

Subject Overview - History

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life indoors and outdoors. <p>The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar 	<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. <p>The World</p> <ul style="list-style-type: none"> Talks about why things happen and how things work. 	<p>People and Communities</p> <ul style="list-style-type: none"> Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. <p>The World</p> <ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time. 	<p>People and Communities</p> <ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. 	<p>People and Communities</p> <ul style="list-style-type: none"> Continues to show interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. 	<p>People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life indoors and outdoors. <p>The World</p> <ul style="list-style-type: none"> Continues to comment and ask questions about aspects of their familiar world. Talks more extensively about why things happen

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	<p>world such as the place where they live or the natural world.</p> <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. 	<p>Technology</p> <ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. 	<p>Technology</p> <ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>Technology</p> <ul style="list-style-type: none"> Knows that information can be retrieved from digital devices and the internet. 	<p>Technology</p> <ul style="list-style-type: none"> Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet. 	<p>and how things work.</p> <ul style="list-style-type: none"> Shows a deeper understanding of growth, decay and changes over time. <p>Technology</p> <ul style="list-style-type: none"> Continues to operate simple equipment with increasing independence. Shows a deeper interest and skill in using technological toys and devices. Understands and retrieves information from digital devices and the internet.
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Reception	<u>All about me and my classroom</u>	<u>Traditions, celebrations and me</u>		<u>Peek into the Past (Kapow)</u>		<u>Adventures through time (Kapow)</u>
	<p>What I did this morning</p> <p>What I did before lunch</p> <p>What I did last night</p> <p>(Non Kapow-Understanding the World)</p>	<p>What I did this morning</p> <p>What I did before lunch</p> <p>What I did last night</p> <p>What I did at the weekend</p> <p>What I did last week</p> <p>(Non Kapow-Understanding the World)</p>		<p>L1: Can you guess who?</p> <p>L2: Past and present</p> <p>L3: My life timeline</p> <p>L4: Toy Box</p> <p>L5: Spot the difference</p>		<p>L1: Family Tree</p> <p>L2: My achievements</p> <p>L3: Wearing the crown</p> <p>L4: Picture detective</p> <p>L5: Transport through time</p>

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Year 1		<p><u>How have toys changed?</u></p> <p>L1: What is your favourite toy?</p> <p>L2: Did your parents and grandparents play with the same toys as you?</p> <p>L3: What were toys like in the past?</p> <p>L4: What is similar and different about toys now and in the past?</p> <p>L5: How have teddy bears changed over time?</p> <p>L6: How have toys changed?</p>		<p><u>Am I making history?</u></p> <p>L1: What is my history?</p> <p>L2: How can I find out more about myself?</p> <p>L3: How are special events remembered?</p> <p>L4: What was it like for children in the past?</p> <p>L5: What have I learnt about children in the past?</p> <p>L6: How am I making history?</p>		<p><u>How have explorers changed the world?</u></p> <p>L1: What is an explorer?</p> <p>L2: Where have explorers travelled and when?</p> <p>L3: Who was Christopher Columbus and what did he do?</p> <p>L4: Who was Matthew Henson and what did he do?</p> <p>L5: How has exploration changed?</p> <p>L6: How can we remember them?</p>
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<p>Year 2</p>	<p><u>How is school different in the past?</u></p> <p>L1: Lesson 1: Were schools different in the past?</p> <p>L2: How have schools changed within living memory?</p> <p>L3: How were schools different in the 1900s?</p> <p>L4: How have schools changed?</p> <p>L5: What is similar and different about schools now and in the past?</p> <p>L6: Would you have preferred to go to school in the past?</p>		<p><u>How did we learn to fly?</u></p> <p>L1: Who were the Wright brothers?</p> <p>L2: When was the first flight?</p> <p>L3: Why was Bessie Coleman significant?</p> <p>L4: Why is Amelia Earhart significant?</p> <p>L5: Why was the Moon landing special?</p> <p>L6: How did we learn to fly?</p>		<p><u>What is a monarch?</u></p> <p>L1: What is a monarch?</p> <p>L2: Who is our monarch today?</p> <p>L3: How did William the Conqueror become King of England?</p> <p>L4: How did William the Conqueror rule?</p> <p>L5: How did castles change?</p> <p>L6: What was a monarch in the past?</p>	
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<p>Year 3</p>	<p><u>Would you prefer to have lived in the Stone Age, Bronze Age or Iron age?</u></p> <p>L1: How long ago did prehistoric man live?</p> <p>L2: What does Skara Brae tell us about life in the Stone Age?</p> <p>L3: Who was this Bronze Age man?</p> <p>L4: What was the impact of bronze in prehistoric Britain?</p> <p>L5: How did trade change lives in Iron Age Britain?</p> <p>L6: What changed between the Stone Age and the Iron Age?</p> <p><u>British</u></p>		<p><u>Why did the Romans invade and settle in Britain?</u></p> <p>L1: What was it like to live in Ancient Rome?</p> <p>L2: Why did the Romans invade and settle in Britain?</p> <p>L3: How did Britons respond to the Roman invasion?</p> <p>L4: Why was the Roman army so successful?</p> <p>L5: What do artefacts suggest about the lives of Roman soldiers in Britain?</p> <p>L6: What was the legacy of the Roman Empire in Britain?</p> <p><u>British</u></p>		<p><u>What was important to Ancient Egyptians?</u></p> <p>L1: Where and when did the first civilisations appear?</p> <p>L2: Why was the River Nile so important to ancient Egyptians?</p> <p>L3: How do we know so much about ancient Egyptians?</p> <p>L4: What do sources suggest about religious beliefs in ancient Egypt?</p> <p>L5: What did people in Ancient Egypt believe happened after death?</p> <p>L6: Who ruled ancient Egypt and what happened to them when they died?</p> <p><u>World</u></p>	
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Year 4	<p><u>How hard was it to invade and settle in Britain?</u></p> <p>L1: Who were the Anglo-Saxons and the Scots?</p> <p>L2: What did Anglo-Saxon settlements look like?</p> <p>L3: What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p>L4: How did Christianity arrive in Britain?</p> <p>L5: Was King Alfred really 'Great'?</p> <p>L6: How did Anglo-Saxon rule end?</p> <p><u>British</u></p>		<p><u>How did the achievements of the ancient Maya impact their society and beyond?</u></p> <p>L1: How did the ancient Maya settle in a rainforest?</p> <p>L2: How important was chocolate to the ancient Maya?</p> <p>L3: What did the ancient Maya believe?</p> <p>L4: How did the Maya reflect world beliefs in their inventions?</p> <p>L5: What do remains tell us about ancient Maya cities?</p> <p>L6: What caused the decline of the ancient Maya cities?</p>		<p><u>How have children's lives changed?</u></p> <p>L1: What do sources tell us about how children's lives have changed?</p> <p>L2: Why did Tudor children work and what was it like?</p> <p>L3: What were children's jobs like in Victorian England?</p> <p>L4: How did Lord Shaftesbury help to change the lives of children?</p> <p>L5: How and why has children's leisure time changed?</p> <p>L6: What were the diseases children caught and how were they treated?</p> <p><u>British</u></p>	

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			<u>World- Non-European</u>			
Year 5		<p><u>What is the legacy of the Ancient Greek civilisation?</u></p> <p>L1: Who were the ancient Greeks and when did they live?</p> <p>L2: Who lived on Mount Olympus?</p> <p>L3: How was Ancient Greece governed?</p> <p>L4: Did the ancient Greeks give us democracy?</p> <p>L5: How do the ancient Greek philosophers influence us today?</p> <p>L6: What is the legacy of the ancient Greeks?</p> <p><u>World</u></p>		<p><u>What was life like in Tudor England?</u></p> <p>L1: Henry VIII – fair ruler or tyrant?</p> <p>L2: Why did Henry VIII have so many wives?</p> <p>L3: Why was Anne Boleyn executed?</p> <p>L4: How did Queen Elizabeth I use a royal progress?</p> <p>L5: What can inventories tell us about life in Tudor times?</p> <p>L6: What did John Blanke have in his inventory?</p> <p><u>British</u></p>		<p><u>Were the Vikings raiders, traders or something else?</u></p> <p>L1: When and why did the Vikings come to Britain?</p> <p>L2: Were the Vikings raiders, traders or something else?</p> <p>L3: Where did the Vikings go? How did they get there?</p> <p>L4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?</p> <p>L5: What were the impacts of Viking raids and settlements on local communities in Britain?</p> <p>L6: What were the Vikings' achievements and how did they impact the world?</p> <p><u>British</u></p>

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<p>Year 6</p>	<p><u>What was the impact of World War 2 on the people of Britain?</u></p> <p>L1: Why did Britain go to war in 1939?</p> <p>L2: How did the Battle of Britain affect the Royal Air Force?</p> <p>L3: What do sources tell us about the Blitz?</p> <p>L4: What was evacuation like for children?</p> <p>L5: Did World War 2 change women's roles?</p> <p>L6: Why did people migrate to Britain during and after World War 2?</p> <p><u>British</u></p>		<p><u>What does the census tell us about local areas?</u></p> <p>L1: What is the census?</p> <p>L2: What can we learn about Victorian children from the census?</p> <p>L3: What does the census suggest about the jobs available in the 1800s?</p> <p>L4: Why did some women refuse to fill out the census in 1911?</p> <p>L5: What changed in the 1921 Census?</p> <p>L6: Who lived in our local area in the past?</p> <p><u>Local Area</u></p>		<p><u>Transition Unit:</u> <u>Who should feature on the £10 note?</u></p> <p>L1: Who features on banknotes and why?</p> <p>L2: Was Alfred the Great or Elizabeth I the more significant monarch?</p> <p>L3: How were Ellen Wilkinson and Betty Boothroyd historically significant?</p> <p>L4: Why was William Tuke significant? – option 1</p> <p>L5: Why are Lily Parr and Betty Snowball historically significant?</p> <p>L6: Who will be the face of the new £10 note?</p> <p><u>British</u></p>	
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Autumn		
Reception	<u>All about me and my classroom</u>	<u>Traditions, celebrations and me</u>
	What I did this morning	What I did this morning
	What I did before lunch	What I did before lunch
	What I did last night	What I did last night
	(Non Kapow- Understanding the World)	What I did at the weekend
		What I did last week
		(Non Kapow- Understanding the World)
Spring- Peek into the past		
	<ul style="list-style-type: none"> • Recounting activities that happened in their past using photos as a prompt. • Beginning to recognise similarities and differences between the past and today. • Using photographs and stories to compare the past with the present day. • Recognising that different members of the class may notice different things in photographs from the past • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • Being aware of changes that happen throughout the year (e.g. seasons, nature). • Using photographs and images to make simple observations about the past. 	

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- **Communicating findings by pointing to images and using simple language to explain their thoughts.**
- Deciding whether photographs or images (e.g. from stories) depict the past.
- Recognising significant dates for them (birthday).
- Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")
- Making simple observations about the past from photographs and images.

Summer- Adventures through time

- **Recognising that some stories are set a long time ago.**
- **Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped).**
- **Being aware of changes that happen throughout the year (e.g., seasons and nature).**
- **Experiencing cause and effect in play.**
- **Recalling special people in their own lives.**
- **Using stories and non-fiction books to find out about life in the past.**
- **Using photographs and stories to compare the past with the present day.**
- **Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...", etc.).**

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	<ul style="list-style-type: none"> Beginning to recognise similarities and differences between the past and today. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.
Year 1	<p>Autumn: How have toys changed?</p> <p>Pupils who are secure will be able to:</p> <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. <p>Lesson 1: What is your favourite toy?</p> <ul style="list-style-type: none"> To discuss a favourite toy <p>Lesson 2: Did your parents and grandparents play with the same toys as you?</p> <ul style="list-style-type: none"> To find out what toys our parents and grandparents played with. <p>Lesson 3: What were toys like in the past?</p> <ul style="list-style-type: none"> To investigate what toys were like up to 100 years ago.

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Lesson 4: What is similar and different about toys now and in the past?

- To compare toys from the past with modern toys.

Lesson 5: How have teddy bears changed over time?

- To investigate how teddy bears have changed over time.

Lesson 6: How have toys changed?

- To know how toys have changed over time.

Spring: How am I making history?

Pupils who are secure will be able to:

- 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.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.

Lesson 1: What is my history?

- To develop an understanding of personal chronology.

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	<p>Lesson 2: How can I find out more about myself?</p> <ul style="list-style-type: none"> To learn more about my history. <p>Lesson 3: How are special events remembered?</p> <ul style="list-style-type: none"> To explore how we remember events. <p>Lesson 4: What was it like for children in the past?</p> <ul style="list-style-type: none"> To find out what childhood was like for our parents and grandparents. <p>Lesson 5: What have I learnt about childhood in the past?</p> <ul style="list-style-type: none"> To compare childhood now with childhood in the past. <p>Lesson 6: How am I making history?</p> <ul style="list-style-type: none"> To identify that some things change and some things stay the same.
	<p>Summer: How have explorers changed the world?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and presentation exploration.

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- Understand events in relation to the present day and compare how exploration has changed over time.
- Describe how an explorer is significant and how they impacted events or people's ideas.
- Present significant people using a coat of arms.

Lesson 1: What is an explorer?

- To know what an explorer is.

Lesson 2: Where have explorers travelled and when?

- To recognise the achievements of different explorers using photographs.
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Lesson 3: Who was Christopher Columbus and what did he do?

- To record events on a timeline.

Lesson 4: Who was Matthew Henson and what did he do?

- To use photographs to find out about the past.

Lesson 5: How has exploration changed?

- To recognise changes and similarities (continuities) over time.

Lesson 6: How can we remember them?

- To describe the significance of some people and events within history.

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Autumn: How is school different in the past?	
Year 2	<p>Pupils with secure understanding will be able to:</p> <ul style="list-style-type: none"> • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why. <p>Lesson 1: Were schools different in the past?</p> <ul style="list-style-type: none"> • To find out how schools have changed over time. <p>Lesson 2: How have schools changed within living memory?</p> <ul style="list-style-type: none"> • To investigate what school was like in the past. <p>Lesson 3: How were schools different in the 1900s?</p> <ul style="list-style-type: none"> • To investigate what schools were like in the 1900s. <p>Lesson 4: How have schools changed?</p> <ul style="list-style-type: none"> • To compare a modern classroom with a classroom 100 years ago. <p>Lesson 5: What is similar and different about schools now and in the past?</p> <ul style="list-style-type: none"> • To compare three periods of time.

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	<p>Lesson 6: Would you have preferred to go to school in the past?</p> <ul style="list-style-type: none"> To express a personal response to history.
	<p>Spring- How did we learn to fly?</p> <p>Pupils who are secure will be able to:</p> <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 five events on a timeline. <p>Lesson 1: Who were the Wright brothers?</p> <ul style="list-style-type: none"> To find out about the Wright brothers. <p>Lesson 2: When was the first flight?</p> <ul style="list-style-type: none"> To develop an understanding of historical significance. <p>Lesson 3: Why was Bessie Coleman significant?</p> <ul style="list-style-type: none"> To investigate why Bessie Coleman is significant. <p>Lesson 4: Why is Amelia Earhart significant?</p> <ul style="list-style-type: none"> To develop an understanding of primary sources.

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	<p>Lesson 5: Why was the Moon landing special?</p> <ul style="list-style-type: none"> To investigate why we remember the Moon landing. <p>Lesson 6: How did we learn to fly?</p> <ul style="list-style-type: none"> To place events on a timeline.
	<p style="text-align: center;">Summer: What is a monarch?</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.

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Lesson 1: What is a monarch?

- To describe what a monarch is.

Lesson 2: Who is our monarch today?

- To explain why coronations take place.

Lesson 3: How did William the Conqueror become King of England?

- To explain how William the Conqueror became King of England.

Lesson 4: How did William the Conqueror rule?

- To identify how William the Conqueror built castles while ruling England.

Lesson 5: How did castles change?

- To identify features of a castle that would be effective when defending against attacks.

Lesson 6: What was a monarch in the past?

- To suggest what a monarch was like in the past.

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Autumn: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

Year 3

Pupils who are secure will be able to:

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- 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.
- Explain which period they would prefer to have lived in, providing evidence for their choice.

Lesson 1: How long ago did prehistoric man live?

- To recognise the chronology and significance of prehistory.

Lesson 2: What does Skara Brae tell us about life in the Stone Age?

- To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.

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Lesson 3: Who was this Bronze Age man?

- To use archaeological evidence to investigate the Bronze Age.

Lesson 4: What was the impact of bronze in prehistoric Britain?

- To use deductions to explain how bronze transformed prehistoric life.

Lesson 5: How did trade change lives in Iron Age Britain?

- To understand the importance of trade during the Iron Age.

Lesson 6: What changed between the Stone Age and the Iron Age?

- To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.

Spring: Why did the Romans invade and settle in Britain?

Pupils who are secure will be able to:

- Explain what was important to people in Ancient Rome.
- Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
- Analyse the different reasons for the Roman invasion of Britain.
- Explain how the Celts responded to the Roman invasion.
- Explain how the Roman army's structure, discipline and equipment made it so successful.

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- Use artefacts to make deductions about the lives of Roman soldiers in Britain.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Lesson 1: What was it like to live in Ancient Rome?

- To investigate life in Ancient Rome by looking at its buildings.

Lesson 2: Why did the Romans invade and settle in Britain?

- To explore the causes of the Roman invasion of Britain.

Lesson 3: How did Britons respond to the Roman invasion?

- To investigate the different responses to the Roman invasion using a range of sources.

Lesson 4: Why was the Roman army so successful?

- To explore how the Roman army was so successful using a range of sources.

Lesson 5: What do artefacts suggest about the lives of Roman soldiers in Britain?

- To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.

Lesson 6: What was the legacy of the Roman Empire in Britain?

- To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.

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Summer: What was important to ancient Egyptians?

Pupils who are secure will be able to:

- Identify where and when ancient civilisations first appeared.
- Ask historically valid questions about sources.
- Identify Ancient Egypt's location and its key geographical features.
- Explain why the River Nile was important to ancient Egyptians.
- Explain the significance of the Rosetta Stone.
- Explain the importance of gods and goddesses to people in ancient Egypt.
- Analyse mummification's connection to ancient Egyptian beliefs about the afterlife.
- Decide what was important to people in ancient Egypt.

Lesson 1: Where and when did the first civilisations appear?

- To develop questioning skills using sources about ancient civilisations.

Lesson 2: Why was the River Nile so important to ancient Egyptians?

- To explain the significance of the River Nile to ancient Egyptian civilisation.

Lesson 3: How do we know so much about ancient Egyptians?

- To evaluate the importance of ancient Egyptian hieroglyphics.

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Lesson 4: What do sources suggest about religious beliefs in ancient Egypt?

- To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.

Lesson 5: What did people in Ancient Egypt believe happened after death?

- To investigate beliefs about the afterlife in Ancient Egypt.

Lesson 6: Who ruled ancient Egypt and what happened to them when they died?

- To evaluate continuity and change by identifying what happened to the pharaohs when they died.

Autumn: How hard was it to invade & settle in Britain?

Year 4

Pupils who are secure will be able to:

- 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.
- 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.

Lesson 1: Who were the Anglo-Saxons and the Scots?

- To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.

Lesson 2: What did Anglo-Saxon settlements look like?

- To identify change and continuity in Iron Age and Anglo-Saxon settlements

Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life?

- To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.

Subject Overview - History

Lesson 4: How did Christianity arrive in Britain?

- To identify how Christianity spread in Britain in the Anglo-Saxon period.

Lesson 5: Was King Alfred really 'Great'?

- To explore bias by evaluating sources about Alfred the Great.

Lesson 6: How did Anglo-Saxon rule end?

- To evaluate how and why Anglo-Saxon rule ended.

Spring: How did the achievements of the ancient Maya impact their society and beyond?

Pupils who are secure will be able to:

- Sequence the key periods of the Ancient Maya civilisation.
- Identify periods that were happening in Britain at the same time.
- 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.
- 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.

Subject Overview - History

Lesson 1: How did the ancient Maya settle in a rainforest?

- To explore the challenges faced by the ancient Maya when settling in the rainforest.

Lesson 2: How important was chocolate to the ancient Maya?

- To infer how the ancient Maya valued and used cacao by exploring historical artefacts.

Lesson 3: What did the ancient Maya believe?

- To describe the role of Maya gods and goddesses by studying images and scenarios.

Lesson 4: How did the Maya reflect world beliefs in their inventions?

- To develop recording skills through exploration of ancient Maya inventions.

Lesson 5: What do remains tell us about ancient Maya cities?

- To make deductions about an ancient Maya city by exploring remains.

Lesson 6: What caused the decline of the ancient Maya cities?

- To evaluate historians' claims on the decline of the ancient Maya cities.

Subject Overview - History

Summer: How have children's lives changed?

Pupils who are secure will be able to:

- Make inferences and deductions from primary and secondary sources.
- Explain why children needed to work.
- Identify the jobs Tudor and Victorian children had.
- Describe the working conditions of Tudor and Victorian children.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases past children suffered from and discuss how effective the treatments were.

Lesson 1: What do sources tell us about how children's lives have changed?

- To identify the continuities and changes to children's lives using a range of sources.

Lesson 2: Why did Tudor children work and what was it like?

- To investigate why Tudor children worked and what working conditions were like.

Lesson 3: What were children's jobs like in Victorian England?

- To research and record the working conditions of Victorian children using reports and images.

Lesson 4: How did Lord Shaftesbury help to change the lives of children?

- To evaluate Lord Shaftesbury's significance to children's lives.

Lesson 5: How and why has children's leisure time changed?

- To explore the changes in children's leisure time using a range of sources.

Lesson 6: What were the diseases children caught and how were they treated?

- To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.

Autumn: What is the legacy of the ancient Greek civilisation?

Year 5

Pupils who are secure will be able to:

- Describe the features of Ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- 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.
- Identify the ancient Greeks' legacies and their impact.

Lesson 1: Who were the ancient Greeks and when did they live?

- To explain where and when the ancient Greeks lived.

Lesson 2: Who lived on Mount Olympus?

- To identify ancient Greek beliefs by exploring their gods and goddesses.

Lesson 3: How was Ancient Greece governed?

- To use a range of secondary sources to identify similarities and differences between Athens and Sparta.

Subject Overview - History

Lesson 4: Did the ancient Greeks give us democracy?

- To recognise how Athenian democracy worked by participating in a debate.

Lesson 5: How do the ancient Greek philosophers influence us today?

- To use research to explore the significance of the ancient Greek philosophers.

Lesson 6: What is the legacy of the ancient Greeks?

- To evaluate the legacy of the ancient Greek civilisation.

Spring: What was life like in Tudor England?

Pupils who are secure will be able to:

- Extract information about Henry VIII from portraits and written records.
- 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 his marriage requirements in the context of the Tudor period.
- Make deductions from a range of sources about marriage, power and punishment.
- Identify primary and secondary sources, and begin to explore their reliability.
- Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I's Worcester Progress.
- Make deductions using inventories about the wealth and position of an ordinary Tudor person.
- Explain how inventories are useful to historians.
- Use their knowledge of inventories, to create a realistic Tudor inventory.

Subject Overview - History

Lesson 1: Henry VIII – fair ruler or tyrant?

- To interpret the character of Henry VIII using portraits and written sources.

Lesson 2: Why did Henry VIII have so many wives?

- To explore why Henry VIII had many wives using secondary sources.

Lesson 3: Why was Anne Boleyn executed?

- To make deductions about power and punishment using a range of sources.

Lesson 4: How did Queen Elizabeth I use a royal progress?

- To explore the use of propaganda by a Tudor monarch.

Lesson 5: What can inventories tell us about life in Tudor times?

- To make deductions about people in Tudor England using inventories.

Lesson 6: What did John Blanke have in his inventory?

- To create an inventory for a person from the Tudor times.

Subject Overview - History

Summer: Were the Vikings raiders, traders or something else?

Pupils who are secure will be able to:

- 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.
- Evaluate the impact of Viking achievements.

Lesson 1: When and why did the Vikings come to Britain?

- To explain when and why the Vikings came to Britain.

Lesson 2: Were the Vikings raiders, traders or something else?

- To evaluate ideas about the Vikings using sources.

Lesson 3: Where did the Vikings go? How did they get there?

- To investigate the importance of Viking trading routes.

Lesson 4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?

- To compare different versions of Viking sagas.

Subject Overview - History

Lesson 5: What were the impacts of Viking raids and settlements on local communities in Britain?

- To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.

Lesson 6: What were the Vikings' achievements and how did they impact the world?

- To evaluate achievements of the Vikings.

Autumn: What was the impact of WW2 on British people?

Year 6

Pupils who are secure will be able to:

- 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.
- Describe the impact WW2 had on women's lives.

Lesson 1: Why did Britain go to war in 1939?

- To understand the causes of World War 2.

Lesson 2: How did the Battle of Britain affect the Royal Air Force?

- To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.

Lesson 3: What do sources tell us about the Blitz?

- To make inferences about the Blitz using images

Lesson 4: What was evacuation like for children?

- To investigate evacuation experiences using oral and printed records

Subject Overview - History

Lesson 5: Did World War 2 change women's roles?

- To investigate the impact of WW2 on women's lives using visual and written sources.

Lesson 6: Why did people migrate to Britain during and after World War 2?

- To explain why migrants come to Britain.

Spring: What can the census tell us about local areas?

Pupils who are secure will be able to:

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past.
- Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.
- Identify and describe the changes between periods of time using the census.
- Use other primary and secondary sources to verify the data in a census.
- Use a range of sources, including the census, to build an understanding of a period.
- Describe the changes in the 1921 census.
- Plan a local history enquiry using the census.

Lesson 1: What is the census?

- To explore the purpose and creation of a census.

Subject Overview - History

Lesson 2: What can we learn about Victorian children from the census?

- To create questions about Victorian children using a range of sources.

Lesson 3: What does the census suggest about the jobs available in the 1800s?

- To explore the jobs available in the past using the census.

Lesson 4: Why did some women refuse to fill out the census in 1911?

- To make inferences about women's lives in the 1900s using the census.

Lesson 5: What changed in the 1921 Census?

- To investigate how the census changed by following the life of Evelyn Dove.

Lesson 6: Who lived in our local area in the past?

- To conduct an enquiry about my local area using the census.

Summer: Who should go on the banknote?

Subject Overview - History

	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant. <p>Lesson 1: Who features on banknotes and why?</p> <ul style="list-style-type: none"> • To explain the significance of people on banknotes. <p>Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch?</p> <ul style="list-style-type: none"> • To explore what makes a monarch historically significant. <p>Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant?</p> <ul style="list-style-type: none"> • To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources <p>Lesson 4: Why was William Tuke significant? – option 1</p> <ul style="list-style-type: none"> • To investigate why William Tuke is historically significant.

Subject Overview - History

Lesson 5: Why are Lily Parr and Betty Snowball historically significant?

- To research historically significant sporting figures

Lesson 6: Who will be the face of the new £10 note?

- To evaluate the significance of different historical figures by applying criteria.