypt, particularly the Great Pyramids of Giza.</p> <p>The similarities and differences of pyramids in Nubia and Egypt during this period.</p>	<p>The importance and impact of European trade during the Bronze Age.</p> <p>Cross-cultural examinations, in order to compare different civilisations and historically contextualise British History during this period.</p>	<p>To identify different weapons and the organisation of soldiers.</p> <p>To identify and understand the different roles people undertook in society.</p>	<p>the study of prehistoric Britain.</p> <p>Identify why and how people in Britain started to use iron and replace the use of bronze with iron.</p>	<p>Identify the key rulers within Babylonian Empire.</p> <p>Understand what the term 'empire' means.</p>
Year 4	<p><b>New Kingdom Egypt</b></p> <p>Knowledge Targets: Chronology (Old Kingdom, Middle Kingdom, New Kingdom, and the Graeco-Roman period.)</p> <p>Children will understand that the Egyptian Empire is the period also known as New Kingdom Egypt.</p> <p>Societal structure: pharaonic periods involved a very clear social hierarchy, with the pharaoh being the most</p>	<p><b>Assyrian Empire</b></p> <p>Knowledge Targets: Know what is meant by 'archaeology' and recognise its importance in the field of history and research.</p> <p>The difference between 'primary' and 'secondary' sources and their equal importance in creating historically valid points and questions and solidifying historical knowledge and understanding.</p> <p>The meaning of 'administration' and how the Assyrian Empire was</p>	<p><b>Classical Greece</b></p> <p>Knowledge Targets: Understand how artefacts are used rigorously to inform academics and form historically valid opinions.</p> <p>Pupils should understand ancient Greece was organised into competing city-states (very much like Mesopotamia).</p> <p>Understand what is meant by 'democracy' and draw comparisons between the ancient and modern practise.</p>	<p><b>Persian Empire</b></p> <p>Knowledge Targets: Understand the importance of artefacts and written sources and understand how they are used to inform academics and form historically valid opinions.</p> <p>The children will understand what is meant by 'satrapies', 'empires', 'conquer' and 'deport'.</p> <p>Pupils should understand and recognise the key components of Persian warfare and how</p>	<p><b>Roman Empire</b></p> <p>Knowledge Targets: Children should have a secure comprehension of the chronology of Ancient Rome.</p> <p>Children will recognise the overlap and cross-cultural links between Greece and Rome (e.g. the Greek defeat in 146 BC in the Battle of Corinth, Roman occupation in Greece).</p> <p>Roman warfare.</p> <p>Understand the significance of the Roman Empire and the impact it had across the known world.</p>	<p><b>Roman Britain</b></p> <p>Knowledge Targets: Children should have a secure understanding of the importance of artefacts and how they are used rigorously to inform academics and form historically valid opinions.</p> <p>Children will look at the examples of primary written sources of evidence, and will grapple with the concept of 'limitations of evidence'.</p> <p>Pupils will recount and understand the importance of ancient Roman engineering and the key building surrounding their innovative creations.</p>

	<p>important figure in society.</p> <p>Everyday life: pupils will investigate what life may have been like for a ‘typical’ person in ancient Egypt, and the questions and problems of sources that are available to us to discover this.</p> <p>Mummification process: pupils will identify where, when and why this was done, and how this varied depending on the period and individual’s wealth and status.</p> <p>Pharaonic culture: pupils will identify their role in society, how this changed over time, and why they were considered important.</p>	<p>politically and socially organised.</p> <p>The different political roles in the Assyrian governing body (the king, the magnates, the scholars, scribes, provisional governors and the ‘beardless men’).</p> <p>The political and religious significance of lion-hunting and its exclusivity to be done only by the king.</p> <p>The importance of artefacts and how they are used to pose historically valid questions and receive historical information and knowledge from them.</p> <p>What an empire is and how that differed from ancient Egypt’s political organisation.</p>	<p>Pupils should recognise the key features of Greek mythology and be able to recount the most prominent myths.</p> <p>Children will have an in-depth understanding of Troy.</p> <p>Pupils should understand and recognise the key components of Greek warfare and how that had an impact on the Roman Empire.</p> <p>Important city-states should be examined as case studies, particularly Athens and Sparta.</p> <p>The religious and cultural importance of the Olympic Games in Classical Greece, and draw comparisons between their traditions and how the Olympic games is organised in the modern world.</p>	<p>that had an impact on their wars with Greece.</p> <p>Recognise the key monuments and how they represented Persian culture and customs, including Persepolis and the glazed brick relief of Persian soldiers.</p>	<p>Pupils should know that the ancient Romans spoke Latin, but could also speak Greek.</p> <p>By the end of the unit, pupils should have a secure understanding of ancient Rome’s political organisation (which can be investigated practically) and daily life in ancient Rome, examined through Pompeii and Herculaneum.</p>	<p>Pupils will investigate leaders particularly important leaders to identify and draw conclusions regarding their actions. They will be guided on how to form historically informed opinions regarding their importance and influence in Rome and Britain (Julius Caesar).</p> <p>The importance of Boudicca, including her impact on Britain and our understanding of the limitations of primary written sources of evidence.</p>
Year 5	<p>Anglo-Saxons</p> <p><b>Knowledge Targets:</b> Understand the informative importance of artefacts to the study of Anglo-Saxon history.</p> <p>Understand how to use artefacts as part of the collection of evidence</p>	<p>Vikings</p> <p><b>Knowledge Targets:</b> Pupils will understand and recognise Viking traditions, including burial practices, and that the Viking age in European history was from about AD700 to 1100.</p>	<p>Byzantium</p> <p><b>Knowledge Targets:</b> Begin to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>The Norman Conquests</p> <p><b>Knowledge Targets:</b> Understand the social system within Anglo-Saxon England, for example, the king and his aristocracy, the role of Thegns, huscarls (housecarls), ceorls and earls.</p>	<p>Medieval Monarchs</p> <p><b>Knowledge Targets:</b> Understand the concept ‘monarch’.</p> <p>Understand how the historical term ‘monarch’ can encompass different responsibilities, religion and</p>	<p>Local Study</p> <p><b>Knowledge Targets:</b> Recognise the importance of Reading Abbey, particularly from Anglo-Saxon – Medieval period.</p> <p>Recount historical events that took place in Reading Abbey.</p>

	<p>given to them, in order to reach well-researched conclusions and pose historically valid questions.</p> <p>Know where the Anglo-Saxon tribes originated from, and some of the theories as to why they settled in Britain.</p> <p>Have a substantial knowledge base of Sutton Hoo and understand its archaeological importance.</p> <p>Understand the religious beliefs and practices of the Anglo-Saxons and how that changed and developed in the 6th century.</p>	<p>Children will understand that during this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.</p> <p>To recognise and understand Viking warfare.</p> <p>To identify Viking raids and address why they happened.</p> <p>The rising tensions between Christianity and Paganism.</p> <p>The changing ambitions of Viking settlements, which began with raids and ended with conquering land.</p>	<p>Pupils will have a secure understanding of the key events surrounding the founding of Byzantium and how and why that transformed into Constantinople.</p> <p>Identify key figures, such as Constantine I and Justinian I, and comprehend and discuss the significant impact these two individuals had on the Empire.</p> <p>Pupils will have a secure understanding of the key historical vocabulary, including ‘empire’, ‘emperor’, ‘conquer’ and ‘iconoclasm’.</p>	<p>They will know and be able to identify the key roles of the Witan during this period and how the local government was constructed and upheld.</p> <p>Pupils will understand the significant events leading to the Battle of Hastings, including the Battle of Fulford and Stamford Bridge.</p> <p>They will be able to identify the strengths and weaknesses of William the Conqueror’s battle tactics and military strategies.</p>	<p>expectations, depending on both culture and time period.</p> <p>Understand in greater depth the chosen case studies of particular monarchs.</p> <p>Compare and contrast key medieval monarchs from Britain, with chronologically parallel rulers in both Europe and the Middle East.</p>	<p>Identify who lived in abbeys and their religious and political purposes.</p> <p>Understand the importance of the church during the periods in question.</p>
<p>Year 6</p>	<p><b>The First Cities</b></p> <p><b>Knowledge Targets:</b> To name the earliest city-settlements, including the Indus Valley, Sumer and Uruk.</p> <p>To begin to compare and contrast the earliest city-settlements, including drawing comparisons between their art, roads, trade and social structure.</p>	<p><b>Maya</b></p> <p><b>Knowledge Targets:</b> Understand the societal structure and political organisation of Maya.</p> <p>Recognise the geographical placement of Maya.</p> <p>Understand the importance of religious rituals for Mayans.</p> <p>Understand the religious beliefs of Maya</p>	<p><b>WWI and WWII (Spring 1 and 2)</b></p> <p><b>Knowledge Targets:</b> The political and social state of Germany and Britain during WWI and after WWI.</p> <p>Recognise and understand the Treaty of Versailles.</p> <p>The key events leading up to the outbreak of WW2, including both within and outside Europe.</p> <p>An understanding of the concept of ‘propaganda’ and how it was used throughout the world to manipulate audiences and promote certain messages.</p> <p>This should be compared with other cultures and in different contexts, both ancient and modern (for</p>	<p><b>Crime and Punishment</b></p> <p><b>Knowledge Targets:</b> Investigate and understand the concept of crime and punishment in greater depth, and look at key historical examples in Britain, from 1066 to the 20th century.</p> <p>Investigate the Tower of London, which will include its historical importance as a tower, castle, fortress, and most importantly, infamous prison.</p> <p>The children will be able to compare Britain’s history of crime and punishment with other cultures, including non-European civilisations.</p>		

	<p>To demonstrate a secure understanding of types of sources.</p> <p>To identify the limitations of some sources, including archaeological sources.</p> <p>To understand and recognise the earliest forms of writing.</p>	<p>civilisation, and how that had a direct impact on their art and societal structure.</p> <p>Have a secure understanding of the trading practices in ancient Maya.</p>	<p>example, the fact that propaganda occurs as early as 3000 BC in civilisations such as Egypt/Iraq).</p> <p>Rations: an understanding of this word and concept and the impact it had on civilians and prisoners of war.</p> <p>The pupils will have an in-depth comprehension of the term 'evacuation' and what that meant for British civilians. How did this affect families and how were the rest of the European countries affected? Why was it different in different countries?</p> <p>Pupils will have a clear and concise concept of the Holocaust, who Hitler targeted and the severe impact it had on the entire world.</p>	
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