

# History Overview Years 1 – 6

## Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Time lines of children’s own development.</b> Enquiry: How have I changed? Include next year Family Trees: Enquiry: Are all families the same?</p> <p><b>Skill/Objective</b> - Sequence photographs etc. from different periods of their life - timeline - Recognise the difference between past and present in their own and others’ lives – tweak activities in Family footsteps and Mary and Florence – see notes</p>	<p>Florence Nightingale and Mary Seacole: Enquiry: how have the lives of Florence Nightingale and Mary Seacole influenced our lives today and those in the past?</p> <p><b>Skill/Objective</b> - Recognize the difference between past and present in their own and others’ lives - know and recount episodes from stories about the past Recognize similarities and differences between significant people. -</p>		<p><b>Changes Over Time</b> Enquiry: How have toys, schools and shops changed over time?</p> <p><b>Skill/Objective</b> - Find answers to simple questions about the past from sources of information e.g. artefacts Chronology: Put toys and/ or teddies on a timeline. - Recognise similarities and differences between old and new toys</p>		
<u>Key Language</u>	<p>A long time ago, before or in living memory, date, timeline Old, new, past, modern, today, parent, grandparent, lifetime, materials, national queen, achievement, statue, medals, use a source, look closely, ask a question, sequence, make connections, compare, research. Clue, photograph, painting, memories, Same, different – ensure these words are in word banks and referred to. Teachers use booklets to model historical language</p>					
<u>National Curriculum Objectives By the end of Y1</u>	<p>Programmes of Study <b>Pupils should develop:</b></p> <ul style="list-style-type: none"> <li>- An awareness of the past, using common words and phrases relating to the passing of time. Year 1 amend word banks and put in books</li> <li>- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>- use a wide vocabulary of everyday historical terms. – make explicit in word banks used to write about Florence and Mary</li> <li>- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>- understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>▪ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>▪ Events beyond living memory that are significant nationally or globally (e.g. establishing nursing profession.)</li> <li>▪ the lives of significant individuals in the past who have contributed to national and international achievements (e.g. Florence Nightingale and, Mary Seacole)</li> </ul> <p>Significant, people and places in their own locality. Roads names in Bounds Green e.g Florence Road)</p>					

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# Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 2</u>	<p>Significant People Floella Benjamin – timeline Claudia Jones and Rosa Parks Comparison, similarities and differences</p> <p><b>Skill/Objective:</b> Recognise why people did things, why events happened and what happened as a result:</p> <p>Chronology, - use words and dates Impact on our lives today</p>	<p><b>The Great Fire of London</b> Enquiry: Who or what was to blame for the Great Fire of London? Investigating cause and effects. Character study of Samuel Pepys and John Eveyln (couplet comparison)</p> <p><b>Skill/Objective</b></p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result =- then and now</li> <li>Compare pictures or photographs of people or events in the past and compare with our lives today.</li> </ul> <p>-Observe or handle sources to answer questions about the past on the basis of simple observations. -Use a source –Extracts from Pepys diary., paintings of fire Which is the most reliable source? Why?</p>	<p><b>The Great Exhibition</b> Enquiry: Was the Great Exhibition a significant event? <b>Skills/Objectives:</b> Use sources- to ask questions about the pas. Crystal Palace- why was it built? Queen Victoria opening Exhibition. Links with British Empire Impact on our lives today. Chronology- Use words and dates. Make links with previous learning.</p>			
<u>Key language</u>	<p>History, a long time ago, in living memory, beyond living memory, date, timeline, event, significant, sources, evidence, inventions, causes ,connections, different period of time, artefact, River Thames, St Paul’s anniversary, Remembrance, national, international, Parliament, activist, change in national life, diary, exhibition, eye witness,, , use a source, look closely, ask a question, make inferences, sequence, make connections, compare, make judgements, Information, past, present, cathedral, wooden houses,, cathedral, catholic protestant, gunpowder, plot, cellars ,chronology, thatch. Clue, photograph, painting, memories</p>					
<u>National Curriculum By the end of KS2</u>	<p>Programmes of Study Pupils <b>should develop:</b></p> <ul style="list-style-type: none"> <li>- an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>-know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.-</li> <li>-use a wide vocabulary of everyday historical terms.</li> <li>-ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>-understand some of the ways in which we find out about the past and identify different ways in which it is represented. CTs</li> </ul> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life setting up of fire brigade. Houses made of stone or brick. Fire of London</li> <li>events beyond living memory that are significant nationally or globally (e.g. Floella Benjamin , the Great Fire of London, events commemorated through festivals or anniversaries e.g. Remembrance Day - add activities such as timeline and comparison ?</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Eli, Rosa Parks and Ruby Bridges) - Rosa Parks and Claudia John Evelyn and Samuel Peypys</li> <li>significant historical events, people and places in their own locality, e.g. The Great Exhibition</li> </ul>					

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# Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 3</u>	<p>Stone Age to Neolithic hunter-gatherers &amp; early farmers e.g Skara Brae</p> <p>Iron Age to Bronze Age include Cave paintings, Enquiry: Is it true that Stone age man was just a simple hunter gatherer only interested in food and shelter?</p> <p><b>Skill/Objective</b></p> <ul style="list-style-type: none"> <li>Understand duration of Stone Age Understand duration of Stone Age</li> <li>What form does evidence take when no written records?</li> <li>Use a range of sources to find out about Stone Age to Iron Age</li> <li>Observe small details/ artefacts, pictures Find out about everyday lives of people in time studied</li> <li>Identify reasons for and results of people's actions Begin to use own research</li> </ul>		<p><b>Ancient Civilisations</b></p> <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</p>	<p><b>Cradles of Civilisation</b></p> <p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were &amp; geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p>		<p><b>Persia and Greece</b></p> <p>Persia and Greece Start with ancient Persia and its empire to set geographical &amp; political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference What did Greek city-states have in common?</p>
<u>Key Language</u>	See History MTP and Core Vocab sheets: Ancient Egyptians, Cradles of Civilisation, Indus Valley , Persia and Greece					
<u>National Curriculum By the end of Y3</u>	<p><b>Programmes of study</b></p> <p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>- continue to develop a chronologically secure knowledge and understanding of British, local and world history, place events and artefacts on a timeline. Use dates to describe events. -note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>- answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>-construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>-understand how our knowledge of the past is constructed from a range of sources</li> </ul>			<p><b>Pupils should be taught about:</b></p> <p>1a. changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>- Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p>2. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China And a depth study of Ancient Egypt</p>		

# History Overview Years 1 – 6

# Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	<p>Ancient Greece Athenian democracy and empire Art, culture &amp; learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</p>	<p><b>The Roman Republic</b> Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths &amp; legends Roman roads Roman politics and government during the Republic Disciplinary focus: causation How did Rome become so powerful?</p>		<p><b>The Roman Empire</b> Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography) Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</p>	<p><b>Roman Britain</b> The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain Disciplinary focus: change/continuity What changed in Roman Britain?</p>	<p><b>Byzantine and African Empires – to review</b> This unit focuses on the cities of Constantinople and Adulis (in the African empire of Aksum), representing two types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1) Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2) Constantine and founding of Constantinople. 3) Fall of Rome in 5th century. 4) Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture. 5) The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6) Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity. Disciplinary focus: similarity/difference How did rulers change Christianity</p>
<p><u>Key Vocab</u></p>	<p>See History MTP and Core Vocab sheets: The Roman Republic, The Roman Empire, Roman Britain, Christianity in the 3 Empires</p>					
<p><u>National Curriculum</u> <u>By the end of Year 4</u></p>	<p><b>Programmes of study</b> <b>Pupils should:</b> -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. -note connections, contrasts and trends over time and develop the appropriate use of historical terms. - address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -construct informed responses that involve thoughtful selection and organisation of relevant historical information. -understand how our knowledge of the past is constructed from a range of sources. <b>Pupils should be taught:</b> <b>The Ancient Greeks:</b> a study of Greek life and achievements and their influence on the western world This could include Where the Ancient Greeks came from. Famous wars e.g. Trojan Wars and Battle of Marathon Ideas and beliefs, e.g. gods and democracy Achievements e.g. architecture- Building of Parthenon Start of Olympics Golden Age of Athens</p>			<p><b>The Roman Empire and its impact on Britain</b> This could include: Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall. British resistance, e.g. Boudicca “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <b>2.</b> a local history study For example: - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality e.g. Alexandra Palace - a palace of the people - recreational use - Uses during both world wars. - BBC birthplace - Park and palace today</p>		

# History Overview Years 1 – 6

# Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	<p><b>Islamic civilisations (1) Arabia and early Islam</b>  <b>Arabia</b> before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam. Disciplinary focus: causation Why did Islam spread so far and so fast?</p>	<p><b>Islamic civilisations (2)</b> The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions. Disciplinary focus: similarity and difference How did worlds come together in Cordoba?</p>	<p><b>Islamic Civilisations (3) Depth focus: Baghdad</b> – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance. How was Baghdad connected with the rest of the world?</p>	<p><b>Angles and Saxons Anglo-Saxon</b> migrants Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). How archaeologists learn about Anglo-Saxons – art, everyday life, villages. Sutton Hoo Disciplinary focus: evidential thinking How do we know about the Anglo-Saxons in Britain?</p>	<p><b>The Vikings</b> Different ‘English’ kingdoms King Alfred of the Kingdom of Wessex – forerunners of English identity Viking navigation Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures. Disciplinary focus: change/continuity How did the Vikings change England?</p>
<p><u>Key Language</u></p>	<p>See History MTPS and Core Language lists: Anglo-Saxons, Vikings, Early Arabia, Baghdad the Round City</p>				
<p><u>National Curriculum</u> <u>By the end of Year 5</u></p>	<p><b>Programmes of study</b>  <b>Pupils should:</b>                      -develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.                      -note connections, contrasts and trends over time and develop the appropriate use of historical terms.                      -address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.                      -construct informed responses that involve thoughtful selection and organisation of relevant historical information.                      -understand how our knowledge of the past is constructed from a range of sources  <b>Pupils should be taught:</b>                      1. Britain’s settlement by Anglo-Saxons and Scots                      This could include:                       Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire                      Scots invasions from Ireland to north Britain (now Scotland)                      Anglo-Saxon invasions, settlements and kingdoms: place names and village life                      Anglo-Saxon art and culture / laws and justice                      Study of Sutton Hoo and Staffordshire Hoard                      Christian conversion – Canterbury, Iona and Lindisfarne</p>			<p>2. The Viking and Anglo-Saxon struggle for the Kingdom                      This could include:                      - Viking raids and invasion: Lindisfarne, Jorvik                      - Resistance by Alfred the Great and Athelstan, the first king of England                      - Edward the Confessor and his death in 1066                      3. Non –European Civilization -contrast with British History                      This could include: Map work to place Baghdad in world, Reason for The Round City, House of Wisdom Cultural capital                      People and importance of learning                      Architecture                      Compare with life today</p>	

# History Overview Years 1 – 6

# Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year 6</u>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066            Show an awareness of the concept of 'propaganda'  <b>Historical study of London:</b> The effects of WW2 in the local area.  <b>Enquiry:</b>            How London changed after WW2?            Enquiry: How did life in London change after 1946?  <b>Skill and Objective:</b>            -Place study on timeline in relation to other studies.            -Make links with previous learning            - Explore reasons why change was necessary.            - Conduct own research and present findings.            - Judge value of a source and identify those most useful            E.g A Street near you and Bombsight maps!</p>		<p><b>The Maya</b>            Geography of Maya on Yucatán peninsula (link to North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation. Disciplinary focus: evidential thinking How do historians know about the Maya?</p>		<p><b>Our Migration story</b> – focus on push and pull factors of people coming to the UK with a focus on the common experience of migrants from the Romans to the Dark Ages. A Generation to the present day. A study of London especially in the 20<sup>th</sup> century and the impact of immigration.</p> <p><b>Skill and Objective:</b>            -analyse a wide range of evidence in order to justify claims about the past            -use pictorial evidence and speculate meanings            -understand the complexity of changes            -use tentative language when making judgements            Significant People in History from the British Empire – Windrush</p>	
Key language	See History MTP and Core Vocab sheets.					
<u>National Curriculum By the end of KS2</u>	<p><b>Programmes of study</b>  <b>Pupils should:</b>            -develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.            -note connections, contrasts and trends over time and develop the appropriate use of historical terms.            -address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.            -construct informed responses that involve thoughtful selection and organisation of relevant historical information.            -understand how our knowledge of the past is constructed from a range of sources. • No single source of evidence gives the full answer to questions about the past</p>			-		