



# History Whole School Curriculum Overview

## The Big Picture

The earliest civilisations were founded by farmers, who chose to settle near rivers where they had easy access to water for their crops. The first farming communities are believed to have emerged in an area of the Middle East known as the Fertile Crescent. This area of land stretches in an arc through parts of modern Israel, Syria and Turkey. Farming eventually spread to other areas, including Europe, Africa, India and China.

In this unit, the children will begin with a study of Ancient Egypt, which is likely to be the most familiar to them. Most children of this age will have some prior knowledge that they can bring to the topic, even if it's only tombs, pyramids and mummies! From the familiar, the children can then delve deeper into the culture of the Ancient Egyptians, finding out more about their daily life and common beliefs. This learning can then be applied to a study of Ancient Greece, helping the children to compare and contrast the two civilisations. Children will also understand how The Roman Empire differed to these ancient civilisations and will expose them to The Romans before they begin their later in-depth study.

## What do we already know?

### **Knowledge Retrieval:**

Historical language relating to the passing of time – decades and century.

Geographical knowledge of Europe – location of Greece. Knowledge of Africa as a continent – linked to Egypt.

Knowledge of times before them – Stone Age/Iron Age and know that these began to settle near rivers and became farmers.

Iron Age was happening around the same as Ancient Greece Era

Year 3 & 4 History –  
Tombs, temples and treasures

### Key vocabulary and understanding for concept connectors

civilisation, deities, Olympians, currency, temple, democracy, Ancient, enquiry

era, Cleopatra, Tutankhamun, reign, mummification, afterlife, religion, reincarnation, Canopic,

Roman, empire

## NC objectives – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## Key unit objectives

To know about the lives of people in the Ancient Egyptian and Ancient Greece times.

To know about the main similarities and differences between the past societies they have studied

To be able to gather information from simple sources

To be able to use their knowledge and understanding to answer simple questions about the past and about changes

To understand that the past has been recorded in a variety of different ways

To know what a civilisation is in relation to Ancient Egypt. Why was Ancient Egypt considered more civilised than the Stone Age?

To know that Ancient Egypt can be split into different eras by the rule of different Pharaohs – Tutankhamun (1332 to 1323 B.C), Cleopatra (52 – 31B.C) etc

To recall significant events from Ancient Egyptians times – the start of mummification, building of the pyramids etc

To understand religion in Ancient Egyptians times and the impact this had on people and their day to day rituals e.g belief in the afterlife – reincarnation where they would return as animals.

Understand how historians gathered information about Ancient Greece and how we know what life was like

To know how and explain why Ancient Greece was considered to be ahead of other civilisations of the time.

To understand that enquiry is when we ask questions about the past.

To recognise the roles of men and women, e.g. schooling etc

To understand the term 'governance' and how Ancient Greece impacted this.

To know that the Roman era was from 27B and lasted over a thousand years.

### Key Texts

The Egyptian Cinderella – Shirley Climbo

Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams

Greek Myths – Marcia Williams

Meet the Ancient Egyptians – James Davies

So you think you've got it bad? A kid's life in Ancient Greece – Chae Strathie