

East Ravendale Curriculum Overview – History and Geography key drivers

Cycle	Term	Golden Thread	EYFS	Y1/2	Y3/4	Y5/6
Cycle A 2022-2023	Autumn 2	History driver – Cause and Consequence	Celebrations	The Great Fire of London	Anglo-Saxons	Crime and Punishment
			<p><i>EYFS Profile:</i></p> <ul style="list-style-type: none"> To learn about celebrations in various countries and communities. To talk about members of their immediate family and community. To name and describe people who are familiar to them. Comment on images of familiar situations of the past. Recognise that people have different beliefs and celebrate special times in different ways. 	<p>KS1 NC Objectives:</p> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally. 	<p>KS2 NC Objectives:</p> <ul style="list-style-type: none"> To learn about Britain's settlement by Anglo-Saxons or Scots. 	<p>KS2 NC Objectives:</p> <ul style="list-style-type: none"> To study and aspect of social history in Britain after 1066.
			<p><u>Core Knowledge:</u> To know people celebrate birthdays and other celebrations</p> <p>people celebrate in different ways (e.g. send cards, parties)</p> <p>They can talk about Bonfire Night and Christmas and why people celebrate these.</p> <p>To know that Divali is a religious festival</p>	<p><u>Core Knowledge:</u> To compare and past and present London</p> <p>To explain how people live now is different to how people lived in 1666.</p> <p>To order the events of the Great Fire of London.</p> <p>To explain how we know about the Great Fire of London</p> <p>To explain how London changed after the Great Fire</p>	<p><u>Core Knowledge:</u> To know that the Roman exit led to the Anglo-Saxons arriving in England.</p> <p>To know how the Anglo-Saxons arrived in England.</p> <p>To understand invasion.</p> <p>To understand what daily life was like in the Anglo-Saxon times.</p>	<p><u>Core Knowledge:</u> To know Saxon Crime and Punishment</p> <p>To know Tudor Crime and Punishment</p> <p>To know what the Witchcraft Trials were</p> <p>To know who the Peelers were</p> <p>To know what happens today when someone commits a crime</p>

			To know that different types of people celebrate different things	To describe London before, during and after the Great Fire	To understand Anglo-Saxon arts and culture.	
			<p><u>Why here? Why now?</u></p> <p>The pupils will have opportunities to consider their personal experiences of family traditions and celebrations. Children will become aware of different celebrations and why particular events are celebrated. This will prepare pupils to consider historical events in Year 1.</p>	<p><u>Why here? Why now?</u></p> <p>For pupils to begin to gain an understanding and insight into events which are beyond living memory but had a significant impact. Later in the year pupils will be learning about capital cities and this will be their first significant learning about the UK capital.</p>	<p><u>Why here? Why now?</u></p> <p>The pupils have learned about the geography of their local area (KS1) and the UK. They are in a position to understand how the settlement of Britain changed the landscape and can build on knowledge of why people wanted to settle here.</p>	<p><u>Why here? Why now?</u></p> <p>Throughout their studies in history pupils have studied what life was like in Britain and how it has changed; they will build on that knowledge through a social history lens to look at how crime, punishment and justice has evolved to what we know today. It will link into the next geography unit of understanding fair as in fair trade.</p>
			Key vocabulary: Mummy, Daddy, Grandparents, siblings, cousins.	Key vocabulary: Bakers Lane, Fire, Plague, Fireman, Thames, Fire Hook	Key vocabulary: Saxon, Angles, Jutes, Pagan, Christian, Ceorl, Thegn, Farming, Normans,	Key vocabulary: Hue and Cry, Peelers, Police, Sheriff, Jury, Trial by etc., Capital Punishment, Torture, Trial, Prison, Wergild, The Black Market
			Significant People: Mummy, Daddy, Grandparents, siblings, cousins.	Significant people: Samuel Pepys, King Charles II, Christopher Wren	Significant people: Alfred the Great, Harold Godwinson, Offa, William I	Significant people: Robert Peel, Jack the Ripper, Guy Fawkes, Dick Turpin, Blackbeard
			Changes	Tourism through the years	Stone Age to Iron Age	Mayans
Spring 2	History driver –		EYFS Profile	KS1 NC Objectives:	KS2 NC Objectives:	KS2 NC Objectives:
	Similarity and Difference		<ul style="list-style-type: none"> To talk about members of their immediate family and community. Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> to learn about significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> to learn about changes in Britain from Stone Age to Iron Age. 	<ul style="list-style-type: none"> To study a non-European society that contrasts with British history.

			<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. 			
			<p><u>Core Knowledge:</u> To know families are all different. To know things that have happened are in the past. To know family members are people they trust. To know some people in the community who are important in our lives.</p>	<p><u>Core Knowledge:</u> To understand what tourism is. To understand how tourism began in our local area To understand key events within our local area To understand tourism in our local area over time. To understand why people want to visit Cleethorpes (then/now). To understand the impact of tourism for our local area .</p>	<p><u>Core Knowledge:</u> To understand when the Stone Age happened. To know how the Stone Age began. To know how life was different in the Stone Age. To know how the Stone Age evolved into the Bronze Age. To know how life was different in the Bronze Age to the Stone Age. To understand how the Bronze Age evolved into the Iron Age. To understand what tribal life was like.</p>	<p><u>Core Knowledge:</u> They know where the Mayans came from That they know when the Mayans were around To know the Mayan religion That they know how Mayan society was organised To know why the Mayan Civilisation ended</p>
			<p><u>Why here? Why now?</u></p> <p><i>This will enable pupils to consider themselves and others changing and growing older. This will provide opportunities for children to explore growth and change in general before studying eras in further years.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>This will enable pupils to develop their knowledge of the local area and how it has changed over time. They can begin to compare and contrast and make judgements about their own preferences.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>By studying the differences in Britain from the Stone Age and Iron Age children will be able to develop their historical skills through comparing things such as foods, tools, houses and clothing.</i></p>	<p><u>Why here? Why now?</u></p> <p><i>Pupils have learned about the continent of South America in a geographical sense and will now focus on using skills as a historian to study a civilisation from that continent which contrasts from other civilisations they have studied.</i></p>
			<p><i>Key vocabulary: Grow, change, bigger, older, younger, babies, toddler, teenagers.</i></p>	<p><i>Key vocabulary: Beach, Seaside, Public parks, Package Tour, Grand Tour, Spas</i></p>	<p><i>Key vocabulary: Stonehenge, Bell Beaker, Bronze, Copper mines, Celtic, Tribal, Iron, Hillfort, Roundhouses, Alloy, Earthwork, Celt, Sacrifice</i></p>	<p><i>Key vocabulary: Priest, Cacao, Hieroglyph, Calendar, King, Warrior, Chilli, Stelae, Codex, Gods</i></p>

			<i>Significant people: Mummy, Daddy, Grandparents, siblings, cousins. the Queen, teachers</i>	<i>Significant people: Elizabeth Seaman, Richard Francis Burton, Jules Verne, Anthony Bordain</i>	<i>Significant people: V Gordon Childe, The Amesbury Archer, Otzi</i>	<i>Significant people: Ix Chel, King Pakal, Spearthrower Owl, Tecan Uman</i>
Summer 2	History driver – Local History	Farms	Fishing Heritage	Viking Invasion	Industrial Revolution	
		<i>EYFS Profile</i>	<i>KS1 NC Objectives:</i>	<i>KS2 NC Objectives:</i>	<i>KS2 NC Objectives:</i>	
		<ul style="list-style-type: none"> To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> To learn about changes within living memory, in particular the changes to the local fishing industry and the impact on the local area. 	<ul style="list-style-type: none"> To study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<ul style="list-style-type: none"> A study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066). 	
		<u>Core Knowledge:</u> To know tractors and other machines are used on farms. To know there were no tractors and machines years ago. To know horses and ploughs were used in the past. To know farms now and from the past can be seen on photos.	<u>Core Knowledge:</u> To know that fishing was an important industry in Grimsby. To understand the impact of the Grimsby fishing industry around the world. To understand how Grimsby changed the fishing industry. (Ross Tiger/Dock Tower). To know about significant local people. To understand how the fishing industry changed over time To know why fishing heritage is still important for Grimsby today.	<u>Core Knowledge:</u> To know when the Viking era took place. To understand Viking raids and invasions. To understand how the Vikings arrived in England. To understand how life was different in the Viking era. To understand Viking culture and Gods.	<u>Core Knowledge:</u> Where was the Industrial revolution? When was the industrial Revolution? What changed in the Industrial revolution? Why was there an industrial revolution? What were the key inventions?	
<i>Why here? Why now?</i>	<i>Why here? Why now?</i>	<i>Why here? Why now?</i>	<i>Why here? Why now?</i>			
<i>To give children opportunities to recognise our countryside and farming communities around East Ravendale and how it has changed. Children will learn that farming and communities have</i>	<i>By encouraging pupils to learn about the heritage of the town they will be able to understand how the demise of the fishing industry has impacted the local area. They will also be able to</i>	<i>The Children have learned about the settlement of the Anglo-Saxons and have studied the local area and that of the UK, so they are better placed to study and understand why Britain was</i>	<i>Children have studied the local environment and trade within the area, they can now apply this knowledge to how the Industrial Revolution and technological advances changed the trade and</i>			

			<i>changed over time. This will support learning in Year 1 when learning about changes within living memory.</i>	<i>reflect upon this knowledge when studying the Industrial Revolution in Y5/6.</i>	<i>invaded and the impact it has had on British history.</i>	<i>businesses in our area - eg farming, oil, transport links.</i>
			<i>Key vocabulary: change, farming, tractors, old, new</i>	<i>Key vocabulary: Cod, Haddock, Grimsby, Hull, Trawler, Nets, Iceland, Ross Tiger</i>	<i>Key vocabulary: Odin, Longboat, Thatched House, Thane, Drinking Horn, Gods, Spear, Axe, Scandinavia</i>	<i>Key vocabulary: Industrial, Coal, Steam, Industry, Railway, Steam Engine, Factory, Turbine</i>
			<i>Significant people: Family members in farming/ Fishing, Ollards</i>	<i>Significant people: Clarence Birdseye, Elizabeth Martha, William Youngs</i>	<i>Significant people: Alfred the Great, Hengest, Hardrada, Offa</i>	<i>Significant people: Isembard Kingdom Brunel, Robert Fulton, Robert Louis Stevenson</i>

Cycle	Term	Golden Thread	EYFS	Y1/2	Y3/4	Y5/6
Cycle B 2023-2024	Autumn 2	History driver – Significant Individuals	Families	Explorers	Tutankhamun	World War 2
			<i>EYFS Profile</i>	<i>KS1 NC Objectives:</i>	<i>KS2 NC Objectives:</i>	<i>KS2 NC Objectives:</i>
			<ul style="list-style-type: none"> To talk about members of their immediate family and community. To name and describe people who are familiar to them. To comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. 	<ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> To learn about the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. 	<ul style="list-style-type: none"> To learn about a significant point in British history including the Battle of Britain.
			<u>Core Knowledge:</u> To know Grandparents are parents to Mummy and Daddy. To know Aunties and Uncles are brothers and sisters to Mummy and Daddy. To know parents have been children in the past.	<u>Core Knowledge:</u> To know why people wanted to explore the world. To name explorers and where they went. To know how people explored the world in the past. To show where specific explorers went. To know what explorers brought to England. To begin to know how explorers treated civilisations in the countries they explored.	<u>Core Knowledge:</u> To place the Ancient Egyptians on a historical timeline. To know why the River Nile was important. To explain how and why the Ancient Egyptians built the pyramids. To know how and why the Ancient Egyptians practiced mummification. To explain the process of mummification. To know that Ancient Egyptians worshipped many Gods.	<u>Core Knowledge:</u> To know when WW2 took place. To know the Key events of WW2. To know the key participants of WW2. To know the key individuals of WW2. To know how Britain was affected by WW2.
			<u>Why here? Why now?</u>	<u>Why here? Why now?</u>	<u>Why here? Why now?</u>	<u>Why here? Why now?</u>
			<i>Children will learn about family members and relationships between them. Children will consider how people and the changes in life. Ensuring pupils understand then and now with</i>	<i>Pupils will learn about individuals who have had a significant impact in the areas of exploration – world exploration and technological exploration and advancement. Children will</i>	<i>Pupils will begin to use more developing skills as historians to look at the early civilisation of Ancient Egypt, with focus on significant individuals and how we use artefacts to help us</i>	<i>Pupils will learn about the impact of individuals during the Second World War including politicians, soldiers and study</i>

			<i>familiar people will support learning in Year 1 about significant individuals.</i>	<i>begin to be able to examine the impact of these contributions which is a key skill that will be used as they progress through history learning at the school.</i>	<i>understand the lives of these people.</i>	<i>how the war led to the changes we see in the world today.</i>
			<i>Key vocabulary: Older, younger, before, after, change, different, same.</i>	<i>Key vocabulary: Ship, Train, Plane, Bermuda, Congo,</i>	<i>Key vocabulary: Pyramid, Egypt, Punt, Nubia, Scarab, Gods, Nile, Trade, Chariot</i>	<i>Key vocabulary: Tank, Nazi, War, Theatres, Blackout, Evacuees</i>
			<i>Significant people: Mummy, Daddy, Grandparents, siblings, cousins.</i>	<i>Significant people: Christopher Columbus, Elizabeth I, Neil Armstrong, Tim Berners-Lee, Wright Brothers, Amelia Earhart</i>	<i>Significant people: Pharaohs, Cleopatra, Howard Carter</i>	<i>Significant people: Churchill, Hitler, Roosevelt, Land girls</i>
			Superheroes	Women who have changed the world	The Roman Empire	Ancient Greece
			<i>EYFS Profile</i> <i>. To continue developing positive attitudes about the differences between people.</i> <ul style="list-style-type: none"><i>To name and describe people who are familiar to them</i> <i>To compare and contrast characters from stories, including figures from the past.</i>	<i>KS1 NC Objectives:</i> <ul style="list-style-type: none"><i>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>KS2 NC Objectives:</i> <ul style="list-style-type: none"><i>To study the legacy of Roman culture on later periods in British history, including the present day.</i>	<i>KS2 NC Objectives:</i> <ul style="list-style-type: none"><i>A study of Greek life and achievements and their influence on the western world.</i>
			<i>Core Knowledge:</i> To know everyone is unique. To know we all have different qualities. To know some characters are imaginary. To know some characters have imaginary powers.	<i>Core Knowledge:</i> To be able to name significant women in history To know some of the achievements of the individuals they have studied. To be able to explain how their achievements have affected and influenced the world today. To discuss key women who continue to influence the world today.	<i>Core Knowledge:</i> To know how Roman society was structured. To know how Romans treated slaves. To know how the Roman Army was successful in invading other countries. To show how the Roman Empire expanded. To understand how some Romans lived.	<i>Core Knowledge:</i> To know the structure of Ancient Greek Society To know Ancient Greek Inventions To know Ancient Greek customs To know Ancient Greek achievements <i>To know how Ancient Greek Customs and Inventions influence our world today.</i>
	Spring 2	History driver – Change Makers				

			<p><u>Why here? Why now?</u></p> <p>An opportunity to explore similarities and differences in people, looking at how we can impact the lives of others which will be in preparation of Year 1 learning about significant others</p>	<p><u>Why here? Why now?</u></p> <p>Having studied the impact of individuals in the world of exploration and technology pupils can now focus on the contributions of women in history. We want to develop an understanding of how women impacted history and changes which we can compare with how our lives are today. Developing their questioning and analysis skills in preparation for topics in KS2.</p>	<p><u>Why here? Why now?</u></p> <p>Through the thread of 'change makers' pupils will be able to study the impact of Roman Britain on Britain today, through the study of artefacts, remains and significant individuals and the culture left behind.</p>	<p><u>Why here? Why now?</u></p> <p>Pupils have had the opportunity to study the impact of change makers on Britain and will now be able to study how the Ancient Greeks have impacted and influenced the western world, through medicine, technology and philosophy.</p>
			<p>Key vocabulary:</p> <p>Parents, Grandparents, Siblings, Teachers</p>	<p>Key vocabulary: Equality, Rights</p>	<p>Key vocabulary: Roman, Empire, Denari, Coliseum, Trade, Invasion, Army, Testudo</p>	<p>Key vocabulary: Toga, Athens, Sparta, Democracy</p>
			<p>Significant people:</p> <p>Parents, Grandparents, Siblings, Teachers, People who help them.</p>	<p>Significant people: Rosa Parks, Edith Cavell, Florence Nightingale, Mary Seacole, Emmaline Pankhurst</p>	<p>Significant people: Caesar, Boudica, Augustus, Nero,</p>	<p>Significant people: Leonidas, Socrates, Plato, Homer, Aristotle, Alexander the Great</p>
			Kings and Queens	1066	Victorians	Tudors
Summer 2	History driver – Monarchy	<p>EYFS Profile</p> <ul style="list-style-type: none"> To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate times in different ways. To comment on images of familiar situations in the past. To compare and contrast characters 	<p>KS1 NC Objectives:</p> <ul style="list-style-type: none"> To learn about significant events beyond living memory To learn about significant historical events in their own locality (UK) 	<p>KS2 NC Objectives:</p> <ul style="list-style-type: none"> To study the changing power of monarchs using case studies. 	<p>KS2 NC Objectives:</p> <ul style="list-style-type: none"> To study the changing power of monarchs using case studies. 	

			<i>from stories, including figures from the past.</i>			
			<p><u>Core Knowledge:</u> To know King Charles is the King of England. To know that Great Britain has a Royal family. To know that other counties have different Royal families.</p>	<p><u>Core Knowledge:</u> To know who fought for the crown upon the death of Edward the Confessor To name key events and where they took place (Battles of Stamford Bridge, Hastings) To know why the Normans built castles. To describe the features of Norman castles</p>	<p><u>Core Knowledge:</u> To know who the Victorians were. To place the Victorian era on a timeline (start-finish) To know how Queen Victoria's reign impacted the lives of different groups of people. To know how the British Empire changed during the reign of Queen Victoria.</p>	<p><u>Core Knowledge:</u> To know when the Tudors were To know how Tudor society was organised To know the Tudor Royals To know the impact the Royals had on Tudor society To know how the Tudor period ended</p>
			<p><u>Why here? Why now?</u> <i>To teach children about the royal family and British values which will prepare them to learn more about monarchy.</i></p>	<p><u>Why here? Why now?</u> <i>To help pupils begin to develop an understanding that the battle for monarchy was not always easy. Pupils will build on their understanding of our monarchy now from EYFS and begin to see the changes over time. They can utilise knowledge about the British Isles and the UK being a place which attracted people to want to come here.</i></p>	<p><u>Why here? Why now?</u> <i>Pupils will now extend their knowledge about how in the past many people battled for the throne to study Queen Victoria, one of the longest serving British monarchs, the changes made to Britain during her reign and the might of the British Empire during Victorian times.</i></p>	<p><u>Why here? Why now?</u> <i>Through studying the Tudors, in particular the reign of Henry VIII, pupils will develop their understanding of the power of the monarchy in Britain at this time and how it brought about the dissolution of the monasteries and the split between England and Rome.</i></p>
			<p><i>Key vocabulary: King, Queen, Prince, Princess, Palace, Carriage</i></p>	<p><i>Key vocabulary: Bayeaux Tapestry, battle, Hastings, invasion, army, archers</i></p>	<p><i>Key vocabulary: Industrial Revolution, Empire, Trade, Workhouse, Poverty, Cholera, Navvies, Navy</i></p>	<p><i>Key vocabulary: Trade, Armada, Catholic, Protestant, Religion, Reformation, Monastery, State</i></p>
			<p><i>Significant people: Queen Elizabeth, members of the present royal family.</i></p>	<p><i>Significant people: Harald Hardrada, Harold Godwinson, William the Conqueror, Edward the Confessor</i></p>	<p><i>Significant people: Queen Victoria, Robert Peel, Dr Barnardo, Charles Darwin, John Cadbury, Charles Dickens</i></p>	<p><i>Significant people: Henry VIII, Elizabeth I, Mary I, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Katherine Parr</i></p>