**Probus Primary School**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | Past and present  Cause and effect  Beginning to make sense of my own life story and history | Understanding time  Celebrations 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 live  Special family celebrations – birthdays, days out - picnics, Christmas  Compare past and present images | **Past and Present:**  Time – Day and night  Passing of time  The 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, Technology  D – Working with Evidence, Cause & Consequence | | **Why was Mary Anning’s lifetime a constellation of firsts?**  S - Discovery  D - Significance | | | **Why do we remember Neil Armstrong today?**  S – Exploration, Technology  D – Significance, Working with Evidence | |
| **KS1**  **Year 2** | **Why should we remember Guy Fawkes?**  S – Cause and consequence  D – Significance, Change & Continuity | | **Why do we still remember Grace Darling?**  S – Service, Heroes, Disaster  D – Significance, Change & Continuity | | | **How do we celebrate Richard Trevithick today?**  S - Invention / Innovation, Technology  D – Significance, Change & Continuity | |
| **Lower KS2**  **Year 3** | **How did people live in pre-historic Britain & what key changes occurred?**  S – Prehistory, Archaeology, lifestyle  D – Change & Continuity, Working with Evidence | | **What was life like in Ancient Egypt & how do we know?**  S – Civilisation, Archaeology, Technology  D – Similarities & Differences, Working with Evidence | | | **How did our locality (Probus)changed over time?**  S – Discovery  D – 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, Invasion  D – Cause & Consequence, Interpretation & Significance | | |
| **Upper KS2**  **Year 5** | **How dark are the dark ages?**  S – Invasion, Settlement, Religion  D – Cause & Consequence, Interpretation and Significance, working with evidence | | **How should we remember the Vikings?**  S – Invasion, Settlement, Trade  D - Cause and Consequence, Interpretations and Significance | | | **Islam: Why was it known as the Golden Age?**  S – Empire, culture and lifestyle  D – Similarities and Differences, | |
| **Upper KS2**  **Year 6** | **How has the Victorian period affected our lives today**  S –Empire. lifestyle, Technology  D – Working with Evidence, Causation | | **Crime and punishment over the ages?**  S- rule, law and order  D- 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