

History Overview

Year Group	Autumn	Spring	Summer
EYFS	 <p>Begin to make sense of their own life-story and family's history.</p> <p>Families, Remembrance, Guy Fawkes</p>	 <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Families , Chinese New year 	 <ul style="list-style-type: none"> • Talk about the lives of 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.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

- Pupils should be taught about:
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- Significant historical events, people and places in their own locality.

One

Disaster Of Pudding Lane



- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Toys Through Time



- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Sticky vocabulary

Year, century, ancient, modern, long ago, timeline, date, order, similar, different, living memory, materials, wood, plastic, inventions, homes, houses, grandparents', time, the older generation, memories, drawing, photograph, opinion, artefact, The Great Fire of London, Samuel Pepys diary What...? When...? Where...?

Two

L S Lowry



- Significant historical events, people and places in their own locality.

Railways



- Significant historical events, people and places in their own locality.

Who's got the X Factor



- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
Sticky vocabulary	Year 1 vocabulary plus chronological order, era/period, Florence Nightingale, Armstrong, travel , encounter, impact , significant , brave , pioneer, America, space rocket , moon landing, memorial, investigate, research, evidence, Why...? Historians, experts, letters, newspapers, websites , detective opinion, artefact , What...? When...? Where...?		
<p>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.</p> <p>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.</p> <p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p> <p><i>Examples (non-statutory)</i> This could include:</p> <ul style="list-style-type: none">late Neolithic hunter-gatherers and early farmers, for example, Skara BraeBronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and cultureThe Roman Empire and its impact on Britain <p><i>Examples (non-statutory)</i> This could include:</p> <ul style="list-style-type: none">Julius Caesar’s attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian’s WallBritish resistance, for example, Boudica‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p><i>Examples (non-statutory)</i> This could include:</p>			

- 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
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

Examples (non-statutory) a depth study linked to one of the British areas of study listed above






- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.



A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

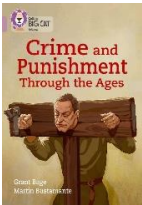

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- 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.

Three	Stone Age to Iron Age		Ancient Egypt
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	 <p>changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 		 <ul style="list-style-type: none"> 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
Sticky Vocabulary	Previous year groups plus- chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, sources, importance, significance, legacy, impact , effects reason , hand evidence, second hand evidence, myths and legends, oral history museum		
Four	<p>Roman Empire</p>  <ul style="list-style-type: none"> the Roman Empire by AD 42 and the power of its army 	<p>Ancient Greeks</p>  <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Victorians</p>  <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in

			<p>the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Sticky vocabulary	Previous year groups plus- Empire, Invade, Invasion, Settlement, Gladiator, Slavery, Chronology, Timeline, BC / AD, Democracy, Democratic, Ancient, Modern, Politics, Ruling, Ruler, Dikasteria, boule , ekklesia.		
Five	<p>Magnificent Mayans</p>  <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> 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. 		<p>Anglo Saxons</p>  <p>Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)</p> <ul style="list-style-type: none"> 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 Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld <p>Edward the Confessor and his death in 1066</p>

Sticky vocabulary	Previous year groups plus- Civilisation , Chronology, Culture, Invasion, Xibalba, Artefact, Temple, Maize, Logograms, Propaganda, Primary and secondary evidence Empire , Settlement, Danegeld , Monarchy, Realm , Danelaw, Wattle and daub Invasion, Artefact		
Six		Crime and Punishment  <ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century 	Local Study  <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Sticky vocabulary	Previous year groups plus- crime punishment jury justice penal system magistrate court trials judgement reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology		