

	Autumn Term II	Spring Term I	Summer Term I
Class 4 (Years 5 & 6)	<p>Anglo Saxon and Viking struggle for England</p> <ul style="list-style-type: none"> • Know that Vikings came from Scandinavia, travelled by boat and settled in England. • Understand the impact of different Kings during this period. • Understand the concept of Danegeld and how this impacted on Viking invasions. • Describe the significance of conflict between the Viking King and the Saxon King Alfred, with reference to locality of Wessex and Winchester <p>Chronology, Change, legacy</p>	<p>How sports have changed over time</p> <ul style="list-style-type: none"> • Know that women and disabled people were not allowed to partake in competitive sports in the past but that sports have become more inclusive. • Understand that sports have become more diverse and new ones are always being developed. <p>Chronology, Change</p>	<p>Influence of Ancient Greeks</p> <ul style="list-style-type: none"> • Understand aspects of everyday life for the Ancient Greeks, such as pottery, clothing, food and theatre. • Know that the Ancient Greeks believed in a family of Gods and the importance of these legends on their culture. • Know some of the ways that the Ancient Greeks have impacted on the modern Western World, such as Maths, democracy, theatre, astronomy. <p>Chronology, Cause/ legacy, Evidence</p>
	<ul style="list-style-type: none"> • Understand specific changes within and across different periods over a long arc of development. • Confidently use maths skills when placing events in chronological order from BC to current. • Know that England emerged due to Anglo-Saxon and Viking conflict. 	<ul style="list-style-type: none"> • Understand specific changes within and across different periods over a long arc of development. • Understand a range of similarities and differences between different times in the past. 	<ul style="list-style-type: none"> • Understand specific changes within and across different periods over a long arc of development. • Confidently use maths skills when placing events in chronological order from BC to current. • Know that much of European civilisation from the Romans to modern times has origins in Ancient Greek society. • Use one or more source of information to answer questions. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Devise my own historically valid questions. • Use methods of historical enquiry and know how evidence is used to make historical claims.
	Autumn Term I	Summer Term I	Summer Term II
Class 3 (Years 3 & 4)	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • Know the chronological sequence of 3 Stone age periods through to Bronze and Iron age. • Understand that the Stone Age was an extremely long period of time in history stretching back to the first humans. • Know how hunter-gatherer ways of living changed to farming and therefore people settled and homes became more permanent. • Understand aspects of bronze age religion, technology and travel eg such as that related to Stonehenge <p>Chronology, Change, Cause, Evidence (Field Trip)</p>	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> • Understand an overview of when and where this early civilisation appeared. • Know how Ancient Egyptians lived - farming, beliefs about life after death and gods, pyramid building and mummification • Know that Egyptians communicated in written forms using hieroglyphics • Know how archaeologist Howard Carter used evidence from Tutankhamun's tomb to learn about the past. <p>Chronology, Cause, Evidence</p>	<p>Local History: WWII though School Log Books</p> <ul style="list-style-type: none"> • Understand aspects of what life was like for local people during World War II in Upham, using evidence from the school log books. • Know how World War II affected the wider local area, with reference to Southampton and Portsmouth as major ports. • Know how life has changed across Upham School's history over the last two centuries. <p>Change, Cause, Evidence</p>
	<ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Know and use some dates to explain aspects of world history and place on a timeline. • Understand how some societies are very different, due to changes or challenges at the time. • Understand that the past is represented using a range of historical information from a range of historical sources. • Understand chronology by putting artefacts or information in chronological order and make interpretations for use. • Understand that the past can be represented or interpreted in different ways. • Ask own, historically valid, questions and begin to answer. • Understand the limitations of using of sources of evidence to find out about the distant (stone age) past. 	<ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Know and use some dates to explain aspects of world history and place on a timeline. • Understand that the past is represented using a range of historical information from a range of historical sources. • Know how and why the Ancient Egyptians are remembered. • Understand that the past can be represented or interpreted in different ways. • Ask own, historically valid, questions and begin to answer. 	<ul style="list-style-type: none"> • Understand how some societies are very different, due to changes or challenges at the time. • Understand chronology by putting artefacts or information in chronological order and make interpretations for use. • Understand that the past can be represented or interpreted in different ways. • Ask own, historically valid, questions and begin to answer. • Apply understanding of people and events to significant local places on field visits
	Autumn Term	Spring Term I	Summer Term II
Class 2 (Years 1 & 2)	<p>How Humans Change</p> <ul style="list-style-type: none"> • Understand how people change over a period of time. • Describe change within living memory. • Know and use common words/phrases related to the passing of time. <p>Chronology, Change, Evidence</p>	<p>Great Fire of London, Titanic</p> <ul style="list-style-type: none"> • Know how and why The Great Fire of London started and spread. • Understand that these events are very significant and that they happened a long time ago. • Know that The Titanic sailed from Southampton and that the lives lost is remembered in the city. • Know that some passengers were rescued but that The Titanic sank. <p>Chronology, Change, Cause/ legacy, Evidence</p>	<p>Art Timeline</p> <ul style="list-style-type: none"> • Know that Pieter Brueger the Elder lived in the past in The Netherlands and was a painter. • Know that LS Lowry lived in England in the past and painted his surroundings where he lived and worked. <p>Understand that these artists were alive a long time ago but far apart chronologically from each other.</p> <p>Chronology, Change, Evidence</p>

	<ul style="list-style-type: none"> Know words that describe the passing of time. Use a timeline line to show sequence of events. Know that we are all part of a family tree that extends beyond our own living memory Understand the difference between past and present. Observe changes in themselves and each other in their lifetimes. Understand some of the ways in which we find out about the past. I can identify different ways in which the past is represented. Ask parents/grandparents questions about our families Compare photographs of each other now and as babies and describe the changes. 	<ul style="list-style-type: none"> Know words that describe the passing of time. Know when explored individuals lived. Know why explored events were significant. Use a timeline line to show sequence of events. Know how life was similar and different in different periods in history in the past. Make own questions and try to answer them. Understand some of the ways in which we find out about the past. Select parts of stories and from other sources to show that I understand key features of events. I can identify different ways in which the past is represented. 	<ul style="list-style-type: none"> Know words that describe the passing of time. Know when explored individuals lived. Know how life was similar and different in different periods in history in the past. Understand some of the ways in which we find out about the past. I can identify different ways in which the past is represented.
	Autumn Term	Spring Term	Summer Term
Class 1	<p>Lives of people around them – parents, visitors, jobs, changing home corner Interest areas to discover about people (past & present) Pictures of the past from books read together Stories explored, different characters, events, people from the past. Events explored from whole-school learning eg Wars from Remembrance, Jubilee</p> <ul style="list-style-type: none"> Recognise events that happened before (outside of) their lifetime Know things change over time Describe things that have changed in their lifetimes eg starting school, birth of sibling Recognise local places which are older than the school/ their house, such as the church Look at photographs which show things that cannot be seen now Comment on events from the past. 	<p>Lives of people around them – parents, visitors, jobs, changing home corner Interest areas to discover about people (past & present) Pictures of the past from books read together Stories explored, different characters, events, people from the past. Events explored from whole-school learning eg Wars from Remembrance, Jubilee</p> <ul style="list-style-type: none"> Recognise events that happened before (outside of) their lifetime Know things change over time Describe things that have changed in their lifetimes eg starting school, birth of sibling Recognise local places which are older than the school/ their house, such as the church Look at photographs which show things that cannot be seen now 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. Recognise events that happened before (outside of) their lifetime Know things change over time Describe things that have changed in their lifetimes eg starting school, birth of sibling Recognise local places which are older than the school/ their house, such as the church Look at photographs which show things that cannot be seen now

Overview of History Curriculum

Year A 22/23

	Autumn Term II	Spring Term I	Summer Term I	Summer Term II
Class 4 (Years 5 & 6)	<p>Scientific discoveries in space Know that the first moon landing took place in 1969 and its significance to humanity.</p> <p style="text-align: center;">Change, Cause/ legacy, Evidence</p> <ul style="list-style-type: none"> Use one or more source of information to answer question. Think critically, weigh evidence, sift arguments, and develop perspective and judgement. 	<p>Mayan Civilisation & influence</p> <ul style="list-style-type: none"> Understand aspects of how the Mayans lived – homes, food, Understand Mayan beliefs and the importance of legends within Mayan society. Know how Mayans used symbols to communicate words and numbers. Know how Mayan society was different to that in Britain at around the same time. <p style="text-align: center;">Chronology, Cause, Evidence</p> <ul style="list-style-type: none"> Understand a range of similarities and differences between different times in the past. Understand the complexity of people’s lives in the past. Use one or more source of information to answer question. Devise my own historically valid questions. Use methods of historical enquiry and know how evidence is used to make historical claims. 	<p>Crime & Punishment (Anglo Saxons to present)</p> <ul style="list-style-type: none"> Know what the terms ‘crime’ and ‘punishment’ mean. Know what was considered a crime and how these were punished during Anglo-Saxon, Tudor and Victorian periods. <p>Understand how crimes are punished now and the changes there have been since 1066.</p> <p style="text-align: center;">Chronology, Change, Cause/ legacy</p> <ul style="list-style-type: none"> Understand specific changes within and across different periods over a long arc of development. Confidently use maths skills when placing events in chronological order from BC to current. Understand a range of similarities and differences between different times in the past. Understand the complexity of people’s lives in the past. 	<p>Mary Anning & influence on Palaeontology</p> <ul style="list-style-type: none"> Know some of the discoveries made by Mary Anning, a palaeontologist. Understand the contribution Mary Anning made to Science and the place of women scientists in the past. <p style="text-align: center;">Chronology, Evidence</p> <ul style="list-style-type: none"> Know that geological history is much much longer ago than human history, with reference to Triassic, Jurassic & Cretaceous periods Think critically, weigh evidence, sift arguments, and develop perspective and judgement.
	Autumn Term I	Spring Term I	Summer Term I	
Class 3 (Years 3 & 4)	<p>Anglo Saxon settlement</p> <ul style="list-style-type: none"> Know that Anglo Saxons came from Scandinavia, travelled by boat and settled in England Know the Scots settled in Scotland from Ireland <p style="text-align: center;">Chronology, Change,</p>	<p>Roman Britain</p> <ul style="list-style-type: none"> Know the extent of the Roman empire by 42CE Know about the roman invasions of Britain in 54BCE and 43CE Understand the reasons for the success of the Roman army and the power this created. Understand aspects of everyday life in Roman Britain, such as food, homes, clothes, school, pastimes, and what ‘Romanisation’ means Understand the legacy of Roman invasion and what happened when they left. <p style="text-align: center;">Chronology, Change, Cause/ legacy, Evidence (Field Trip)</p>	<p>Discoveries of Charles Darwin</p> <ul style="list-style-type: none"> Know that Darwin created a theory as a result of his voyage. Know that Darwin’s theory challenged people’s beliefs at the time though is now accepted. <p style="text-align: center;">Chronology, Cause/ legacy, Evidence</p>	

	<ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Understand how some societies are very different, due to changes or challenges at the time. 	<ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Know and use some dates to explain aspects of world history and place on a timeline. • Understand how some societies are very different, due to changes or challenges at the time. • Understand that the past is represented using a range of historical information from a range of historical sources. • Know the impact the Romanisation had in development of Britain. • Understand chronology by putting artefacts or information in chronological order and make interpretations for use. • Understand that the past can be represented or interpreted in different ways. • Ask own, historically valid, questions and begin to answer. • Understand the limitations of using of sources of evidence to find out about the distant (stone age) past. • Apply understanding of people and events to significant local places on field visits 	<ul style="list-style-type: none"> • Know and use some dates to explain aspects of world history and place on a timeline. • Understand that the past is represented using a range of historical information from a range of historical sources. • Ask own, historically valid, questions and begin to answer. • 	
	Autumn Term I	Autumn Term II	Spring Term I	Summer Term II
Class 2 (Years 1 & 2)	Family Tree	Old/ New Toys	Castles & Local History	Explorers Timeline Armstrong, Columbus, Scot
	<ul style="list-style-type: none"> • Understand that our families go beyond just those who live in our house. • Know that we are all part of a family tree that extends beyond our own living memory • Ask questions to find out more about our families. 	<ul style="list-style-type: none"> • Know how and why some toys have changed over time. • Understand why some toys were different in the past to those now. • Compare old and new toys and describe differences in materials and how they were used. 	<ul style="list-style-type: none"> • Know some of the key features of castles. • Know that castles were built of stone in order to protect people a long time ago. • Understand that Bishops Waltham Palace has many features of a castle and was an important safe place. Know that the palace is now a ruin because of battles that took place after it was built and it was then abandoned. 	<ul style="list-style-type: none"> • Know that Neil Armstrong was the first man to set foot on the moon in 1969. • Know that Christopher Columbus was the first European to travel to the Americas. • Know that Robert Falcon Scott a British explorer, travelled to Antarctica and tried to become the first to get there.
	Chronology, Change, Evidence	Change, Change, Evidence	Chronology, Change, Cause/ legacy, Evidence	Chronology, Cause/ legacy, Evidence
	<ul style="list-style-type: none"> • Know words that describe the passing of time. • Use a timeline line to show sequence of events. • Know that we are all part of a family tree that extends beyond our own living memory • Understand the difference between past and present. • Observe changes in themselves and each other in their lifetimes. • Understand some of the ways in which we find out about the past. • Ask parents/grandparents questions about our families • Compare photographs of each other now and as babies and describe the changes. 	<ul style="list-style-type: none"> • Know how life was similar and different in different periods in history in the past. • Make own questions and try to answer them. • Understand some of the ways in which we find out about the past. • I can identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • Know words that describe the passing of time. • Know why explored events were significant. • Understand the difference between past and present. • Know how life was similar and different in different periods in history in the past. • . Make own questions and try to answer them. • Understand some of the ways in which we find out about the past. • Select parts of stories and from other sources to show that I understand key features of events. • I can identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • Know words that describe the passing of time. • Know when explored individuals lived. • Know why explored events were significant. • Use a timeline line to show sequence of events. • Make own questions and try to answer them. • Understand some of the ways in which we find out about the past. • Select parts of stories and from other sources to show that I understand key features of events. • I can identify different ways in which the past is represented.

Overview of Progression Within Upham CE Primary School History Curriculum

	Historical Aspect	Foundations in Year R within EYFS ELG 13 Past and Present	KS1	Lower KS2	Upper KS2		
Historical Knowledge	Historical Periods/ people, events and changes outlined in NC PoS	Early Learning Goal for Past and Present: <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Changes within Living Memory <ul style="list-style-type: none"> • Understand how people change over a period of time. • Describe change within living memory. • Know and use common words/phrases related to the passing of time. 	Changes in Britain stone age to iron age <ul style="list-style-type: none"> • Know the chronological sequence of 3 Stone age periods through to Bronze and Iron age. • Understand that the Stone Age was an extremely long period of time in history stretching back to the first humans. • Know how hunter-gatherer ways of living changed to farming and therefore people settled and homes became more permanent. • Understand aspects of bronze age religion, technology and travel eg such as that related to Stonehenge 	Viking and Anglo Saxon struggle for England <ul style="list-style-type: none"> • Know that Vikings came from Scandinavia, travelled by boat and settled in England. • Understand the impact of different Kings during this period. • Understand the concept of Danegeld and how this impacted on Viking invasions. • Describe the significance of conflict between the Viking King and the Saxon King Alfred, with reference to locality of Wessex and Winchester 		
			Events Beyond living memory, nationally/ globally sig	<ul style="list-style-type: none"> • Understand that our families go beyond just those who live in our house. • Know that we are all part of a family tree that extends beyond our own living memory • Ask questions to find out more about our families. 	Aspect beyond 1066	<ul style="list-style-type: none"> • Know what the terms ‘crime’ and ‘punishment’ mean. • Know what was considered a crime and how these were punished during Anglo-Saxon, Tudor and Victorian periods. • Understand how crimes are punished now and the changes there have been since 1066. 	
			<ul style="list-style-type: none"> • Know how and why The Great Fire of London started and spread. • Understand that these events are very significant and that they happened a long time ago. 	Roman empire & impact on Britain	<ul style="list-style-type: none"> • Know the extent of the Roman empire by 42CE • Know about the roman invasions of Britain in 54BCE and 43CE • Understand the reasons for the success of the Roman army and the power this created. • Understand aspects of everyday life in Roman Britain, such as food, homes, clothes, school, pastimes, and what ‘Romanisation’ means • Understand the legacy of Roman invasion and what happened when they left. 	Other elements beyond 1066	<ul style="list-style-type: none"> • Know that women and disabled people were not allowed to partake in competitive sports in the past but that sports have become more inclusive. • Understand that sports have become more diverse and new ones are always being developed.
			<ul style="list-style-type: none"> • Know how and why some toys have changed over time. • Understand why some toys were different in the past to those now. • Compare old and new toys and describe differences in materials and how they were used. 	Local History	<ul style="list-style-type: none"> • Understand aspects of what life was like for local people during World War II in Upham, using evidence from the school log books. • Know how World War II affected the wider local area, with reference to Southampton and Portsmouth as major ports. • Know how life has changed across Upham School’s history over the last two centuries. 	<ul style="list-style-type: none"> • Know that the first moon landing took place in 1969 and its significance to humanity. • Know some of the discoveries made by Mary Anning, a palaeontologist. • Understand the contribution Mary Anning made to Science and the place of women scientists in the past. 	
			Lives of individuals	<ul style="list-style-type: none"> • Know that Pieter Brueger the Elder lived in the past in The Netherlands and was a painter. • Know that LS Lowry lived in England in the past and painted his surroundings where he lived and worked. • Understand that these artists were alive a long time ago but far apart chronologically from each other. 	<ul style="list-style-type: none"> • Understand the legacy of Roman invasion and what happened when they left. 	Ancient Greece	<ul style="list-style-type: none"> • Understand aspects of everyday life for the Ancient Greeks, such as pottery, clothing, food and theatre. • Know that the Ancient Greeks believed in a family of Gods and the importance of these legends on their culture. • Know some of the ways that the Ancient Greeks have impacted on the modern Western World, such as Maths, democracy, theatre, astronomy.
			<ul style="list-style-type: none"> • Know that Neil Armstrong was the first man to set foot on the moon in 1969. • Know that Christopher Columbus was the first European to travel to the Americas. • Know that Robert Falcon Scott a British explorer, travelled to Antarctica and tried to become the first to get there. 	Achievements of earliest civilisation: Egyptians	<ul style="list-style-type: none"> • Understand an overview of when and where this early civilisation appeared. 	Non-European society contrast to British: Mayans	

Enquiry Skills & Understanding			<ul style="list-style-type: none"> • Know how Ancient Egyptians lived - farming, beliefs about life after death and gods, pyramid building and mummification • Know that Egyptians communicated in written forms using hieroglyphics • Know how archaeologist Howard Carter used evidence from Tutankhamun's tomb to learn about the past. 	<ul style="list-style-type: none"> • Understand aspects of how the Mayans lived – homes, food, • Understand Mayan beliefs and the importance of legends within Mayan society. • Know how Mayans used symbols to communicate words and numbers. • Know how Mayan society was different to that in Britain at around the same time. 	
		<p>sig historical events, people, places in locality</p> <ul style="list-style-type: none"> • Know that The Titanic sailed from Southampton and that the lives lost is remembered in the city. • Know that some passengers were rescued but that The Titanic sank. 	<p>Other elements beyond 1066</p> <ul style="list-style-type: none"> • Know that Darwin created a theory as a result of his voyage. • Know that Darwin's theory challenged people's beliefs at the time though is now accepted. 		
		<ul style="list-style-type: none"> • Know some of the key features of castles. • Know that castles were built of stone in order to protect people a long time ago. • Understand that Bishops Waltham Palace has many features of a castle and was an important safe place. • Know that the palace is now a ruin because of battles that took place after it was built and it was then abandoned. 	<p>Britain's settlement by Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • Know that Anglo Saxons came from Scandinavia, travelled by boat and settled in England • Know the Scots settled in Scotland from Ireland 		
	Vocabulary	<p><i>New, old, time, before, after, history</i></p>	<ul style="list-style-type: none"> • I can use everyday historical terms. <p><i>History, past, present, future, timeline, old, new, compare, sources, period</i></p>	<ul style="list-style-type: none"> • Present information in a variety of ways using specialist terms. <p><i>Time period, century, decade, similarities, differences, facts, option, civilisation, artefacts</i></p>	<ul style="list-style-type: none"> • Create own structured accounts, including written narratives and analyses, using key historical terms. <p><i>Influence, society, bias, legacy, primary evidence, secondary evidence, consequences, point of view, reliability,</i></p>
	Chronology	<ul style="list-style-type: none"> • Recognise events that happened before (outside of) their lifetime 	<ul style="list-style-type: none"> • Know words that describe the passing of time. • Know when explored individuals lived. • Know why explored events were significant. • Use a timeline line to show sequence of events. • Know that we are all part of a family tree that extends beyond our own living memory • Understand the difference between past and present. 	<ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Know and use some dates to explain aspects of world history and place on a timeline. 	<ul style="list-style-type: none"> • Understand specific changes within and across different periods over a long arc of development. • Confidently use maths skills when placing events in chronological order from BC to current. • Know that geological history is much much longer ago than human history, with reference to Triassic, Jurassic & Cretaceous periods
Change/continuity	<ul style="list-style-type: none"> • Know things change over time • Describe things that have changed in their lifetimes eg starting school, birth of sibling 	<ul style="list-style-type: none"> • Know how life was similar and different in different periods in history in the past. • Observe changes in themselves and each other in their lifetimes. 	<ul style="list-style-type: none"> • Understand how some societies are very different, due to changes or challenges at the time. 	<ul style="list-style-type: none"> • Understand a range of similarities and differences between different times in the past. • Understand the complexity of people's lives in the past. 	
Cause & consequence legacy/significance	<ul style="list-style-type: none"> • Comment on events from the past. 	<ul style="list-style-type: none"> • Make own questions and try to answer them. 	<ul style="list-style-type: none"> • Understand that the past is represented using a range of historical information from a range of historical sources. • Know how and why the Ancient Egyptians are remembered. • Know the impact the Romanisation had in development of Britain. 	<ul style="list-style-type: none"> • Know that England emerged due to Anglo-Saxon and Viking conflict. • Know that much of European civilisation from the Romans to modern times has origins in Ancient Greek society. 	

	<p>Interpretation of past/ evidence sources</p>	<ul style="list-style-type: none"> • Recognise local places which are older than the school/ their house, such as the church • Look at photographs which show things that cannot be seen now 	<ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past. • Select parts of stories and from other sources to show that I understand key features of events. • I can identify different ways in which the past is represented. • Ask parents/grandparents questions about our families • Compare photographs of each other now and as babies and describe the changes. 	<ul style="list-style-type: none"> • Understand chronology by putting artefacts or information in chronological order and make interpretations for use. • Understand that the past can be represented or interpreted in different ways. • Ask own, historically valid, questions and begin to answer. • Understand the limitations of using of sources of evidence to find out about the distant (stone age) past. • Apply understanding of people and events to significant local places on field visits • Use first hand evidence to learn about the past. 	<ul style="list-style-type: none"> • Use one or more source of information to answer questions. • Think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Devise my own historically valid questions. • Use methods of historical enquiry and know how evidence is used to make historical claims.
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