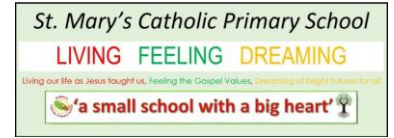




St Mary's Catholic Primary School

History Curriculum Overview



Whole School Curriculum Map

| | Cycle | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|-------|---|---|---------------------------------------|----------|-------------------------------|---|
| Acorn | A | Knowing Me Knowing you People and homes | Festival of Light Christmas Traditions | Chinese New Year | | Jurassic World Pirates | How have I changed? |
| Blossom | A | How am I making History? | | How have toys changed? | | How did we learn to fly? | |
| | B | What is History? | | How was school different in the past? | | | How was the Victorian seaside different to seascides now? |
| Oak | A | | Stone, Iron & Bronze Age | Local History | | Ancient Egypt | |
| | B | Romans | | Tudors | | The Maya Civilisation | |
| | C | Britain's settlement by Anglo Saxons & Scots | | How has farming changed? | | Ancient Greece | |
| | D | WW2 | | Viking and Anglo Saxon Struggle | | | Early Islamic Civilisation |



St. Mary's Catholic Primary School

History Curriculum Overview



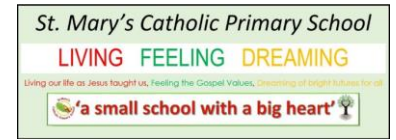
National Curriculum Overview

| Development Matters | Cycle A | | |
|---|--|------------------|--|
| | Knowing Me Knowing you People and homes Festival of Light Christmas Traditions | Chinese New Year | Jurassic World Pirates How have I changed? |
| DM (0-3) Make connections between the features of their family and other families. | ✓ | ✓ | ✓ |
| DM (0-3) Notice differences between people. | ✓ | ✓ | ✓ |
| DM (0-3) Explore natural materials inside and outside. | | | ✓ |
| DM (3-4) Talk about what they see using a wide vocabulary. | ✓ | ✓ | ✓ |
| DM (3-4) Begin to make sense of their own life story and family's history. | ✓ | | ✓ |
| DM (CiR) Comment on images of familiar situations in the past. | ✓ | | ✓ |
| DM (CiR) Name and describe people who are familiar to them. | ✓ | | ✓ |
| DM (CiR) Compare and contrast characters from stories including figures from the past. | ✓ | | ✓ |
| DM (CiR) Recognise that people have different beliefs and celebrate special times in different ways. | ✓ | ✓ | |
| DM (CiR) Explore the natural world around them. | | | ✓ |
| DM (CiR) Talk about members of their immediate family and community. | ✓ | | ✓ |
| ELG Talk about the lives of the people around them and their roles in society. | ✓ | | ✓ |
| ELG Know some similarities and differences between things in the past and now, drawing on their experiences of what has been read in class. | ✓ | | ✓ |
| ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. | ✓ | | ✓ |
| ELG Talk about the lives of the people around them and their roles in society. | ✓ | | ✓ |



St Mary's Catholic Primary School

History Curriculum Overview

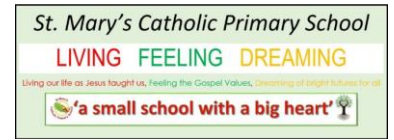


| KSI | Cycle A | | | Cycle B | | |
|--|--------------------------|------------------------|--------------------------|------------------|---------------------------------------|---|
| | How am I making History? | How have toys changed? | How did we learn to fly? | What is History? | How was school different in the past? | How was the Victorian seaside different to seaside's now? |
| 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | | | ✓ | | | |
| 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | | | ✓ | | | ✓ |
| Significant historical events, people and places in their own locality | ✓ | | | | ✓ | ✓ |



St Mary's Catholic Primary School

History Curriculum Overview



| KS2 | Cycle A | | | Cycle B | | | Cycle C | | | Cycle D | | |
|---|--------------------------|---------------|---------------|---------|--------|-----------------------|--|--------------------------|----------------|---------|---------------------------------|----------------------------|
| | Stone, Iron & Bronze Age | Local History | Ancient Egypt | Romans | Tudors | The Maya Civilisation | Britain's settlement by Anglo Saxons & Scots | How has farming changed? | Ancient Greece | WW2 | Viking and Anglo Saxon Struggle | Early Islamic Civilisation |
| Changes in Britain from the Stone Age to the Iron Age | ✓ | | | | | | | | | | | |
| The Roman Empire and its impact on Britain | | | | ✓ | | | | | | | | |
| Britain's settlement by Anglo-Saxons and Scots | | | | | | | ✓ | | | | | |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | | | | | | | | ✓ | |
| A local history study | | ✓ | | | | | | ✓ | | ✓ | | |
| A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | | | ✓ | | | ✓ | | ✓ | | |
| The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | | | ✓ | | | | | | | | | |
| Ancient Greece - a study of Greek life and achievements and their influence on the western world | | | | | | | | | ✓ | | | |
| A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 | | | | | | ✓ | | | | | | ✓ |