

## Subject Overview - History

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

## Subject Overview - History

	<p>world such as the place where they live or the natural world.</p>					<p>and how things work.</p> <ul style="list-style-type: none"> <li>• Shows a deeper understanding of growth, decay and changes over time.</li> </ul>
	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from digital devices and the internet.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Continues to operate simple equipment with increasing independence.</li> <li>• Shows a deeper interest and skill in using technological toys and devices.</li> <li>• Understands and retrieves information from digital devices and the internet.</li> </ul>

## Subject Overview - History

<b>Reception</b>	<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>

## Subject Overview - History

<p><b>Year 1</b></p>		<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>
----------------------	--	--	--	--	--	--

## Subject Overview - History

<b>Year 2</b>	<p style="text-align: center;"><b><u>How is school different in the past?</u></b></p> <p><b>L1: Lesson 1: Were schools different in the past?</b></p> <p><b>L2: How have schools changed within living memory?</b></p> <p><b>L3: How were schools different in the 1900s?</b></p> <p><b>L4: How have schools changed?</b></p> <p><b>L5: What is similar and different about schools now and in the past?</b></p> <p><b>L6: Would you have preferred to go to school in the past?</b></p>		<p style="text-align: center;"><b><u>How did we learn to fly?</u></b></p> <p><b>L1: Who were the Wright brothers?</b></p> <p><b>L2: When was the first flight?</b></p> <p><b>L3: Why was Bessie Coleman significant?</b></p> <p><b>L4: Why is Amelia Earhart significant?</b></p> <p><b>L5: Why was the Moon landing special?</b></p> <p><b>L6: How did we learn to fly?</b></p>		<p style="text-align: center;"><b><u>What is a monarch?</u></b></p> <p><b>L1: What is a monarch?</b></p> <p><b>L2: Who is our monarch today?</b></p> <p><b>L3: How did William the Conqueror become King of England?</b></p> <p><b>L4: How did William the Conqueror rule?</b></p> <p><b>L5: How did castles change?</b></p> <p><b>L6: What was a monarch in the past?</b></p>	
---------------	--	--	--	--	--	--

## Subject Overview - History

<b>Year 3</b>	<p><b><u>Would you prefer to have lived in the Stone Age, Bronze Age or Iron age?</u></b></p> <p><b>L1: How long ago did prehistoric man live?</b></p> <p><b>L2: What does Skara Brae tell us about life in the Stone Age?</b></p> <p><b>L3: Who was this Bronze Age man?</b></p> <p><b>L4: What was the impact of bronze in prehistoric Britain?</b></p> <p><b>L5: How did trade change lives in Iron Age Britain?</b></p> <p><b>L6: What changed between the Stone Age and the Iron Age?</b></p> <p><b><u>British</u></b></p>		<p><b><u>Why did the Romans invade and settle in Britain?</u></b></p> <p><b>L1: What was it like to live in Ancient Rome?</b></p> <p><b>L2: Why did the Romans invade and settle in Britain?</b></p> <p><b>L3: How did Britons respond to the Roman invasion?</b></p> <p><b>L4: Why was the Roman army so successful?</b></p> <p><b>L5: What do artefacts suggest about the lives of Roman soldiers in Britain?</b></p> <p><b>L6: What was the legacy of the Roman Empire in Britain?</b></p> <p><b><u>British</u></b></p>		<p><b><u>What did the Ancient Egyptians believe?</u></b></p> <p><b>L1: Where and when did the first civilisations appear?</b></p> <p><b>L2: Why was the River Nile so important to ancient Egyptians?</b></p> <p><b>L3: How do we know so much about ancient Egyptians?</b></p> <p><b>L4: What do sources suggest about religious beliefs in ancient Egypt?</b></p> <p><b>L5: What did people in Ancient Egypt believe happened after death?</b></p> <p><b>L6: Who ruled ancient Egypt and what happened to them when they died?</b></p> <p><b><u>World</u></b></p>	
---------------	---	--	--	--	---	--



## Subject Overview - History

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



## Subject Overview - History

<h3 style="margin: 0;">Year 6</h3>	<p><b><u>What was the impact of World War 2 on the people of Britain?</u></b></p> <p><b>L1: Why did Britain go to war in 1939?</b></p> <p><b>L2: Who won the Battle of Britain?</b></p> <p><b>L3: What do sources tell us about the Blitz?</b></p> <p><b>L4: What was evacuation like for children? (Part 1)</b></p> <p><b>L5: What was evacuation like for children? (Part 2)</b></p> <p><b>L6: What impact did WW2 have on women's lives?</b></p> <p><b>L7: Why did people migrate to Britain during and after World War 2?</b></p> <p style="text-align: center;"><b><u>British</u></b></p>		<p><b><u>What does the census tell us about local areas?</u></b></p> <p><b>L1: What is the census?</b></p> <p><b>L2: What can we learn about Victorian children from the census?</b></p> <p><b>L3: What does the census suggest about the jobs available in the 1800s?</b></p> <p><b>L4: Why did some women refuse to fill out the census in 1911?</b></p> <p><b>L5: What changed in the 1921 Census?</b></p> <p><b>L6: Who lived in our local area in the past?</b></p> <p style="text-align: center;"><b><u>Local Area</u></b></p>		<p><b><u>Transition Unit: Who should feature on the £10 note?</u></b></p> <p><b>L1: Who features on banknotes and why?</b></p> <p><b>L2: Was Alfred the Great or Elizabeth I the more significant monarch?</b></p> <p><b>L3: How were Ellen Wilkinson and Betty Boothroyd historically significant?</b></p> <p><b>L4: Why was William Tuke significant? – option 1</b></p> <p><b>L5: Who was more significant? Lily Parr or Betty Snowball?</b></p> <p><b>L6: Who will be the face of the new £10 note?</b></p> <p style="text-align: center;"><b><u>British</u></b></p>	
------------------------------------	--	--	--	--	--	--

## Subject Overview - History

<b>Autumn</b>		
<b>Reception</b>	<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)
<b>Spring- Peek into the past</b>		
	<ul style="list-style-type: none"> <li>• Recounting activities that happened in their past using photos as a prompt.</li> <li>• Beginning to recognise similarities and differences between the past and today.</li> <li>• Using photographs and stories to compare the past with the present day.</li> <li>• Recognising that different members of the class may notice different things in photographs from the past</li> <li>• Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</li> <li>• Being aware of changes that happen throughout the year (e.g. seasons, nature).</li> </ul>	

## Subject Overview - History

- **Using photographs and images to make simple observations about the past.**
- **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.).**

## Subject Overview - History

	<ul style="list-style-type: none"> <li>• Beginning to recognise similarities and differences between the past and today.</li> <li>• Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</li> <li>• Making simple observations about the past from photographs and images.</li> <li>• Deciding whether photographs or images (e.g. from stories) depict the past.</li> <li>• Communicating findings by pointing to images and using simple language to explain their thoughts.</li> </ul>
<p><b>Year 1</b></p>	<p><b>Autumn: How have toys changed?</b></p>
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss their favourite toy using language related to the past.</li> <li>• Ask questions about toys in the past.</li> <li>• Make comparisons between toys in the past and present.</li> <li>• Sequence artefacts from different periods of time.</li> <li>• Identify changes between teddy bears today and those from 100 years ago.</li> <li>• Describe how toys have changed over time.</li> </ul> <p><b>Lesson 1: What is your favourite toy?</b></p> <ul style="list-style-type: none"> <li>• To discuss a favourite toy</li> </ul> <p><b>Lesson 2: Did your parents and grandparents play with the same toys as you?</b></p> <ul style="list-style-type: none"> <li>• To find out what toys our parents and grandparents played with.</li> </ul>

## Subject Overview - History

Lesson 3: What were toys like in the past?

- To investigate what toys were like up to 100 years ago.

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?

## Subject Overview - History

	<ul style="list-style-type: none"> <li>• To develop an understanding of personal chronology.</li> </ul> <p>Lesson 2: How can I find out more about myself?</p> <ul style="list-style-type: none"> <li>• To learn more about my history.</li> </ul> <p>Lesson 3: How are special events remembered?</p> <ul style="list-style-type: none"> <li>• To explore how we remember events.</li> </ul> <p>Lesson 4: What was it like for children in the past?</p> <ul style="list-style-type: none"> <li>• To find out what childhood was like for our parents and grandparents.</li> </ul> <p>Lesson 5: What have I learnt about childhood in the past?</p> <ul style="list-style-type: none"> <li>• To compare childhood now with childhood in the past.</li> </ul> <p>Lesson 6: How am I making history?</p> <ul style="list-style-type: none"> <li>• To identify that some things change and some things stay the same.</li> </ul>
	<h3>Summer: How have explorers changed the world?</h3>
	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what explorers do</li> <li>• Name equipment or transport an explorer would need.</li> <li>• Sequence four photographs from different periods of time.</li> <li>• Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>• Identify where they travelled and write a sentence about the achievements of one explorer.</li> <li>• Select the most important events in a historical story.</li> <li>• Sequence events on a timeline and use this to retell the story.</li> <li>• Describe what they can see in a photograph.</li> <li>• Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> </ul>

## Subject Overview - History

- Recall information about past and presentation exploration.
- 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.
- 

### 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.

### Autumn: How is school different in the past?

Year 2

Pupils with secure understanding will be able to:

- 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.

Lesson 1: Were schools different in the past?

- To find out how schools have changed over time.

Lesson 2: How have schools changed within living memory?

- To investigate what school was like in the past.

Lesson 3: How were schools different in the 1900s?

- To investigate what schools were like in the 1900s.

Lesson 4: How have schools changed?

- To compare a modern classroom with a classroom 100 years ago.

Lesson 5: What is similar and different about schools now and in the past?

- To compare three periods of time.



## Subject Overview - History

Lesson 6: Would you have preferred to go to school in the past?

- To express a personal response to history.

### Spring- How did we learn to fly?

Pupils who are secure will be able to:

- 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.

Lesson 1: Who were the Wright brothers?

- To find out about the Wright brothers.

Lesson 2: When was the first flight?

- To develop an understanding of historical significance.

Lesson 3: Why was Bessie Coleman significant?

- To investigate why Bessie Coleman is significant.

Lesson 4: Why is Amelia Earhart significant?

- To develop an understanding of primary sources.

## Subject Overview - History

Lesson 5: Why was the Moon landing special?

- To investigate why we remember the Moon landing.

Lesson 6: How did we learn to fly?

- To place events on a timeline.

### Summer: What is a monarch?

Pupils who are secure will be able to:

- 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.

## Subject Overview - History

**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.

### 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.

## Subject Overview - History

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.

## Subject Overview - History

- 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.

### 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.

## Subject Overview - History

**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.

### 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.

### **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: Who won the Battle of Britain?

- To understand how the Battle of Britain was won.

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? (Part 1)

- To understand the emotions and experiences of children during the evacuation.

## Subject Overview - History

Lesson 5: What was evacuation like for children? (Part 2)

- To evaluate the accuracy and reliability of sources.

Lesson 6: What impact did WW2 have on women's lives?

- To identify the impact of WW2 on women's lives.

Lesson 7: 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.

## Subject Overview - History

**Lesson 1: What is the census?**

- To explore the purpose and creation of a census.

**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?

Pupils who are secure will be able to:

- 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.

Lesson 1: Who features on banknotes and why?

- To explain the significance of people on banknotes.

Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch?

- To decide whether a person is historically significant.

Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant?

- To evaluate the significance of historical figures.

Lesson 4: Why was William Tuke significant? – option 1

## Subject Overview - History

- To explain the significance of William Tuke.

Lesson 5: Who was more significant? Lily Parr or Betty Snowball?

- To evaluate the significance of sporting people.

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

- To evaluate the significance of historical figures.