

Bushey Heath Primary School: History Curriculum Overview

This enquiry-based curriculum map uses questions to facilitate chronological development and progression in historical thinking skills across key stages.

Using the national curriculum as a starting point, the extended content aims to ensure detailed subject knowledge that enthuses and inspires children's love of history (what better way to start than with the study of dinosaurs?) and is developed alongside developing historical thinking skills.

The new curriculum map will ensure children:

- repeatedly return to historical topics as they progress through the key stages, developing and deepening their understanding of historical content
- become more competent historical thinkers
- leave Bushey Heath Primary school as historically literate citizens

Early Years Foundation Stage

Understanding the World Past and Present ELG

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

KS1	Autumn		Spring	Summer
Topic	Prehistoric Britain		Empires and Civilisations	Explorers and Pioneers
NC content	Dinosaurs	Stone Age to Iron Age	Romans	Lives of significant individuals/ Local History Events beyond /within living memory:

Theme:	Different types	Tools and weapons	Invaders	Travel
Year 1	<p>How do we know that dinosaurs exist?</p> <p>How old are dinosaur bones?</p> <p>Place on timeline</p> <p>Investigate questions linking dinosaurs to current animals/items i.e. How many elephants did the heaviest dinosaur weigh?</p> <p>How many double decker buses are the equivalent height of a Brachiosaurus?</p> <p>What is the brain of an adult Stegosaurus equivalent in size to?</p> <p>X link Maths</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>When were the Stone Age, Bronze Age and Iron Ages?</p> <p>Why were they given those names?</p> <p>What tools/ weapons did they make?</p> <p>Place on timeline</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>Place on timeline</p> <p>Who were the Romans? (Compare time scales with Iron Age)</p> <p>Why did they come to Britain? Were they friendly? How do you know?</p> <p>What did they look like? How did this differ from the Iron Ages people? i.e. How did their clothes differ from the iron age/Stone Age people?</p> <p>Who was Julius Caesar? Why was he important? How did he dress?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>When was the wheel invented?</p> <p>How did this change peoples' lives? How do we know?</p> <p>How did Julius Caesar travel? How do we know?</p> <p>How did people travel in Bushey 100 years ago? How do we know?</p> <p>Who was the first man to travel to the moon? How did he travel? How do we know?</p> <p>Who was the first woman to travel to walk on the moon?</p> <p>How do you travel now? What has changed? What has stayed the same?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>
Vocabulary:	<p>Dinosaur, exist, evidence, prehistoric, compare, larger, smaller, big, bigger, biggest</p>	<p>Stone, bronze, iron, materials, tools, weapons, hunting, spear, axe, bow and arrow, sickle</p>	<p>Roman, empire, invasion, conquer, lifestyle, tunic, shawl, toga, sandals, emperor, ruler</p>	<p>Mesopotamia, invention, evidence, travel, transport, space race, NASA, astronauts, exploration, compare, contrast, evidence</p>

	Autumn		Spring		Summer
NC content	Dinosaurs	Stone Age to Iron Age	Saxons and Scots	Saxons and Scots	Lives of significant individuals/ Local History Events beyond /within living memory:
Year 2	<p>When was the Jurassic Period?</p> <p>What was the Diplodocus and was it a carnivore or herbivore?</p> <p>What was the Tyrannosaurus Rex and was it a carnivore or herbivore?</p> <p>How do we know?</p> <p>What were the differences?</p> <hr/> <p>1: establish historical significance</p> <p>2: use primary source evidence</p> <p>3: identify continuity and change</p> <p>4: analyse cause and consequence</p> <p>5: take historical perspectives</p> <p>6: understand the ethical dimensions of historical interpretations</p>	<p>When were the Stone Age, Bronze Age and Iron Age?</p> <p>What tools/ weapons did they use?</p> <p>What did the homes look like? How does this compare to your house?</p> <hr/> <p>1: establish historical significance</p> <p>2: use primary source evidence</p> <p>3: identify continuity and change</p> <p>4: analyse cause and consequence</p> <p>5: take historical perspectives</p> <p>6: understand the ethical dimensions of historical interpretations</p>	<p>Who were the Scots? (Focus on invasion)</p> <p>Who were the Anglo Saxons? (Focus on invasion)</p> <p>How did the Anglo-Saxons and Scots live? (choose one area to focus on such as housing/weapons/the role of women)</p> <p>Compare this to how the Stone Age and Bronze Age people lived.</p> <hr/> <p>1: establish historical significance</p> <p>2: use primary source evidence</p> <p>3: identify continuity and change</p> <p>4: analyse cause and consequence</p> <p>5: take historical perspectives</p> <p>6: understand the ethical dimensions of historical interpretations</p>	<p>How did the Scots and Anglo Saxons travel?</p> <p>When was the first flying machine invented? What did some of the earlier prototypes look like?</p> <p>What different types of flying machine were invented?</p> <p>Who flew the first planes?</p> <p>How did this change peoples' lives? How do we know?</p> <p>x link to geography</p> <p>How do you travel now? What has changed? What has stayed the same?</p> <hr/> <p>1: establish historical significance</p> <p>2: use primary source evidence</p> <p>3: identify continuity and change</p> <p>4: analyse cause and consequence</p> <p>5: take historical perspectives</p> <p>6: understand the ethical dimensions of historical interpretations</p>	
Vocabulary:	Timeline, Jurassic, carnivore, herbivore, evidence, similarities,	Chronology, spear, axe, bow and arrow, sickle, quern, hoe, hunter/ gatherer/	Invasion tribes, hunting, farming, thatched roof, weaving, settlement, migration		Sail boats, oars, invention, aviation, engine, evidence, records, navigation, propeller, glider,

	differences, archaeologists,	farming, settlement, tribe, huts, roundhouse, artefacts			
KS2	Autumn		Spring		Summer
Topic	Prehistoric Britain		Empires and Civilisations		Kings and Queens World war II
NC content	Dinosaurs	Stone Age to Iron Age	Ancient Greece	Ancient Egypt	Beyond 1066: Henry VIII Beyond 1066: Queen Victoria
Theme	Sources	Lifestyles	Civilisations		
NC concepts	Evidence Continuity and change Significance	Similarity and difference Continuity and change Evidence Making connections	Diverse societies Continuity and change Similarity, difference and significance Evidence Arguments and interpretations Making connections		Empire Peasantry Significance Evidence Arguments and interpretations Making connections Follies of Mankind Cause and consequence
Year 3	How do we know dinosaurs existed? Who studies fossils and prehistoric life? When did Dinosaurs die out? What caused this to happen? Was this change long lasting? Did any of the dinosaurs survive? <i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i>	What evidence of art/sculptures do we have from Prehistoric Britain? What are megaliths? How did they paint? When was the earliest evidence of art? <i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i> <i>4: analyse cause and consequence</i> <i>5: take historical perspectives</i> <i>6: understand the ethical dimensions of</i>	Who were the Ancient Greeks and Ancient Egyptians? What was the greatest contribution to modern day life? (i.e., hieroglyphics/democracy) What does the art/sculptures from the period tell us? How did their societies differ from ours today? Place on timeline <i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i> <i>4: analyse cause and consequence</i> <i>5: take historical perspectives</i> <i>6: understand the ethical dimensions of historical interpretations</i>	Why is Henry VIII so famous? What has been the greatest impact of Henry VIII? (Focus on separation of church and state) Is it significant? Place on timeline <i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i>	Who were the Victorians? How is Queen Victoria related to our current Queen? What lasting legacies have been left by the Victorian era? Focus on industrialisation and the introduction of the railways i.e. How did the expansion of the railways affect people's lives? How did people react at the time? Place on timeline <i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i> <i>4: analyse cause and consequence</i> <i>5: take historical perspectives</i>

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Vocabulary:	<p>Prehistory, BC, AD, paleolithic, mesolithic, neolithic, palaeontologist, fossil, evidence, remains, extinction, theory, descendants, ancestors</p>	<p>Stone Age, Bronze Age, Iron Age, artefacts, structure, monument, megalith, henge, stone circle, solstice, cave paintings, sculpture, figurines,</p>	<p>Ancient civilisations, BC, AD, legacy, democracy, impact, hieroglyphics, communication, culture, society, significance</p>	<p>King, monarch, Tudor, Catholic, Protestant, Reformation, Church and State,</p>	<p>Queen, monarch, empire, Victorians, legacy, industrial revolution, expansion, technology, wealth, workhouse</p>	
	Autumn		Spring		Summer	
NC content	Stone Age to Iron Age	Britain before the Roman Empire	Romans	Saxons and Scots	Beyond 1066: Start of WWII	WWII Home front

Y4	<p>When did our ancestors first start to farm?</p> <p>How did farming/ hunter gathering look in Prehistoric Britain?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>Who were the people who lived in Britain before the Roman invasion and what we know about their lives?</p> <p>Focus on-</p> <ul style="list-style-type: none"> -Celts -warring tribes -hill forts -lack of transport/roads <p>place on timeline</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>Who was Boudica?</p> <p>Why did she join forces with the Trinovantes?</p> <p>Was she successful?</p> <p>What can we learn from this event?</p> <p>Place on timeline</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>What difference did the Romans and Anglo-Saxons make to the British way of life (compare and contrast with Celts)</p> <p>Who has made the biggest difference to Britain, the Romans or the Anglo-Saxons?</p> <p>Place on timeline</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>Why did Germany go to war?</p> <p>Why did Britain go to war in 1939?</p> <p>What countries fought on which side?</p> <p>Who were the main leaders in WWII?</p> <p>Place on timeline</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>What was life like in Britain in 1939?</p> <p>What was the home front?</p> <p>What effect did the war have on people?</p> <p>How did people protect themselves during WWII?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>
Vocabulary:	BC, AD, hunter-gatherer, settlement, farming, tools, domesticated,	Celts, tribe, roundhouse, hill fort, wattle and daub, thatch, warrior,	Queen Boudica, invasion, rebellion, battle, significance	Legacy, impact, significance, compare, invaders,	War, cause, The Allies, The Axis, leaders, Adolf	Home Front, rationing, coupons, civilians, armament, munitions factories, evacuation,

	<i>agriculture, cultivation, livestock, tools, human development</i>				<i>Hitler, Winston Churchill, invasion,</i>	<i>Home Guard, Air Raid Wardens,</i>
NC Content	Dinosaurs	Stone Age to Iron Age	Vikings	Vikings	Queen Victoria-crime and punishment	Queen Victoria
Year 5	<p>What are the different theories as to why dinosaurs died out?</p> <p>What do you think happened to the dinosaurs? How have you come to this decision?</p> <p>When did mammals first appear?</p> <p>When did humans first appear?</p> <p>X link science</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of</p>	<p>How did fire help prehistoric people?</p> <p>When did we start using it?</p> <p>How did we benefit from it?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of</p>	<p>Vikings- what were they like?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>Are we fair to the Vikings?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions of historical interpretations</p>	<p>How have recent excavations changed our view of the Vikings?</p> <p>What have these excavations revealed about the Viking way of life?</p> <p>How did the Vikings change Britain?</p> <p>Were the Vikings raiders or settlers? What do you think?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives</p>	<p>When and why were the police, force created?</p> <p>How did the law change during the Victorian era?</p> <p>How was the punishment for stealing different then from today? Was it fair?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives 6: understand the ethical dimensions</p>	<p>What is an empire?</p> <p>Why did the British have an empire?</p> <p>Why did it collapse?</p> <p>Why is this significant?</p> <hr/> <p>1: establish historical significance 2: use primary source evidence 3: identify continuity and change 4: analyse cause and consequence 5: take historical perspectives</p>

	<i>historical interpretations</i>	<i>historical interpretations</i>		<i>6: understand the ethical dimensions of historical interpretations</i>	<i>of historical interpretations</i>	<i>6: understand the ethical dimensions of historical interpretations</i>
Vocabulary:	<i>BC, AD, evidence, archaeology, palaeontology, theories, refute, support, population, competition, asteroid, disease, climate, evolution, ancestors,</i>	<i>Prehistory, natural fire, conserved fire, kindled fire, fuel, social, survival, warmth, light, cook, development</i>	<i>Reputation, evidence, artefacts, opinion, invaders, settlers, primary sources, secondary sources, monks, monastery</i>	<i>Reputation, evidence, artefacts, opinion, invaders, settlers, primary sources, secondary sources, trade, agriculture, craftsmen, settlements, legacy</i>	<i>Industrial revolution, expansion, change, population, empire, highwaymen, smuggling, traitor, trespass, society, strike, riot, Bobbies, Peelers, transportation, prison, hard labour</i>	<i>Empire, rule, trade, export, import, significance, growth, decline, impact, Commonwealth</i>
	Autumn		Spring		Summer	
NC Content	Stone Age to Iron Age	Maya	Maya	Normans	Battle of Britain	Holocaust
Year 6	<p>Investigate late Neolithic/ Bronze age/ Iron Age/Stone age religion</p> <p>Compare and contrast</p> <p>How do we know?</p> <p>Relate to/compared to current religious practices</p> <hr/> <p><i>1: establish historical significance</i> <i>2: use primary source evidence</i></p>	<p>Why do we study the Maya in history?</p> <p>Who were they? What we know about their lifestyle? What we know that their religious beliefs?</p> <p>Place on timeline</p> <hr/> <p><i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i></p>	<p>Why did the Maya Empire grow? What was life like for the Maya 1000 years ago?</p> <p>What happened to the Maya?</p> <hr/> <p><i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i> <i>4: analyse cause and consequence</i> <i>5: take historical perspectives</i></p>	<p>Who were the Normans and where did they come from?</p> <p>Who had the strongest claim to the throne in 1066?</p> <p>Why was the Norman invasion so significant? Have we been invaded since? Why do you think this is?</p> <hr/>	<p>What was the Battle of Britain?</p> <p>Why was the Battle of Britain a significant point on the war?</p> <p>Who won the BoB? How did they win? What was the role of the Polish Airmen?</p> <p>Who won the world war? (Role of Bletchley Park)</p> <hr/>	<p>What was the Holocaust?</p> <p>Why did the Holocaust happen?</p> <p>Why should we remember the Holocaust?</p> <hr/> <p><i>1: establish historical significance</i> <i>2: use primary source evidence</i> <i>3: identify continuity and change</i> <i>4: analyse cause and consequence</i></p>

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Vocabulary:	<p>Religion, culture, faith, Neolithic, ancestor worship, stone circles, henge, pagan</p>	<p>Civilisation, legacy, religion, gods, worship, cultural significance, festivals, farming, maize, cacao,</p>	<p>Empire, exploration, discovery, trade, valuable resources, irrigation and farming methods, warfare, invasion, migration, disease, over farming</p>	<p>Battle of Hastings, invasion, Domesday Book, Normans, Anglo-Saxon, throne, predict, Bayeux Tapestry</p>	<p>Air force, RAF, Luftwaffe, Operation Sea Lion, invade, Allies, aerial warfare, dogfight, code, cipher,</p>	<p>Holocaust, Nazi Party, antisemitism, discrimination, persecution, genocide</p>