Werneth Primary School Curriculum Synopsis for History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Our children will be able to talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will begin to understand the past through settings, characters and events encountered in books read in class and storytelling.** ***Comment on images of familiar situations in the past.*** ***Compare and contrast characters from stories, including figures from the past.*** ***Recognise some similarities and differences between life in this country and life in other countries.*** ***Recognise some environments that are different from the one in which they live.***					
Nursery	During our All About Me topic, children in Nursery learn all about themselves and their family. The children talk about different family members and special events that have taken place in their lives. This links in to the Reception topic, *All About Me*, where children describe immediate family members and images from the past.	During our *People Who Help Us* topic, children in Nursery learn and perform a selection of traditional nursery rhymes and Christmas songs. Through these activities, they begin to develop an awareness of the past by exploring familiar traditions and celebrations that have been enjoyed over time. Children also discuss how people in their community help others, encouraging them to think about roles and responsibilities in the past and present. This links in to the Reception topic *Celebrations*, where the children become familiar with stories from a range of cultures, and learn about different religious celebrations.	During our *Nursery Rhymes* topic, children in Nursery begin to develop an understanding of time and sequence by adding to their personal timelines. They record simple events, such as new friends starting Nursery, helping them to recognise changes and understand that events happen in the past, present, and future. Through familiar rhymes and stories, children also explore how things may have been different "a long time ago," supporting their early historical awareness. This links to learning in Reception, where children compare traditional tales and identify how we know they are from the past. Children look at: transport, everyday items, clothes, jobs from the past and compare these to now.	During our *Traditional Tales* topic children learn about stories from the past. This links to learning in Reception, where children compare traditional tales and identify how we know they are from the past. Children look at: transport, everyday items, clothes, jobs from the past and compare these to now.	During our *Minibeasts* topic, children in Nursery learn about the life cycle of a butterfly and explore how living things grow and change over time. This helps them begin to develop an early understanding of change and sequence — key concepts in history — as they observe and discuss how things can look and behave differently at different stages of life. This links to the Reception topic *Growth*, where children develop their sense of chronology as they observe the life cycle of a frog.	
Reception	During our *All About Me* topic, children in Reception children describe their immediate family members and look at and talk about images from the past. Children explore language from familiar songs they may have heard from family members. This links in to the Year 1 unit Toys, where children explore the concept of the 'past' and the passing of time through the manipulation of artefacts, primarily older and modern toys. By the end of the unit, the children know that the toys their grandparents played with are different to their own, they organise toys by age as well as know the main difference between the school days of their grandparents and their own.	During our *Celebrations* topic, children in Reception explore a range of traditional tales and celebrations from different countries and cultures. They learn to discuss and compare characters and settings, including those from stories set in different eras. In addition, children reflect on their own personal histories through familiar celebrations such as birthdays and weddings, developing an understanding of similarities and differences in how people celebrate special occasions around the world.	During our Under the Sea topic, children in Reception create fact files to explore different sea creatures and underwater habitats. Children have opportunities to look at environments that are different from the one in which they live.	During the *Space* topic, children in Reception develop an early understanding of the wider world by learning about different countries and their contributions to space exploration. They explore significant historical events linked to space, such as the first moon landing and the creation of the first rockets. Through stories, investigations, and creative activities, children begin to understand how exploration and innovation have shaped our knowledge of space and the world around us.	During our *Growth* topic, children in Reception look at different plants, seeds and vegetables. Children explore growth and decay and talk about where some food comes from. This develops children's sense of chronology, with children introduced to language such as 'before' and 'in the future'. Children further develop their understanding of chronology as they observe the life cycle of a frog. Children compare three traditional tales: Cinderella, The Three Little Pigs, Little Red Riding Hood, and identify how we know they are from the past. Children look at: transport, everyday items, clothes, jobs from the past and compare these to now. This links in to the Year 1 unit *Toys*, where children explore the concept of the 'past' and the passing of time through the manipulation of artefacts, primarily older and modern toys. By the end of the unit, the children know that the toys their grandparents played with are different to their own, they organise toys by age as well as know the main difference between the school days of their grandparents and their own.	During our *Traditional Tales* topic, we explore the vocabulary of 'past' and 'now'. Children will be able to discuss characters from well-known stories and explain what those characters could be doing now.
Year 1	**Toys** In the 'Toys' unit, the children explore the concept of the 'past' and the passing of time through the manipulation of artefacts, primarily older and modern toys. By the end of the unit, the children will know that the toys their grandparents played with are different to their own, they will organise toys by age as well as know the main difference		**Famous UK People** In this unit, the children study famous people who have made a contribution both nationally and internationally. They will look at the achievements of Florence Nightingale, why she is famous and be able to place her life on a timeline. They also explore the life and works of David Attenborough and why he is so famous today. Finally, the children			

	between the school days of their grandparents and their own.		study a local figure who has had a national impact, Annie Kenny the Suffragette. This builds upon the learning of famous people that was made during Reception in 'Understanding the World'.			
Year 2	**The Great Fire of London** In Autumn Term 1, the children investigate the concepts of cause and effect and chronological understanding through the case study of The Great Fire of London. Through the exploration of painting, model making, and primary sources such as Samuel Peyps' diaries, the children learn how the fire started, how it spread and finally end the unit by comparing Stuart life with today's society.	**Famous People** The next History unit studied in Year 2 is a case study of two famous explorers: Christopher Columbus and Neil Armstrong. The children place each person's achievements on a timeline, and relate it to their previous learning in Y1 and 'The Great Fire of Learning' topic. They study the impact of each man's discoveries and use the case studies to explore historical terminology such as: 'modern', 'century', 'present', 'future', 'past'.			**Life for Children in Victorian Britain** Children look again at events beyond living memory by comparing life for children in Victorian Britain to their own lives. Links are made to the 'Toys' unit in Y1 by the study of artefacts such as Victorian toys as well as the study of other primary sources like photographs. The children look at more focussed case studies such as school life, as well as making comparisons within the time period between life for rich and poor children. The unit is ended through a case study of Queen Victoria and her significance as a historical figure.	
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Year 3	**The Stone Age, Bronze Age and Iron Age** The children build upon their prior learning of History beyond living memory by studying the Stone Age, Bronze Age and Iron Age periods of British History. They are taught subject specific terminology such as: Neolithic, Palaeolithic and Mesolithic. They study what life was like during this time period through a variety of sources, as well as looking at the technological and societal progress made during this era. The topic ends at the point of The Roman Invasion of Britain, which is next picked up in Year 4.		**Rights and Responsibilities** During this unit, children study an aspect/ theme in British history that extends pupils' chronological knowledge beyond 1066 (rights and responsibilities). Children build on their learning about rights and responsibilities in PSHE by learning about discrimination, including key events and important historical figures that have worked to challenge inequality. By the end of this unit, children should be able to recall people and events that have shaped society by challenging discrimination across the world.	**Ancient Greece** In Year 3, our pupils study the Ancient Greek civilisation – acquiring skills and knowledge about the life and achievements of the Ancient Greeks and their influence on the modern world. Developing the concept of chronology by placing this period on a timeline of human history but also looking at key events during this time, pupils build on their knowledge gained during The Stone Age, Bronze Age and Iron Age, and Victorians units. Another concept that children consider in this unit is that of democracy which is revisited throughout school through our elections for pupil councils, our overall sense of fairness and gives a foundation to our British Values.		
Year 4	**The Romans** In Year 4, we study the Roman Empire and its impact upon our society today. We begin our exploration by looking at the lives of Roman centurions and legionnaires and share some artefacts from the period. We move on to explore their culture, their impact and invasion of Britain and compare their religious beliefs to that of the Ancient Greeks. This learning builds upon our Ancient Greek topic, explored in Y3, so the children can compare and contrast the two civilisations.			**Ancient Ancients** In Ancient Ancients, Year 4 learn about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. Children put skills gathered over the year into place to research life in Ancient Egypt. A high focus is put on inventions and technologies developed and how these advancements affected life over different periods. This work is furthered in Year 5, where the children add The Vikings and Anglo-Saxons to their timelines and compare different civilisations.		**Oldham and the Industrial Revolution** During this local history unit, children explore what life was like in Oldham pre and post Industrial Revolution. They look at how the town and family life changed due to the invention of large textile machinery, which helped grow the textile industry and saw an influx in the use of mills across the town. They also look at the importance of coal as a fuel and how the steam engine helped transport goods further afield.
Year 5	**The Vikings and Anglo-Saxons** Year 5 builds on the Romans topic in Year 4 by looking at the next invaders and settlers to the British Isles: The Vikings and Anglo-Saxons. The unit focuses on why the tribes initially raided the UK but eventually settled due to the more favourable climate and farm land. Much of the unit looks at how the Vikings and Anglo-Saxons battled for power throughout the era, but also the lasting impact they had on the country through place names, festivals, agricultural methods. The unit ends through explorations of famous figures during the period such as Alfred the Great and culminates in the study of Edward the Confessor and the problems created through his succession - eventually leading to the Norman Conquest in 1066.			**Shakespeare** The Spring Term focus is a study of History through the exploration of a Shakespeare play, which changes each year. The children access their History knowledge through the play's setting as well as links made to their Geography knowledge. The unit includes a case study on Shakespeare's life and his massive cultural impact on British society as well as the English language. The children study and perform a play, as well as using their knowledge to inform their DT project of building a model of the Globe Theatre.	**Ancient Islamic Civilisation** In this unit, the children are taught about the Golden Age of Islamic Civilisation. They initially access the topic through comparisons with earlier historical learning they have made, primarily the Anglo-Saxons and Vikings, by comparing the advancements in society made at the same time in Europe. Children then study the role of Baghdad and the House of Wisdom in terms of medical, astronomical and mathematical progress as well as exploring the major role of the Silk Road in trading with the wider world.	
Year 6	**Oldham at War** In Year 6, our pupils study World War 2, predominantly from a child's perspective (linking to the novel 'Goodnight, Mister Tom'). To understand the chronology of the war, the children first complete a timeline which places key events in order. Many of the sessions that follow are based on these key events. The unit allows the children to handle primary sources and gain a first-hand experience of conditions at the time. This builds the children's empathy skills. They			**Crime and Punishment** The Crime and Punishment unit allows children in Year 6 to track the development of a historical concept through time. By looking at how crimes, the criminal system and laws have changed and developed from the Roman		

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	also learn about key figures, key dates and key events in British history. Throughout the unit, the children consolidate their art skills due to the wide variety of history lessons. The unit also looks at local history and how the war affected the town of Oldham both directly through bombing and indirectly through conscription and armaments.		times all the way through to Modern Britain. By doing so, the children are able to evaluate how society, morality and attitudes have changed in the UK through time.		

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