

HISTORY Overview

Reception			
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Topic	<u>Peek into the past</u>		<u>Adventures through time</u>
Prior learning/ Links	NA		NA
Vocabulary	<ul style="list-style-type: none"> ○ change ○ different ○ grown ○ history ○ historian ○ new 	<ul style="list-style-type: none"> ○ now ○ old ○ past ○ order ○ photograph ○ similar 	<ul style="list-style-type: none"> ○ achievement ○ courageous ○ horse-drawn cart ○ king ○ medal ○ power ○ present ○ queen ○ royalty ○ rule ○ steam train ○ trophy
End points	<p>- ELG: Understanding the World – Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>		<p>- ELG: Understanding the World – Past and Present Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>
Enrichment ideas, suggestions (EDI) &	<p>Texts: 'Once There Were Giants' by Martin Waddell.</p>		<p>Texts: 'My Two Grandads' by Floella Benjamin.</p>

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<p>cross-curricular links</p>	<p>Toys in the Past’ by Elizabeth Moore. ‘Peepo’ by Janet and Allan Ahlberg. ‘The Hungry Caterpillar’ by Eric Carle. ‘The Leaf Thief’ by Alice Hemming.</p> <p>Parents, carers or members of the community to talk about their childhoods and share photographs</p> <p>Role play area to include clothes from the past</p>	<p>‘A Family Is A Family Is A Family’ by Sara O’Leary. ‘Courageous People Who Changed the World’ by Heidi Poelman. The King’s Crown’ by Rose Cobden. ‘Paddington at the Palace’ by Michael Bond. ‘Look Inside a Castle’ Conrad Mason. ‘The Queen’s Hat’ Steve Antony. ‘If I Were King’ by Chelsea O’Byrne.</p> <p>Role play area: fancy afternoon tea set, crowns and gowns; medals, trophies and a podium; uniforms such as train driver, ticket collector and tram driver, tickets and play money; cameras, photographs and picture frames.</p>
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Year 1						
	Autumn		Spring		Summer	
Topic	<u>How am I making history?</u>		<u>How have toys changed?</u>		<u>How have explorers changed the world?</u>	
Prior learning/ Links			How am I making history? (Y1)		How have toys changed? (Y1)	
Vocabulary	<ul style="list-style-type: none"> ○ similar ○ different ○ living memory 	<ul style="list-style-type: none"> ○ significant ○ past ○ present ○ future 	<ul style="list-style-type: none"> ○ artefact ○ century ○ decade ○ evidence 	<ul style="list-style-type: none"> ○ sequence ○ source ○ special ○ modern 	<ul style="list-style-type: none"> ○ achievement ○ coat of arms ○ determination ○ discovery 	<ul style="list-style-type: none"> ○ equipment ○ explorer ○ solo ○ voyage
End points	<ul style="list-style-type: none"> -Order three photographs correctly on a simple timeline. - Use the terms ‘before’ and ‘after’ when discussing their timelines. - Talk about three memories and place one of them on a timeline. - Know a similarity and a difference between childhood now and in the past. - Use key vocabulary to compare the present, the past and possible changes in the future. 		<ul style="list-style-type: none"> - Discuss their favourite toy using language related to the past. - Ask questions about toys in the past. - Make comparisons between toys in the past and present. - Sequence artefacts from different periods of time. - Identify changes between teddy bears today and those from 100 years ago. - Describe how toys have changed over time. 		<ul style="list-style-type: none"> - Name equipment or transport an explorer would need. - Name important explorers and explain what explorers do. - Identify where they travelled and their achievements. - Make inferences about what a person in an image could be saying. - Compare how exploration has changed over time. - Describe how an explorer is significant and how they impacted events or people’s ideas. 	
Enrichment ideas, suggestions (EDI) & cross-curricular links			Toys from different cultures – have they changed in the same way? (Children bring traditional toys from their country)		Explore whether Christopher Columbus had a positive or negative impact? Compare him to Ibn Battuta (see Bitesize)	

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Questions for assessment	<ol style="list-style-type: none">1) What is your history?2) How can you find out more about yourself?3) How are special events remembered?4) What was it like for children in the past?5) What have you learnt about childhood in the past?6) How are you making history?	<ol style="list-style-type: none">1) What is your favourite toy?2) How can you find out whether you parents or grandparents played with the same toys as you?3) What were toys like in the past?4) What is similar about toys now and in the past?5) How have teddy bears changed over time?6) How have toys changed?	<ol style="list-style-type: none">1) What is an explorer?2) Where have explorers travelled and when?3) Who was Christopher Columbus and what did he do?4) Who was Matthew Henson and what did he do?5) How has exploration changed?6) How can we remember explorers from the past?
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Year 2					
	Autumn		Spring		Summer
Topic	<u>How was school different in the past?</u>		<u>How did we learn to fly?</u>		<u>What is a monarch?</u>
Prior learning/ Links	How have toys changed? (Y1)		How have explorers changed the world? (Y1)		How did we learn to fly? (Y2)
Vocabulary	<ul style="list-style-type: none"> ○ timeline ○ important ○ similar ○ modern 	<ul style="list-style-type: none"> ○ evidence ○ source ○ decade ○ preferred 	<ul style="list-style-type: none"> ○ evidence ○ eyewitness ○ flight ○ historic 	<ul style="list-style-type: none"> ○ inventor ○ primary source ○ secondary source 	<ul style="list-style-type: none"> ○ monarchy ○ anointing ○ attack ○ battle ○ ceremony ○ conquer ○ coronation ○ crowning ○ defend ○ gatehouse ○ government ○ invade
End points	<ul style="list-style-type: none"> - Correctly order and date photographs on a timeline - Use sources to research and develop an understanding of what schools were like 100 years ago. - Identify features of a classroom now and a classroom 100 years ago. - Recognise similarities and differences between schools and classrooms now and in the past. - State whether they would have preferred to go to school in the past or not and explain why. 		<ul style="list-style-type: none"> - Identify important events surrounding the history of flight. - Explain how a significant event has changed the lives of others. - Ask questions about people and events in the past. - Use primary sources to find out about people and events in the past. - Correctly order events on a timeline 		<ul style="list-style-type: none"> - Recall that a monarch is a king or queen. - Identify some of the monarch's roles and powers. - Name some of the main steps in the coronation ceremony and some special objects used. - Use sources to explain how William the Conqueror became King of England. - Explain how William the Conqueror became King of England and kept order. - Explain how castles have changed over time.

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			- Make comparisons between past and present monarchy.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Are classrooms in all countries around the world as modern as in the UK? Why have some not changed as much?	The role of Katherine Johnson in the moon landing.	Discuss monarchs in other countries and different traditions.
Questions for assessment	<ol style="list-style-type: none"> 1) Were schools different in the past? 2) How have schools changed within living memory? 3) How were schools different in the 1900s? 4) How have schools changed? 5) What is similar and different about schools now and in the past? 6) Would you have preferred to have gone to school in the past? Why/why not? 	<ol style="list-style-type: none"> 1) Who were the Wright brothers? 2) When was the first flight? 3) Why was Bessy Coleman significant? 4) Why is Emily Earhart significant? 5) Why was the moon landing special? 6) How did we learn to fly? 	<ol style="list-style-type: none"> 1) What is a monarch? 2) Who is our monarch today? 3) How did William the Conqueror become the King of England? 4) How did William the Conqueror rule? 5) How did castles change? 6) What was a monarch in the past?

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Year 3					
	Autumn		Spring		Summer
Topic	<u>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u>		<u>Why did the Romans settle in Britain?</u>		<u>What did the ancient Egyptians believe?</u>
Prior learning/ Links	How am I making History? (Y1)		What is a monarch? (Y2)		Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Y3)
Vocabulary	<ul style="list-style-type: none"> ○ BC ○ AD ○ settlement ○ archaeological ○ evidence 	<ul style="list-style-type: none"> ○ limitations ○ artefacts ○ deduction ○ flint ○ duration ○ similarities 	<ul style="list-style-type: none"> ○ Boudicca ○ empire ○ inference ○ invasion 	<ul style="list-style-type: none"> ○ legacy ○ Romans ○ settlers 	<ul style="list-style-type: none"> ○ afterlife ○ Book of the Dead ○ civilisation ○ historically significant ○ immortal ○ mummification ○ preserve ○ Ra ○ sarcophagus
End points	<ul style="list-style-type: none"> - Accurately place AD and BC on a timeline. - Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. 		<ul style="list-style-type: none"> - Explain the meaning of empire and invasion. - Identify the consequences of the Roman invasion. - Explain why the Romans needed a powerful army. - Explain how the Roman army was organised. - Make observations about an artefact. - Explain the meaning of legacy, identifying how the Romans 		<ul style="list-style-type: none"> - Identify the ancient civilisations and key periods in ancient Egypt. - Describe the physical features of Egypt. - Explain the Egyptian creation story. - Identify the characteristics of important gods or goddesses. - Explain why the pyramids were built. - Identify the stages and challenges of building a pyramid. - Explain the links between ancient Egyptian beliefs and mummification. - Explain some Egyptian beliefs about the afterlife.

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	- Explain which period they would prefer to have lived in, providing evidence for their choice.	changed Britain and ordering legacies by their significance.	
Enrichment ideas, suggestions (EDI) & cross-curricular links	Briefly look at what was happening in other parts of the world at the same time as a comparison to more advanced civilisations (e.g., ancient Egypt) to support children’s chronology.	Diversity of Roman Britain, e.g. role of black soldiers - Black and British (the picture book version)	Demographics of Ancient Egypt – lots of different groups of people e.g., Roman, African, Greek created a multi-cultural society.
Questions for assessment	<ol style="list-style-type: none"> 1) How long ago did pre-historic man live? 2) What does Scara Brae tell us about life in the Stone Age? 3) Who was the Anesbury Archer? 4) How did bronze change life in the Stone Age? 5) How did trade change the Iron Age? 6) What changed between the Stone Age and the Iron Age? 	<ol style="list-style-type: none"> 1) Why did the Romans invade and settle in Britain? 2) How did Britons respond to the Roman invasion? 3) Why was the Roman army so successful? 4) ” 5) What do artefacts tell us about life in Roman times? 6) How did the Romans change modern Britain? 	<ol style="list-style-type: none"> 1) Who were the Egyptians and when did they live? 2) What did the ancient Egyptians believe? 3) Why and how did the Egyptians build the pyramids? 4) How and why did the Egyptians mummify people? 5) What does the Book of the Dead tell us about ancient Egyptian beliefs? 6) What did the ancient Egyptians believe?

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Year 4						
	Autumn		Spring		Summer	
Topic	<u>How have children's lives changed?</u>		<u>How hard was it to invade and settle in Britain?</u>		<u>How did the achievements of the Maya civilisation influence their society and beyond?</u>	
Prior learning/ Links	How was school different in the past? (Y2)		Why did the Romans settle in Britain? (Y3)		What did the ancient Egyptians believe? (Y3)	
Vocabulary	<ul style="list-style-type: none"> ○ continuity ○ inference ○ apprentice ○ master ○ oath ○ bill 	<ul style="list-style-type: none"> ○ working conditions ○ Parliament ○ government ○ poverty 	<ul style="list-style-type: none"> ○ convert ○ empire ○ invasion ○ Kingdom ○ missionary 	<ul style="list-style-type: none"> ○ paganism ○ Pope ○ settlement ○ settlers 	<ul style="list-style-type: none"> ○ archive ○ decline ○ deity ○ disprove ○ glyph ○ indigenous ○ invention 	<ul style="list-style-type: none"> ○ preserve ○ ritual ○ ruins ○ settlement ○ society ○ trade
End points	<ul style="list-style-type: none"> - Suggest how children's lives have changed. - Explain why children needed to work. - Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. - Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. 		<ul style="list-style-type: none"> - Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. 		<ul style="list-style-type: none"> -Sequence the key periods of the Ancient Maya civilisation. -Explain how the Ancient Maya settled in the rainforest and the challenges they faced. -Describe Ancient Maya beliefs. -Name the features of the Ancient Maya cities. -Make deductions about the Ancient Maya cities. 	

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	<ul style="list-style-type: none"> - Use sources to identify leisure activities and compare them over time. - Identify diseases from the past and discuss how effective the treatments were. 	<ul style="list-style-type: none"> - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066. 	<ul style="list-style-type: none"> -Evaluate the reasons for the decline of the Maya civilisation. -Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>			
<p>Questions for assessment</p>	<ol style="list-style-type: none"> 1) What do sources tell us about how children’s lives have changed? 2) Why did Tudor children work and what was it like? 3) What jobs did they have in Victorian England and what were they like? 4) How did Lord Shaftesbury help to change the lives of children? 5) How and why has children’s leisure time changed? 6) What were the diseases children caught and how were they treated? 	<ol style="list-style-type: none"> 1) Who were the Anglo Saxons and the Scots? 2) How did the Anglo Saxons settle in Britain? 3) What does Sutton Hoo tell us about Anglo Saxon life? 4) How did Christianity arrive in Britain? 5) Was King Alfred actually great? 6) How did Anglo Saxon rule end? 	<ol style="list-style-type: none"> 1) How did the ancient Maya settle in a rainforest? 2) How important was chocolate to the ancient Maya? 3) What did the ancient Maya believe? 4) How did the Maya reflect world beliefs in their inventions? 5) What do archaeological remains tell us about ancient Maya cities? 6) What caused the decline of the ancient Maya cities?

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Year 5						
	Autumn		Spring		Summer	
Topic	<u>Were the Vikings raiders, traders or something else?</u>		<u>What was life like in Tudor England?</u>		<u>What did the Greeks do for us?</u>	
Prior learning/ Links	How hard was it to invade and settle in Britain? (Y4)		How hard was it to invade and settle in Britain? (Y4)		What did the ancient Egyptians believe? (Y3)	
Vocabulary	<ul style="list-style-type: none"> ○ raider ○ saga ○ settler ○ stereotype ○ trade route 	<ul style="list-style-type: none"> ○ exchange ○ impact ○ impression ○ invader ○ Jorvik 	<ul style="list-style-type: none"> ○ tyrant ○ interpretation ○ bias ○ heir ○ propaganda ○ reliability 	<ul style="list-style-type: none"> ○ reconstruction ○ inventory ○ valuation ○ merchant ○ pewter ○ enslaved 	<ul style="list-style-type: none"> ○ assembly ○ constitutional monarchy ○ democracy ○ direct democracy ○ ethics 	<ul style="list-style-type: none"> ○ government ○ period ○ philosophy ○ oligarchy ○ representative democracy
End points	<ul style="list-style-type: none"> - Explain where the Vikings came from and why they invaded Britain. - Sequence events according to their significance for groups of people. - Find evidence and make inferences from sources. - Name Viking trade routes. - Explain why trade routes were important to the Vikings. - Identify the differences between Viking sagas. 		<ul style="list-style-type: none"> - Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. - Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. - Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. 		<ul style="list-style-type: none"> - Describe the features of ancient Greece. - Identify the key periods in the ancient Greek civilisation. - Make inferences about Greek gods. - Compare Athens and Sparta. - Understand the different types of democracy. - Explain how Athenian democracy worked. - Explain what philosophy is. - Identify the achievements of the ancient Greek philosophers. 	

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	<ul style="list-style-type: none"> - Evaluate the impact of Viking achievements. 	<ul style="list-style-type: none"> - Make deductions using inventories and make judgements as to whether a person was rich or poor. - Explain how inventories are useful to historians and create a realistic inventory. 	<ul style="list-style-type: none"> - Identify the ancient Greeks' legacies and their impact.
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>Rich vs Poor – comparison with today.</p>		
<p>Questions for assessment</p>	<ol style="list-style-type: none"> 1) When and why did the Vikings come to Britain? 2) Were the Vikings raiders, traders or something else? 3) Where did the Vikings go and how did they get there? 4) Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? 5) What were the impacts of Viking raids and settlements on local communities in Britain? 	<ol style="list-style-type: none"> 1) What was Henry VIII really like? 2) Why did Henry VIII have so many wives? 3) Why was Anne Boleyn executed? 4) What was a Royal Progress? 5) What was a Royal Progress like? 6) What can inventories tell us about life in Tudor times? 	<ol style="list-style-type: none"> 1) Who were the Greeks and when did they live? 2) What did the Greeks believe? 3) How was ancient Greece governed? 4) Did the ancient Greeks give us democracy? 5) How do Greek philosophers influence us today? 6) What did the Greeks do for us?

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	6) What were the Vikings achievements and how did they impact the world?		
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Year 6						
	Autumn		Spring		Summer	
Topic	<u>What does the census tell us about our local area?</u>		<u>What was the impact of World War 2 on the people of Britain?</u>		<u>The Sikh empire?</u>	
Prior learning/ Links	How have children's lives changes? (Y4)		Were the Vikings raiders, traders or something else? (Y5)		What did the Greeks do for us? (Y5)	
Vocabulary	<ul style="list-style-type: none"> ○ census ○ enumerator ○ flax ○ governess ○ joiner ○ observation 	<ul style="list-style-type: none"> ○ overlooker ○ piecer ○ reconstruct ○ scholar ○ shilling ○ suffragette 	<ul style="list-style-type: none"> ○ accuracy ○ air raid ○ bias ○ The Blitz 	<ul style="list-style-type: none"> ○ evacuation ○ evacuee ○ impact ○ propaganda 	<ul style="list-style-type: none"> ○ cultural diversity ○ cultural exchange ○ discrimination ○ equality ○ justice ○ maritime routes 	<ul style="list-style-type: none"> ○ political stability ○ power dynamics ○ Punjab ○ society ○ trade routes ○ unification
End points	<ul style="list-style-type: none"> - Identify the type of information the census gives about people. - Use the census to make inferences about people from the past, providing supporting evidence for their statements. - Make observations from the census and identify changes between periods of time. 		<ul style="list-style-type: none"> - Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make inferences and deductions about a photograph. - Describe how children may have felt when evacuated. - Evaluate the accuracy and reliability of sources. 		<ul style="list-style-type: none"> - Explain terms such as unification and absolute power. - Identify the skills and behaviours of leaders that contributed to achieving a goal. - Describe and assess the impact of beliefs on change. - Identify the significance of trade routes. 	

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	<ul style="list-style-type: none"> - Identify the dangers of working in a textile mill. - Create questions to identify the thoughts and feelings of a Victorian working child. - Describing change throughout time. 	<ul style="list-style-type: none"> - Describe the impact WW2 had on women’s lives. 	<ul style="list-style-type: none"> -Apply criteria to decide and explain historical significance. - Describe how and why interpretations are different. - Make observations and explain historical achievements.
Enrichment ideas, suggestions (EDI) & cross-curricular links	Local census needs to be used for lessons 5 & 6.	Windrush, Alan Turing, the role of women etc.	
Questions for assessment	<ol style="list-style-type: none"> 1) What does the census tell us about the people living in our local area? 2) What happened to Mary Bucktrout? 3) ” 4) How did Mary Bucktrout feel about the key events in her life? 5) Who lived in our local area? 6) ” 	<ol style="list-style-type: none"> 1) Why did Britain go to war in 1939? 2) Who won the Battle of Britain? 3) What do sources tell us about the Blitz? 4) What was evacuation like for children? 5) What impact did WW2 have on women’s lives? 6) Why did people migrate to Britain during and after WW2? 	<ol style="list-style-type: none"> 1) How did Maharaja Ranjit Singh lead within the Sikh Confederacy? 2) How did Sikh beliefs impact society? 3) How did Lahore become a global trading hub during the Sikh empire? 4) Why was Maharaja Ranjit Singh significant? 5) How do different interpretations shape our understanding of the Sikh Empire? 6) How do the achievements of the Sikh Empire compare with those of other civilisations?