**Probus Primary School**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Past and presentCause and effectBeginning to make sense of my own life story and history | Understanding timeCelebrations and time until Christmas (Days, weeks etc) | Winter season and changes in the weather. | Changes over time Living and growing | Changes over time Living and growing | Plant life cycle changes overtime and seasons |
| **EYFS** | **Past and Present:**Talk about me and my family. Share information. Books and real life. Compare their life, changes when growing, different people in their family | **Past and Present:**Talk about our homes, where we liveSpecial family celebrations – birthdays, days out - picnics, ChristmasCompare past and present images | **Past and Present:**Time – Day and nightPassing of timeThe moon landing – watch video clip | **Past and Present:**The year celebrations Christmas and Easter.The seasonal changes. Farm machinery – old and new | **Past and Present:**Lifecycles for animals and humans. How creatures change over time.Dinosaurs and creatures from the past | **Past and Present:****Comparing seaside images Now and then. Magic Grandad to explore past and present.** |
| **Year 1** |  | Torrey Canyon |  | Mary Anning |  | The Moon Landing |
| **Year 2** | Guy Fawkes |  | Grace Darling |  |  Local History and Figure: Richard Trevithick  |  |
| **Year 3** |  | Stone Age to Iron Age |  | Early Civilisations featuring Ancient Egypt |  | Local History-Our Village & Surrounding Area |
| **Year 4** | Ancient Greece |  |  |  | Roman Britain |  |
| **Year 5** | Anglo Saxons | Vikings |  | Golden Age of Islam |  |  |
| **Year**  | Victorians |  | Crime and punishment |  | Local Study: The effects of Clay industry in our locality |  |

***Curriculum Overview – History***

**Probus Primary School**

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|  | **1** | **2** | **3** |
|  | **We are special** | **Why do we celebrate?** | **People who help us?** | **What is Spring?** | **How does your garden grow?** | **The seaside** |
| **EYFS** | **Marvellous Me** | **Do you remember when?** | **Nocturnal nights** | **Farm to fork** | **Whose footprints?** | **The seaside** |
| **KS1** **Year 1** | **Why should we remember the Torrey Canyon disaster?**S – Disaster, TechnologyD – Working with Evidence, Cause & Consequence | **Why was Mary Anning’s lifetime a constellation of firsts?**S - DiscoveryD - Significance | **Why do we remember Neil Armstrong today?**S – Exploration, TechnologyD – Significance, Working with Evidence |
| **KS1** **Year 2**  | **Why should we remember Guy Fawkes?**S – Cause and consequenceD – Significance, Change & Continuity | **Why do we still remember Grace Darling?**S – Service, Heroes, DisasterD – Significance, Change & Continuity | **How do we celebrate Richard Trevithick today?**S - Invention / Innovation, TechnologyD – Significance, Change & Continuity |
| **Lower KS2** **Year 3** | **How did people live in pre-historic Britain & what key changes occurred?**S – Prehistory, Archaeology, lifestyleD – Change & Continuity, Working with Evidence | **What was life like in Ancient Egypt & how do we know?**S – Civilisation, Archaeology, TechnologyD – Similarities & Differences, Working with Evidence | **How did our locality (Probus)changed over time?**S – DiscoveryD – Change & Continuity, Similarities & Differences |
| **Lower KS2** **Year 4** | **Why can the impact of the Ancient Greeks on our modern world not be overstated?**S – Civilisation, Politics, Heroes & Villains, Mythology, Archaeology | **How did life in Britain change when the Romans ruled?**S – Empire, Civilisation, InvasionD – Cause & Consequence, Interpretation & Significance |
| **Upper KS2** **Year 5** | **How dark are the dark ages?**S – Invasion, Settlement, ReligionD – Cause & Consequence, Interpretation and Significance, working with evidence | **How should we remember the Vikings?**S – Invasion, Settlement, TradeD - Cause and Consequence, Interpretations and Significance | **Islam: Why was it known as the Golden Age?**S – Empire, culture and lifestyleD – Similarities and Differences,  |
| **Upper KS2** **Year 6** | **How has the Victorian period affected our lives today**S –Empire. lifestyle, TechnologyD – Working with Evidence, Causation | **Crime and punishment over the ages?**S- rule, law and orderD- Change and continuity, similarities and differences | **How the Cornish clay industry has impacted us today?****S- Technology, lifestyle**D –, Working with Evidence, Cause and consequence |

***History Umbrella Questions with substantive and disciplinary concepts***

S – Main Substantive Concepts D – Main Disciplinary Concepts