



Becontree Primary School

History Curriculum Overview

Year 1		
Autumn	Spring	Summer
Changes within living memory: Changes to toys and impact on people's lives - To introduce and describe their favourite toy to the class. - To write a label for a toy. - To explore how toys have changed through time. - To explore what materials are used to make toys now and from the past. - Show some awareness of the distinction between present and past in their own and other people's lives. - Sequence artefacts from different periods of time. - Use everyday terms about the passing of time. - Find answers to simple questions about the past from sources of information.		Significant historical events, people and places in their own locality: Transport (Link to Fords and impact on local area) - To understand and name the different modes of transport used in the past and present - To understand who George Stephenson was - To be able to describe the differences between a train from the past (steam train) and a train from the present - To compare aeroplanes from the past and present. - To recognise that East London has an airport in the local area - To understand that Henry Ford invented the first affordable car and changed the way people used transport in 1908. - To understand the importance of Dagenham Ford and the impact it had on the local area. - To find out how bicycles have changed over time - Show some awareness of the distinction between present and past in their own and other people's lives. - Sequence artefacts from different periods of time. - Use everyday terms about the passing of time. - Find answers to simple questions about the past from sources of information. - Find some facts about events that happened long ago. - Say why people may have acted as they did.

Year 2		
Autumn	Spring	Summer
Lives of Significant individuals: Florence Nightingale and Mary Seacole - To discuss what health care and medicine and personal/public hygiene was like in Victorian era and now. - To explore who Florence Nightingale was and why she was so important. - To look at how Florence Nightingale dealt with the problems she encountered in hospitals. - To compare hospitals today to hospitals during Florence Nightingale's time. - To explore who Mary Seacole was and why she was so important. - To explore who Mary Seacole was and why she was so important. - To find out about the medicines that Mary Seacole used. - To recall facts about the life of Mary Seacole. - Use information about the past to describe the differences between then and now. - Use basic key information to describe the past (e.g. simple dates). - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Asks and answers simple questions such as: 'what was it like for...?'	Great Fire of London and The Plague - To know where and when the Great Fire began and why it spread quickly. - To know what stopped the Great Fire - To explain where and when the Great fire of London started, why it spread quickly and what stopped it. - To write an eye-witness account of being in the Great Fire. - To know what the Plague was and why it was able to spread. - To know the symptoms of the Plague and to understand why it is not widespread anymore. - To create questions you would ask someone during this time period - Use information about the past to describe the differences between then and now. - Use basic key information to describe the past (e.g. simple dates). - Recount the main events from a significant event in history. - Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.	Comparing Significant Individuals: Christopher Columbus and Neil Armstrong - To decide what makes someone important or significant - To find out who Christopher Columbus was - To order the events in Christopher Columbus's life - To answer questions correctly about Christopher Columbus. - To present information about Christopher Columbus as a fact file - To find out why Neil Armstrong is important. - To complete a timeline of Neil Armstrong's life. - To compare the experiences of Christopher Columbus and Neil Armstrong - To show what I know about some great explorers - To create a memorial stamp - Use information about the past to describe the differences between then and now. - Use basic key information to describe the past (e.g. simple dates). - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Asks and answers simple questions such as: 'what was it like for...?'

Year 3		
Autumn	Spring	Summer
	Stone Age to Iron Age - To find out what life was like during the Palaeolithic and Mesolithic period - To find out about cave paintings - To find out about the Neolithic period and compare this to the Palaeolithic and Mesolithic period - To learn about Stone Circles - To find out about the Bronze Age - To find out about the Iron Age - To find out about Celtic jewellery from the Iron Age - To compare the way of life from the Stone, Bronze and Iron Age. - Understand that a time line can be divided into BCE and AD - Uses evidence to find out about change during a time period. - Describes similarities and differences between people, events and objects. - Can identify the settlements, rules and culture of a period studied. - Ask questions such as, "How did people...?" "What did people do for....?" - To know why there aren't always primary sources of evidence for an event studied.	The Roman Empire and its impact on Britain - To understand how the Roman Empire grew over time - To understand the terms 'invade' and 'settle' and to place the Romans on a timeline. - To learn about the life of a Roman soldier - To make a Roman shield - To understand why the Romans wanted to invade Britain - To find out who was in Britain when the Romans - invaded and learn about their way of life - To learn about Boudica and her resistance against the Roman army - To find out about the results of Boudica's revolt - To find out about Roman architecture - To find out about Roman entertainment - To find out about Hadrian's wall - Understand that a time line can be divided into BCE and AD - Use dates and terms related to the study unit and passing of time. - Uses evidence to find out about change during a time period. - Describes similarities and differences between people, events and objects. - Can identify the settlements, rules and culture of a period studied. - Look at and compare two versions of the same event in history and identify differences in the accounts.

Year 4		
Autumn	Spring	Summer
Achievements of Earliest Civilisations – Ancient Egypt - To identify when the Ancient Egyptian civilisation lived and how the land affected everyday life. - To find out about the Egyptian Pharaohs including Tutankhamen and his tomb - To find out what life was like in Ancient Egypt - To find out about the religious beliefs of the Ancient Egyptians - To find out about the Egyptian tombs and pyramids - To find out what hieroglyphics were and practise using them - To find out about the process of mummification - Use terms related to the period and begin to date events including use of BC / AD. - Shows knowledge and understanding by describing features of past societies and periods. - Recognise primary and secondary sources. - Begin to use a range of sources to collect evidence about the past.	Britain's settlement by Anglo-Saxons and Scots - To find out who the Anglo-Saxons were and where they came from. - To find out who the Picts and Scots were and where they lived. - To understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meanings - To describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there - To explore Anglo-Saxon culture including art, legends and poetry - To explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped. - To explore the spread of Christianity in Britain. - To study the archaeological evidence at Sutton Hoo to ask and answer questions. - To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there. - Shows knowledge and understanding by describing features of past societies and periods. - Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. - Can identify the invasion, settlements, rules and culture of a period studied. - Begin to use a range of sources to collect evidence about the past.	A non-European society that provides contrasts with British history: Mayan Civilisation - To find out who the Mayans were - To compare village life of the Mayans and the Anglo-Saxons - To find out about writing and calendars used by the Mayans - To find out about the religious beliefs of Mayans - To find out about the end of the Mayan era - Use terms related to the period and begin to date events including use of BC / AD. - Shows knowledge and understanding by describing features of past societies and periods. - Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. - Can identify the invasion, settlements, rules and culture of a period studied. - Begin to use a range of sources to collect evidence about the past.

Year 5		
Autumn	Spring	Summer
Impact of Viking and Anglo-Saxon struggle for England - To explore what Britain was like before the first Viking invasions. - To find out about the Viking invasions of Britain. - To find out about the Viking settlement in Britain and how this affected the Anglo-Saxons including Alfred the Great. - To find out who King Athelstan was and compare his rule to King Alfred - To explore what life was like for Vikings living in Britain. - To find out about the Danegeld. - To find out about Viking longships - To learn about Norse Mythology - To find out how the Viking era ended - Relate current studies to previous studies. - Make comparisons between different times in the past. - Use relevant dates and terms. - Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Gives some causes and consequences of the main events, situations and changes in the periods studied. - Can discuss the impact and causes of historical change in Britain. - Confidently use a range of sources to collect evidence about the past. - Can use evidence to support or oppose questions and statements about eras / events studied.	Ancient Greece – a study of Greek life and achievements and their influence on the western world - To find out where Greece is and when the Ancient Greeks lived - To learn about the differences between Athens and Sparta and to understand the term 'democracy'. - To learn about Ancient Greek warfare. - To find out about the beliefs of the Ancient Greeks. - To find out about Ancient Greek artwork and culture - To learn about Greece temples and architecture - To find out about the Ancient Greek Olympics - To use the story from Homer's Iliad to learn about the Trojan War. - To find out about famous philosophers from the Ancient Greek era. - Use relevant dates and terms. - Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Gives some causes and consequences of the main events, situations and changes in the periods studied. - Can say what the legacy of a period studied was. - To recognise which sources are most reliable when studying a period of history. - Confidently use a range of sources to collect evidence about the past.	

Year 6		
Autumn	Spring	Summer
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Crime and Punishment - To understand how sources are used - To understand the legacy of Roman crime and punishment on the current legal system in Britain - To understand the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain - To understand crime and punishment during the Tudor era - To find out about religious persecution during the Tudor period - To find out about the Gunpowder plot - To understand Dick Turpin through studying various historical sources from the 18th and 19th century - To understand the development of crime and punishment during the Victorian period and what happened in Victorian prisons - To evaluate crime and punishment in Britain since the Roman period and compare this with modern-day Britain - To use timelines to recognise how theft and its punishments have changed in Britain - Understand that a time line can be divided into BCE and AD - Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects. - Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. - Describes similarities and differences between some people, events and objects studied. - Describes how some changes affect life today. - To compare the legacy with life today. - Identify sources that are useful to answer specific enquiries.	A Local History Study - To understand why the Becontree estate was built. - To find out what it was like for a child living in Becontree during the 1920s and 1930s - To find out what started WW2 and where it took place - To find out about and empathise with children evacuated in WW2 - To learn about the Blitz and how Britain responded - To find out how the war ended and its impact on Britain - Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. - Gives own reasons why changes may have occurred, backed up with evidence. - Describes similarities and differences between some people, events and objects studied. - Describes how some changes affect life today. - To compare the legacy with life today. - Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history. - Bring knowledge gathered from several sources together in a fluent account.

