



Mayfield Primary School Curriculum Documents



HISTORY OVERVIEW	Autumn	Spring	Summer
EYFS	<p><u>I wonder if my family is like yours?</u></p> <ul style="list-style-type: none"> * Begin to make sense of their own life-story and family's history. * Understand the ways they have changed. * Talk about the changes that have happened within their family lifetime e.g. talking to grandparents about holiday etc. * Talk about changes that happen over a short period of time. <p><i>There are three other non-history linked 'I Wonder' questions this term.</i></p>	<p><u>I wonder if other people celebrate?</u></p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> * Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><i>There are four other non-history linked 'I Wonder' questions this term.</i></p>	<p><u>I wonder if everyone lives near the sea?</u></p> <p>The lives of significant individuals in the past</p> <ul style="list-style-type: none"> * Compare and contrast characters from stories, including figures from the past * Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>There are two other non-history linked 'I Wonder' questions this term.</i></p>
Year One	<p><u>Aspect Study: Toy Story</u></p> <p>Changes within and beyond living memory at a national level.</p> <p>Great toys from the past (Victorians to Present), moving toys, family games, puzzles, practical to virtual toys, popular toys from years gone by and family favourites.</p>	<p><u>Local Study: St Annes in Bloom</u></p> <p>Study significant historical events, people and features in their own St Annes town as we continue our local history thread from our living near the sea EYFS introduction. This local history focus will be revisited and developed at specific points within the academic years ahead.</p>	<p><u>Wider Study: Travels & Tales</u></p> <p>The lives of significant individuals in the past and present some of whose achievements have links to the locality e.g. Amy Johnson, Dame Sarah Storey. The children consider Neil Armstrong and Christopher Columbus, their journeys and the significance of their explorations.</p>
Year Two	<p><u>Aspect Study: The Gunpowder Plot</u></p> <p>Changes and events that are beyond living memory at a national or global level. We turn our attentions to the events of 1605 and the legendary plot to blow up the Houses of Parliament. We look at the motives, the conspirators and the reasons why the plot failed before moving into a wider study of Tudor and Stuart life in KS2.</p>	<p><u>Wider Study: Desert Island Champions</u></p> <p>Inspired by the work, beliefs and actions of notable individuals throughout history, the children are charged with creating a desert island community that can survive and work together by choosing which historic figures should join them there including local figures e.g. Rosa Parks, Louis Pasteur, Alexander Graham Bell, Nelson Mandela, Florence Nightingale</p>	<p><u>Wider Study: Kings, Queens & Castles</u></p> <p>As we develop our studies of people and events throughout KS1, we move into a study of royal rulers through history and how they have lived. We introduce leaders such as Queen Elizabeth I, Queen Victoria and Queen Elizabeth II before the children unlock a deep study of these history periods during our KS2 chronological journey.</p>
Year Three	<p><u>Chronology Study: Early Britain</u></p> <p>Starting with the Stone Age, then Bronze Age and Iron Age, we then move into the Roman Invasion and what they would find upon arrival. Then, we move into a larger study of what the Romans brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact. This include a locality focus upon Ribchester.</p>	<p><u>Chronology Study: Clash of the Titans</u></p> <p>The natural next step in the journey as the children undertake a study into the struggle for 'control' of Britain up to 1066: The Battle of Hastings. As we view the post-Roman domination of Britain through the eyes of the Anglo-Saxons and Vikings.</p>	<p><u>Civilization Study: Valley of the Kings</u></p> <p>The first of a carefully placed two part comparison of ancient civilizations and their achievements. We have chosen Ancient Egypt for our first study. This non-European society also provides contrast with British history.</p>
Year Four	<p><u>Chronology Study: The Norman Conquest</u></p> <p>Our chronological journey across British history hits 1066 and the significant events of that year. We look at the Norman Conquest, the rivals for the throne and the significance of William The Conqueror's victory on life in Britain.</p>	<p><u>Chronology Study: The Power and The Rose</u></p> <p>We move the historical story of Britain forward into Tudor times. Starting with the Battle of Bosworth in 1485 we consider the main figures, leaders and events of this memorable period in our history.</p>	<p><u>Civilization Study: Gods & Legends (Ancient Greece)</u></p> <p>The second of a carefully placed two part comparison of ancient civilizations and their achievements. This includes a short focus upon the Ancient Olympics which is planned to lead into the Olympic Heroes theme in year 6.</p>
Year Five	<p><u>Chronology Study: The Cost of Empire</u></p> <p>The Georgian period of history hits the spotlight, bit with a very specific theme. We take a close look at the society thread and delve into the issue of slavery and class during this time of growth: analysing history from a different angle.</p>	<p><u>Chronology/Civilization Study: Amazon Adventure</u></p> <p>Consideration of a further linked non-European society/civilization: The Mayans. We study their ways of life, beliefs and traditions and make strong links to the geography studies within this theme. Comparisons are also made to the ancient civilisations studied earlier within the key stage and feeds into the heavily contrasting industry led civilisation of Victorian Britain which follows next, not to mention the threads covered in The Cost of Empire.</p>	<p><u>Chronology/Local Study: Victorians-on-Sea</u></p> <p>Moving the importance and significance of industry and empire forward, the focus moves onto the Victorians with a specific, yet wider than ever, look at the local region (Lancashire) and how the emergence and growth of our local seaside resorts were a direct result of the Victorians industrial growth and influence and created a market for all classes seeking the 'clear air' and fun of the coastlines.</p>
Year Six	<p><u>Chronology Study: We All Stand Together (WW2)</u></p> <p>The chronological journey reaches its climax with a study of Britain and the wider world in most recent times. Picking up where the Victorians-on-Sea theme left off, the study focuses upon a war weary, poverty stricken Britain on the brink of further conflict. It includes an in-depth study of rationing, evacuation, air-raids and the home guard. Alongside a study of the most significant events of WW2 including The Battle of Britain and the D-Day landings.</p>	<p><u>Chronology Study: Olympic Heroes</u></p> <p>Our chronological journey ends with a two-part study of life post World War Two. Firstly, the children pick up upon the ancient Olympic theme from year 4 and take a wider world look at the modern Olympic Games and the names and achievements that have become modern icons. The study looks at the broader themes involving society and culture which surrounded the stories of many great athletes.</p>	<p><u>Chronology/Local Study: Bring Me Sunshine</u></p> <p>The second and final part of life post World War Two focused upon Britain and the significance of live entertainment, music and the arts from the 1950s to the 1990s. Completing our local history thread we consider some aspects within the context of Blackpool as the live entertainment capital of Britain for much of this time.</p>