

Aycliffe Drive Primary School

History Curriculum Overview

	Autumn	Spring	Summer
KS1			
Cycle A	<p>Christopher Columbus and Amelia Earhart Key question: Who crossed the Atlantic, how, and why? Key concepts: Voyage Disciplinary Learning: Using sources to find out about the past.</p>	<p>Titanic Key question: Why did the Titanic sink and how did it make travel safer in the future? Key concepts: Voyage, civilisation Disciplinary Learning: cause and consequence, sources, and evidence.</p>	<p>The Three Queens Key question: What are the similarities, differences and changes in continuity within the reigns of the three Queens? Key concepts: Civilisation, Leadership, Empire Disciplinary Learning: historical significance, change and continuity, sources, and evidence.</p>
Cycle B	<p>Guy Fawkes and the Gun Powder Plot Key question: Where does bonfire night originate from and how has it changed over time? Key concepts: Monarchy, invasion Disciplinary Learning: continuity and change.</p>	<p>London/The Great Fire of London Key question: Why did the Great Fire of London start and what effect did it have? Key concepts: civilisation Disciplinary Learning: historical significance, sources, and evidence.</p>	<p>Seaside Key question: How have seaside resorts changed over time? Key concepts: civilisation, voyage Disciplinary Learning: sources and evidence, similarity, and difference.</p>
LKS2			
Cycle A	<p>Local History of Hemel Hempstead Key question: How has Hemel changed over time? Key concepts: Settlement, civilisation Disciplinary Learning: Interpreting sources, similarity and difference.</p>	<p>Anglo Saxons Key question: Why did the Anglo Saxons invade and where did they settle? Key concepts: Civilisation, leadership, settlement</p>	<p>Roman invasion of Britain Key question: Why did the Romans invade Britain and what impact did they have? Key concepts: Invasion, voyage, leadership, settlement, civilisation, empire</p>

		Disciplinary Learning: similarity and difference, cause and consequence, chronology.	Disciplinary Learning: historical significance, change and continuity, interpreting sources, chronology.
Cycle B	Elizabethan England Key question: What was it like to live in Elizabethan England? Key concepts: civilisation, leadership Disciplinary Learning: similarity and difference, interpreting sources.	Stone Age to Iron Age Key question: How did Britain change between the beginning of the Stone Age and the end of the Iron Age? Key concepts: settlement, civilisation Disciplinary Learning: similarity and difference, using artefacts to draw conclusions, interpreting sources.	Life in Ancient Greece Key question: What was it like to live in Ancient Greece and what did the Ancient Greeks achieve? Key concepts: civilisation, leadership, settlement, empire Disciplinary Learning: using artefacts to draw conclusions, interpreting sources, similarity and difference.
UKS2			
Cycle A	Ancient Egypt Key question: What can we learn from the Ancient Egyptians and what were their key achievements? Key concepts: civilisation, leadership, settlement, empire Disciplinary Learning: Using evidence to build a true picture.	Benin (West Africa) 900 - 1300 Key Question: How did Benin society develop and differ from Anglo Saxons? Key Concepts: civilisation, leadership, settlement Disciplinary Learning: Using evidence to build a true picture, interpreting sources.	Local History Key Question: What have been the main influences in local history? Key Concepts: Settlement, civilisation Disciplinary Learning: Using evidence to build a true picture, interpreting sources.
Cycle B	Blitz Key question: What happened in the Blitz and how do we know? Key concepts: Invasion, leadership Disciplinary Learning: chronology, cause, and consequence.	Vikings Key Question: Why did the Vikings invade and where did they settle? Key Concepts: Invasion, settlement Disciplinary Learning: Similarity and difference, interpreting sources.	Islamic Civilisation Key Question: What are some of the significant discoveries and concepts developed by early Islamic scholars? Key Concepts: Civilisation, empire, leadership Disciplinary Learning: similarity and difference, interpreting sources.