

St Finbar's History Curriculum Overview

	Autumn term	Spring Term	Summer Term	
reception	Throughout early years, we ensure children gain an understanding of daily routines and the timeline of the day. We focus on learning the timeline of the year by learning about seasons, months of the year, birthdays and important dates (Christmas, Easter, Diwali, Chinese New Year, etc.). During children’s time in EYFS they have plenty of opportunities to learn about the past, present and future through the variety of topics we cover as well as having the chance to observe the difference between new and old (buildings, objects, people, photographs, etc.). In EYFS, we teach topics based around children’s needs and interests and therefore the history we cover may differ from year to year.			
Year 1	Toys - Let’s Play <i>How have toys changed over time and why?</i> Changes within living memory -Toys from the past -What sort of toys were popular? -How are today’s toys different from those in the past? -What sort of toys did our parents/grandparents enjoy? Changes within living memory. (Focus on last 100 years up to eldest living relative).	Wash tubs and Wash House <i>What did Kitty Wilkinson do in her life and why was she so important to the city of Liverpool?</i> significant individuals -Kitty Wilkinson	London’s Burning <i>What happened during the Great Fire and London and how do we know?</i> Events beyond living memory -The Great fire of London -Buildings in London -Applying knowledge from the time to how our response may vary now -Samuel Pepys	
Year 2	Explorer <i>What are the achievements and skills of these men? Why are they significant?</i> Lives of significant individuals Christopher Columbus and Neil Armstrong The lives of significant individuals in the past who have contributed to national and international achievements	Nurturing Nurses <i>How did Florence Nightingale, Edith Cavell and Mary Seacole help to keep us healthy?</i> Significant people Florence Nightingale, Mary Seacole and Edith Cavell People who have contributed to national and international achievements.	The Stone age <i>How do we know about the stone age?</i> ((Evidential thinking))	Neolithic revolution <i>What changed during the Neolithic Revolution?</i> similarity and difference)

Year 3	Ancient Egypt <i>How much did Ancient Egypt change over time?</i> (Change/continuity)	Cradles of Civilisations <i>How similar and how different were Ancient Egypt and Ancient Sumer?</i> (similarity and difference)	Indus Valley Civilisation <i>How do we know about the Indus Valley civilisation?</i> (Evidential thinking)	Persia and Greece <i>What did Greek city-states have in common?</i> (Similarity and difference)	Ancient Greece <i>What can sources from Ancient Greece tell us?</i> (evidential thinking)	Alexander the Great <i>How did Alexander the Great...?</i> (Causation)
	The Roman Republic <i>How did Rome become so powerful?</i> (Causation)	Roman Empire <i>What can sources reveal about the Roman ways of life?</i> (Evidential thinking)	Roman Britain <i>What changed in Roman Britain?</i> (change/continuity)	The changing Christian worlds: empire and religion (300-600CE) <i>How similar were Adulis, Rome and constantinople?</i> (Similarity and difference)	Islamic Civilisations- Ancient Arabia, the rise of Islam and Arab conquests <i>What did Islam spread so far so fast?</i> (causation)	Islamic Civilisations- The Rise of Islam <i>How did worlds come together in Cordoba?</i> (similarity and difference)
	Islamic Civilisation - Baghdad - The Round City <i>Why were there so many restless minds in Cordoba and in Baghdad?</i> (causation)	Anglo-Saxon Britain <i>How have historians learned about Anglo-Saxon Britain?</i> (evidential thinking)	Vikings in Britain - Lady of the Mercians <i>How did the Vikings change England?</i> (change/continuity)	Norse culture <i>What connections and similarities did the Norse people have with other people?</i> (similarities)	Vikings in Britain - changing Rulers, changing worlds <i>How did Angles, Saxons and Vikings shape England and Scotland?</i> (change/continuity)	Local history study - school <i>to be confirmed</i>
	The Maya <i>How do historians know about the Maya?</i> (evidential thinking)	Medieval African Kingdoms <i>How similar and how different were medieval Ethiopia and Benin?</i> (similar and differences)	Cities through time - From Mesopotamia to Manchester <i>Why did Manchester change so rapidly in the 19th century?</i> (causation)	Cities through time <i>How typical of urban history in the history of my city / the city of xxx?</i> (similarity and difference)	Britain in the era of the Second World War <i>to be confirmed</i>	Local history study - school <i>to be confirmed</i>

The Opening World's Curriculum is currently being implemented into KS2.

- Year 3 began Opening World's curriculum in September 2021, Year 4 and 5 began to implement Opening World's curriculum in September 2022 and therefore are covering the same topics.
- September 2023 Year 5 will implement different topics for the current year 4 children moving into this year group.
- September 2024 Year 6 will implement new topics in line with Opening World's curriculum.