



Kessingland Church of England Primary Academy
History: Curriculum Overview



	Autumn	Spring	Summer
KS1 (A)	All about me	Toys	Christopher Columbus and Neil Armstrong
KS1 (B)	Communication	Great Fire of London	Mary Seacole and Edith Cavell
LKS2 (A)	Ancient Egypt	Stone age to Iron Age	Mayans
LKS2 (B)	Ancient Greece	Romanisation	Roman Empire and Impact on Britain
UKS2 (A)	Britain's settlement by Anglo Saxons and Scots	Viking and Anglo Saxons struggle for England	Benin
UKS2 (B)	Monarch	Victorians	WW2

Vision Statement:

At Kessingland Church of England Primary Academy, we want our children to become historians who love finding out about the past and using that knowledge to think about how we live today. Children will develop their sense of history through understanding their own history in KS1 and then expanding this to a chronological curriculum of the world, starting with Ancient Egypt and moving through to the World Wars. These periods of history will be studied with a focused question to enable children to gain a deep understanding of an important part of that period. They will also gain a sense of period through immersive days to develop their understanding of the period being studied.

Children will also be introduced to a wide variety of important historical people to help their understanding of how things have changed and how they still need to change. We want the children to feel passionate about mistakes in the past, significant improvements in people's rights, and inequalities that exist today. Through a good understanding of where we have come from, we want the children to go on to improve how we live today.

Domains of knowledge:

- All about me (family trees)
- Famous people (Christopher Columbus, Neil Armstrong, Mary Seacole, Edith Cavell)
- The Fire of London
- Communication
- Toys
- Ancient Egypt
- Stone Age to Iron Age
- Mayans
- Ancient Greece

- Romanisation, the Roman Empire and its impact on Britain
- Britain's settlement by Anglo Saxons and Scots
- Viking and Anglo Saxon struggles for England
- Benin
- Monarchs (King John, Queen Anne and Queen Victoria)
- Victorians
- WWII
- Local study
- Black History

Key Concepts:

Historical Vocabulary	<ul style="list-style-type: none"> ● Cover core vocabulary for each unit that builds on the previous unit.
Chronological and characteristic features	<ul style="list-style-type: none"> ● Timelines, sequencing photographs/ images/ objects, using dates related to the passing of time
Link key areas through history	<ul style="list-style-type: none"> ● Focussing mainly on: empire, trade, beliefs, black history and civilisation. ● Make links between different periods/ events/ people throughout history ● Discuss how these impact how we live today
Historical enquiry - Cause, consequence, significance, interpretation	<ul style="list-style-type: none"> ● Question why things happen and suggest explanations ● Consider/explain the significance of events, people and developments in their context and in the present. ● Identify different ways in which the past is represented ● Consider reasons why there are contrasting arguments and interpretations of the past ● Compare interpretations and discuss which interpretation is the most useful/agreed with
Sources	<ul style="list-style-type: none"> ● Primary and secondary sources, artefacts, objects, visits, photographs, art, media, first-hand accounts, second-hand accounts, fictional stories, myths ● Use these to support evidence/research. ● Ask and answer questions about sources and their validity.

End point 1: To be able to order events in history and understand their place on a timeline; how they relate to other periods of history taught.

End point 2: To be able to discuss how empire, trade, beliefs, black history and civilisation have changed throughout history and how they impact us today.

End point 3: To be able to ask enquiry questions about historical events and analyse the information gathered to discuss the significant events/people and their impact, linking that to impacts today. To understand different ways the past can be represented and compare them.

End point 4: To be able to use primary and secondary sources to support their understanding of a period of history. To be able to analyse how reliable a source is.