



Mayfield Primary School Curriculum Documents



HISTORY OVERVIEW	Autumn	Spring	Summer
EYFS	<p><u>I wonder if my family is like yours?</u></p> <ul style="list-style-type: none"> * Begin to make sense of their own life-story and family's history. * Understand the ways they have changed. * Talk about the changes that have happened within their family lifetime e.g. talking to grandparents about holiday etc. * Talk about changes that happen over a short period of time. <p><i>There are three other non-history driven 'I Wonder' questions this term.</i></p>	<p><u>I wonder if other people celebrate?</u></p> <p><i>Significant historical events, people and places in their own locality</i></p> <ul style="list-style-type: none"> * Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><i>There are four other non-history driven 'I Wonder' questions this term.</i></p>	<p><u>I wonder if everyone lives near the sea?</u></p> <p><i>The lives of significant individuals in the past</i></p> <ul style="list-style-type: none"> * Compare and contrast characters from stories, including figures from the past * Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>There are two other non-history driven 'I Wonder' questions this term.</i></p>
Year One	<p><u>Aspect Study: Toy Story</u></p> <p>Changes within and beyond living memory at a national level.</p> <p>Great toys from the past (Victorians to Present), moving toys, family games, puzzles, practical to virtual toys, popular toys from years gone by, family favourites</p>	<p><u>Local Study: St Annes in Bloom</u></p> <p>Study significant historical events, people and features in their own St Annes town as we introduce our local history thread which will run across the coming six years. This is the first of a two part KSI local history story.</p>	<p><u>Wider Study: Travels & Tales</u></p> <p>The lives of significant individuals in the past and present whose achievements and events have links to the locality e.g. Amy Johnson, Dame Sarah Storey. A local study which forms the ideal starting point for the Earth 2022 study in Year 2.</p>
Year Two	<p><u>Aspect Study: Animal Kingdom</u></p> <p>Changes and events that are beyond living memory at a national or global level. Using knowledge to look at aspects of life that move into different periods of time. This study looks at the role, use and perception of animals at different times in history i.e. WWI, Victorian Britain, Farming, Food, Animals for Entertainment (Circus), Exploration (Space)</p>	<p><u>Local & Wider Study: Desert Island Champions</u></p> <p>Inspired by the work, beliefs and actions of notable individuals throughout history, the children are charged with creating a desert island community that can survive and work together by choosing which historic figures should join them there including local figures e.g. Rosa Parks, Louis Pasteur, Alexander Graham Bell, Nelson Mandela, Florence Nightingale</p>	<p><u>Wider Study: Kings, Queens & Castles</u></p> <p>As we develop our studies of people and events throughout KSI, we move into a study of royal rulers through history and how they have lived. We introduce leaders such as Queen Elizabeth I, Queen Victoria and Queen Elizabeth II before the children unlock a deep study of these history periods during our KS2 chronological journey.</p>
Year Three	<p><u>Chronology Study: A Roman Invasion</u></p> <p>Starting with initial background knowledge work to the Iron Age, we continue by looking at Britain just prior to the Roman Invasion and what they would find upon arrival. Then, we move into a larger study of the Roman invasion and what they brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact.</p>	<p><u>Chronology Study: Clash of the Titans</u></p> <p>The natural next step in the journey as the children undertake a study into the struggle for 'control' of Britain up to 1066: The Battle of Hastings. As we view the post-Roman domination of Britain through the eyes of the Anglo-Saxons and Vikings.</p>	<p><u>Local Study: Superb Structures</u></p> <p>The children continue and develop their study of local history by considering the history of the significant structures on the Fylde Coast as part of a geography driven theme.</p>
Year Four	<p><u>Chronology Study: The Power and The Rose</u></p> <p>We move the historical story of Britain forward into Tudor times. Starting with the Battle of Bosworth in 1485 we consider the main figures, leaders and events of this memorable period in our history.</p>	<p><u>Local Study: Passport to New Europe</u></p> <p>As a next stage in the study of local history, we return to St Annes as a starting point and move to focus upon its twin town partner in WVerne, which quickly allows us to travel from the Lancashire coast all the way through Western Europe to our friends in Germany learning about contrasting places and their stories along the way. A geography driven theme which picks up where earlier KSI studies left off.</p>	<p><u>Civilization Study: Valley of the Kings</u></p> <p>The first of a carefully placed two part comparison of ancient civilizations and their achievements. We have chosen Ancient Egypt for our first study. This non-European society also provides contrast with British history.</p>
Year Five	<p><u>Civilization Study: Gods & Legends (Ancient Greece)</u></p> <p>The second of a carefully placed two part comparison of ancient civilizations and their achievements. This includes a short focus upon the Ancient Olympics which is planned to lead into the Modern Olympic Heroes theme in year 6.</p>	<p><u>Chronology/Civilization Study: Amazon Adventure</u></p> <p>A geography driven theme with a historical focus upon the ways in which the world has impacted upon the environment during the last two hundred years and consideration of a further linked non-European society/civilization: The Mayans. This environmental and industrial themes feed directly into the industrial empire focus on the Victorians to follow.</p>	<p><u>Chronology/Local Study: Victorians-on-Sea</u></p> <p>Moving the importance and significance of industry and empire forward, the focus moves onto the Victorians with a specific, yet wider than ever, look at the local region (Lancashire) and how the emergence and growth of our local seaside resorts were a direct result of the Victorians industrial growth and influence and created a market for all classes seeking the 'clear air' and fun of the coastlines.</p>
Year Six	<p><u>Chronology Study: We All Stand Together (WW2)</u></p> <p>In year 6, the chronological journey reaches its climax with a study of Britain and the wider world in most recent times. Picking up where the Victorians-on-Sea theme left off, the study focuses upon an industrial and increasingly post-empire, war weary, poverty stricken Britain on the brink of further conflict. The study includes in-depth study of rationing, evacuation, air-raids (including the significant role of the Fylde Coast) and the home guard. Alongside a study of the most significant events i.e. the D-Day landings.</p>	<p><u>Chronology Study: Modern Olympic Heroes</u></p> <p>Our chronological journey ends with a two-part study of life post World War Two. Firstly, the children pick up upon the Olympic theme from year 5 and take a wider world look at the Olympic Games and the names and achievements that have become modern iconic sporting moments.</p>	<p><u>Chronology/Local Study: Bring Me Sunshine</u></p> <p>The second and final part of life post World War Two focused upon Britain and the significance of live entertainment, music and the arts from the 1950s to the 1990s. Completing our local history thread we consider some aspects within the context of Blackpool as the live entertainment capital of Britain for much of this time.</p>