

## Primary Overview for History Key Stage 1 and Key Stage 2

We want our pupils to develop a curiosity and knowledge about the world they live in and to learn skills that will help them with employment and in living fulfilling lives. We follow a stage not age approach in Science.

Where we can, we adapt the curriculum topics to ensure maximum accessibility and opportunities for 'first-hand' learning for our students with VI.

To ensure that all the needs of our VI learners, all topic areas are taught sequentially, building on previous learning and ensuring concepts are embedded, with time for experiential and tactile learning.

	Autumn Term 1	Spring Term 1	Summer Term 1
Infants	A Day in a Life	Castles Queen Victoria	Titanic
Lower Juniors	Local History / Canals	The Romans	Geography Topic
Upper Juniors	The Victorians	Geography Topic	Mayan/ Aztec Civilizations
	Autumn Term 2	Spring Term 2	Summer Term 2
Infants	Music	Circus The Wright Brothers	Moon Landing
Lower Juniors	Geography Topic	Geography Topic	Ancient Egypt
Upper Juniors	Vikings and Anglo-Saxons	Geography Topic	Ancient Greece

## Key Stage 1

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
<p><b>A Day in a Life</b></p>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements.</p> <p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p> <p>Stage 1 With assistance, can identify an important historical person from their own locality.</p> <p>Stage 1 With assistance, can identify an important historical person from their own locality.</p>	<p><b>ALL</b> – to understand the differences between the past and the present.</p> <p><b>MOST</b> – to ask questions about the past.</p> <p><b>SOME</b> – to identify a historical person</p>	<p>Hands on activities using historical objects.</p> <p>Educational visit to the Black Country Living Museum.</p>
<p><b>Castles</b></p>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements.</p>	<p><b>ALL</b> – to understand the differences between the past and the present.</p>	<p>Educational visit to Dudley Castle/Warwick Castle.</p> <p>Role play of castle inhabitants.</p>

	<p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Pupil can ask valid questions about an historical event in their own locality.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p>	<p><b>MOST</b> – to ask questions about the past.</p> <p><b>SOME</b> – to use pictures and role play to demonstrate castle life</p>	
<b>Queen Victoria</b>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements.</p> <p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can ask questions about an historical event in Britain.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p>	<p><b>ALL</b> – to understand the differences between the past and the present. To name Queen Victoria.</p> <p><b>MOST</b> – to ask questions about the past.</p> <p><b>SOME</b> – to be able to discuss Queen Victoria</p>	<p>Educational visits.</p> <p>Role play and pictures.</p>
<b>Titanic</b>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements.</p>	<p><b>ALL</b> – to understand the differences between the past and the present. To name and basically explain the titanic.</p>	<p>Role play and pictures.</p> <p>Create a boat.</p>

	<p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p> <p>Stage 1 Pupil can ask questions about an historical event in Britain.</p>	<p><b>MOST</b> – to ask questions about the past. To be able to discuss the titanic.</p> <p><b>SOME</b> – to give details about the titanic and its journey and end.</p>	<p>Use of life jackets etc.</p>
<b>Music</b>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements.</p> <p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p> <p>Stage 1 Pupil can ask questions about an historical event in Britain.</p>	<p><b>ALL</b> – to understand the differences between the past and the present.</p> <p><b>MOST</b> – to ask questions about the past. To name types of music players.</p> <p><b>SOME</b> – to identify a historical person. To place types of music players on a time line.</p>	<p>Experience of different types of music players and tapes, CDs etc.</p> <p>To listen to and experience different types of music.</p>
<b>Circus</b>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements.</p>	<p><b>ALL</b> – to understand the differences between the past and the present.</p>	<p>Visit to a circus.</p> <p>Role play being a circus performer/ringmaster</p>

	<p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p> <p>Stage 1 Pupil can ask questions about an historical event in Britain.</p>	<p><b>MOST</b> – to ask questions about the past. To say how the circus has changed.</p> <p><b>SOME</b> – to discuss if changes has made the circus better of worse.</p>	
<b>The Wright Brothers</b>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements.</p> <p>P7 They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p>	<p><b>ALL</b> – to understand the differences between the past and the present. To name the Wright brothers</p> <p><b>MOST</b> – to ask questions about the past. To talk about the Wright brothers and what they created.</p> <p><b>SOME</b> – to identify a historical person. To talk about the development of flight.</p>	<p>Visit to RAF Cosford museum.</p> <p>Make spinning helicopters.</p> <p>To ‘fly’ for amount of time that the first flights were.</p> <p>Make paper aeroplanes etc.</p>
<b>Moon Landing</b>	<p>P7 Pupils begin to recognise some distinctions between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements.</p> <p>P7 They listen to and follow stories about people and events in the past as well as events</p>	<p><b>ALL</b> – to understand the differences between the past and the present. To talk simply about the moon landing.</p>	<p>Role play and pictures.</p> <p>Videos and sounds.</p> <p>Becoming an astronaut.</p>

	<p>in their own lives. They sort objects to given criteria.</p> <p>Stage 1 Pupil can ask questions about the past.</p> <p>Stage 1 Use pictures and role play to tell stories about the past.</p> <p>Stage 1 Pupil can discuss information about historical events given in class.</p>	<p><b>MOST</b> – to ask questions about the past. To name the first man on the moon.</p> <p><b>SOME</b> – to identify a historical person and discuss in detail the moon landing</p>	<p>Making an astronaut costume and a rocket.</p>
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## Key Stage 2: Lower Juniors

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
<b>Local History / Canals</b>	<p>Comparison of what Birmingham is like now and in the past and how it has changed</p> <p>Knowledge of when chocolate was first produced in Birmingham</p> <p>The importance of Cadbury World for local people</p> <p>Understanding of what a canal is and why they were important</p> <p>Why the canals were important for local people and businesses in Birmingham</p>	<p><b>ALL</b> Understand that things change over time.</p> <p><b>MOST</b> Pupils can identify some of the different ways in which we find out about the past.</p> <p><b>SOME</b> Pupils can ask valid questions about an historical event in their own locality.</p>	<p>Trip to Birmingham City Centre for a trip along the canal – Sherbourne Boats</p> <p>Trip to Cadbury World</p> <p>Model of a canal</p>
<b>The Romans</b>	<p>Location of Italy and Rome on a map</p> <p>Understanding of the reasons the Romans invaded Britain</p> <p>Comparison between the Roman army and the British army</p> <p>The important role of Boudicca</p> <p>Understand what life was like in Roman times</p> <p>Know what homes were like for the rich and poor in Roman times</p> <p>Knowledge of the Roman Gods and what they believed in</p>	<p><b>ALL</b> Understand that things change over time. They listen to and follow stories about people and events in the past as well as events in their own lives.</p> <p><b>MOST</b> Pupils can discuss information about historical events given in class. Be able to describe an object using simple vocabulary.</p> <p><b>SOME</b></p>	<p>Adapted and simplified maps</p> <p>Roman artefacts</p> <p>Trip to Lunt Fort in Coventry</p> <p>Visit from a 'Roman Visitor'</p>

		Pupils can ask questions about an historical event in Britain.	
<b>Ancient Egypt</b>	<p>Understand where Egypt is  Knowledge of what everyday life was like in Ancient Egypt  Investigate Egyptian artefacts  Understand the process of mummification</p> <p>The importance of the River Nile  Knowledge of the Egyptian Gods and the pyramids  Knowledge that hieroglyphics were a form of writing</p>	<p><b>ALL</b>  Understand that things change over time. They listen to and follow stories about people and events in the past as well as events in their own lives.</p> <p><b>MOST</b>  Pupils can discuss information about historical events given in class. Be able to describe an object using simple vocabulary.</p> <p><b>SOME</b>  Pupils can ask questions about an historical event.</p>	<p>Adapted and simplified maps</p> <p>Egyptian artefacts</p> <p>Trip to Birmingham Museum and Art Gallery</p> <p>Making models of pyramids/ River Nile</p> <p>Wrapping dolls to explain mummification</p> <p>Use of Living Paintings</p>



**Key Stage 2: Upper Juniors**

What are we learning?	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
<p><b>The Victorians</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of life for a Victorian (particularly that of a child) during The Victorian times</li> <li>• Understanding of the crime and punishment, making comparisons with today</li> <li>• Knowledge of leisure and entertainment</li> <li>• Know the use and purpose of Victorian artefacts</li> <li>• RRSA article 32 – protection from harmful work</li> </ul>	<p><b>ALL</b> - ask questions about the past and describe an object using simple vocabulary.</p> <p><b>MOST</b> - identify one difference between the life of a character in a story who lived in the past and their own life. Identify the differences and similarities between two objects. Use basic historical vocabulary (now, then, past).</p> <p><b>SOME</b> - Identify several differences and similarities between a character in a story who lived in the past and their own life. Identify the difference between past and present. Can use a wider range of historical vocabulary (before, after, long time ago, today, and tomorrow). Identify the differences between old and new artefacts and give a valid reason for the difference. Discuss an artefact, including material, size and wear.</p>	<ul style="list-style-type: none"> <li>• Victorian artefacts, including washboard and mangle</li> <li>• Educational visits to Black Country Living Museum and Blist Hill</li> <li>• Living Paintings – Victorian Britain</li> <li>• Historical texts, e.g. Climbing in The Dark story</li> <li>• VI maps</li> </ul>

<p><b>Mayan/ Aztec Civilizations</b></p>	<ul style="list-style-type: none"> <li>• Understanding of Mayan/Aztec daily life and the people</li> <li>• Understanding of Mayan/Aztec government</li> <li>• Knowledge of the religion, gods and mythology</li> <li>• Knowledge of the writing, technology and calendar stone</li> <li>• Understandings of settlers (Geography link – map work), the Spanish Conquest and Hernan Cortes</li> <li>• RRSA article 30 – minority culture, language and religion</li> </ul>	<p><b>ALL</b> - understand that things change over time and can discuss information about historical events given in class.</p> <p><b>MOST</b> - Can identify some of the different ways in which we find out about the past. Use basic historical vocabulary (now, then, past).</p> <p><b>SOME</b> - identify the difference between past and present. Can use a wider range of historical vocabulary (before, after, long time ago, today, and tomorrow). Retell some details about an historical story.</p>	<ul style="list-style-type: none"> <li>• Birmingham Museum and Art Gallery box of artefacts</li> <li>• Educational visit to Cadbury’s World</li> <li>• Living Paintings boxes – Flag Quiz, Journey Around The World</li> <li>• VI maps</li> </ul>
<p><b>Vikings and Anglo-Saxons</b></p>	<ul style="list-style-type: none"> <li>• Understanding of invaders and settlers (Viking/Anglo-Saxons)</li> <li>• Knowledge of Viking travel – long ships (link to Science and forces)</li> <li>• Understanding of Viking food and diet</li> <li>• Knowledge of Viking people and home life</li> <li>• Understanding of Norse Gods and religion</li> <li>• Entertainment and culture during Viking/Anglo-Saxon times</li> <li>• RRSA article 29 – aims of education</li> </ul>	<p><b>ALL</b> - ask questions about the past and enquire about everyday objects in the classroom.</p> <p><b>MOST</b> - Identify the differences between the life of a character in a story who lived in the past and their own life. Use basic historical vocabulary (now, then, past).</p> <p><b>SOME</b> - identify the difference between past and present. Identify the differences and similarities between a character in a story who</p>	<ul style="list-style-type: none"> <li>• Living Paintings boxes – Anglo-Saxons, The Vikings</li> <li>• Artefacts and textbooks in school, including model long ship</li> <li>• VI maps</li> </ul>

		<p>lived in the past and their own life.  <b>Answer questions about the past using a chosen source.</b></p>	
<b>Ancient Greece</b>	<ul style="list-style-type: none"> <li>• Knowledge of myths and legends</li> <li>• Knowledge of Greek Gods and Goddesses</li> <li>• Knowledge of Greek cuisine and developing ILS making Greek food</li> <li>• Knowledge of The Olympics and Paralympics</li> <li>• RRSA article 24 – health, water, food, environment</li> </ul>	<p><b>ALL</b> - pupil is aware of situations in a story. Use pictures and role-play to tell stories about the past.</p> <p><b>MOST</b> - understand that things change over time. Gather and discuss information from a book.</p> <p><b>SOME</b> - use information gathered from a book in work. Answer questions about an historical story. Retell some details about an historical story.</p>	<ul style="list-style-type: none"> <li>• Myths and legends story books, e.g. Greek Myths for Young Children</li> <li>• Living Paintings box – Ancient Greece</li> <li>• Access to the internet for research (using JAWS/ZoomText)</li> <li>• VI maps</li> </ul>