

History Overview 2021-2022

Foundation Stage

Nursery

Activities	0-3 and 3-4 years olds will be learning to:
Discuss families and look at grandparents Look at basic time events – what we did this morning, yesterday	3-4 <ul style="list-style-type: none"> ➤ Begin to make sense of their own life story and family's history

Reception

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1		<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 	
2	Understanding the World Looking at toys / electrical equipment now and in the past		
3			
4			
5			
6			

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Year 1

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	Changes within living memory - History of their own family	<ul style="list-style-type: none"> ➤ Identify how places have changed over time. ➤ Use key vocabulary associated with the past e.g. a long time ago. 	
2	The lives of significant individuals in the past who have contributed to national and international achievements – Harriet Tubman (BH) Rosa Parkes (BH)	<ul style="list-style-type: none"> ➤ Compare famous people who have helped our lives today. ➤ Recount the life of someone who is significant in history. 	
3	The lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale –Nursing Crimean War Mary Seacole – Nursing Crimean War (BH) Edith Cavell – British Nurse World War One Grace Darling – Lighthouse Keeper’s daughter Louis Braille – French Educator inventor of Braille Tim Peake – British Astronaut	<ul style="list-style-type: none"> ➤ Compare famous people who have helped our lives today. ➤ Recount the life of someone who is significant in history. ➤ Historical enquiry-spotting old and new things. ➤ Use key words and phrases e.g. old, a long time ago. ➤ Use artefacts and photos to explain. ➤ Understand how people have helped us to have better lives. 	Nurses War Crimea Turkey Medicine
4	Aspects of change in national life Transport - Compare old and new transport The Three-Light Traffic Light, Invented by Garrett Morgan in 1923 and refrigerated trucks, Invented by Frederick McKinley Jones in 1940 (BH) Compare old and new homes	<ul style="list-style-type: none"> ➤ Identify differences between old and new objects. ➤ Understand some objects belong in the past. ➤ Chronologically order modes of transport 	Old New Similarities Differences Compare
5	Significant historical events, people and places in their own locality Castles and Knights - Where, Why, How, What, When Castle jobs – change over time Castle location William Conrad Reeves - the first Black recipient of a knighthood 1889 (BH)	<ul style="list-style-type: none"> ➤ Use artefacts to answer questions. ➤ Chronologically order events and people from the past. ➤ Identify why people are famous and appreciate how they helped us today. ➤ Identify how places have changed over time. ➤ Use key vocabulary associated with the past e.g. a long time ago. 	Castle Castle features Location Change

6	<p>Significant historical events, people and places in their own locality</p> <p>Seaside's in the past - Locations</p> <p>Change since the past</p> <p>Seaside location past and present</p>	<ul style="list-style-type: none"> ➤ Use artefacts to answer questions. ➤ Identify how places have changed over time- seashores. ➤ Compare past and present. ➤ Changes in themselves since their own birth. 	
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Year 2

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
2	Events beyond living memory that are significant nationally or globally - Great Fire of London Why, Where, How, When Samuel Pepy's diary Historical artefacts London at the time – compare to London now London 1666 Chronological order	<ul style="list-style-type: none"> ➤ Sequence events into chronological order. ➤ Use appropriate words to describe the past. ➤ Recount interesting facts from an historical event. ➤ Answer questions using one source. ➤ Research about a famous event and why it happened. ➤ Compare past and present and what we have learnt from historical events. 	London 1666 Samuel Pepys Diary Artefact Compare Chronological order
3	The lives of significant individuals in the past who have contributed to national and international achievements - Queen Victoria and Queen Elizabeth II, Local historical figure (Charles Dickens). Compare 2 Queens Family tree of Queen Elizabeth Life in the Victorian times – school, poor jobs, everyday life – compare to life now. Charles Dickens – local figure Guildhall trip Sarah Forbes Bonetta – Queen Victoria's protegee. (BH) Meghan Markle (BH)	<ul style="list-style-type: none"> ➤ Recount the life of someone famous from Britain. ➤ Sequence events into chronological order. ➤ Use correct historical terminology. ➤ Compare past and present. ➤ Recount facts about a local historical figure. ➤ Explain importance of historical figures. ➤ Research the life of a famous Britain using different resources (Guildhall Trip, books, internet). 	Queen Victorian Duncie Hat Poor School Workhouse Charles Dickens
4	The lives of significant individuals in the past who have contributed to national and international achievements - Christopher Columbus, Race to South Pole, Space exploration. Columbus journey Mae Jemison – First black woman to go into space (BH) Space race – links to Look Up! POR text The lives of significant individuals in the past who have contributed to national and international achievements – Amundsen, Columbus, Armstrong, Scott, Mae, Jemison	<ul style="list-style-type: none"> ➤ Sequence events into chronological order. ➤ Recount facts about significant events and people in history. ➤ Use resources to find out more about events and people (internet and books). ➤ Recount the life of someone who is significant in history. 	Columbus Explorer Armstrong Amundsen and Scott Jemison
5	The lives of significant individuals in the past who have contributed to national and international achievements and events beyond living memory that are significant nationally or globally. Captain Cook, Aborigine culture.	<ul style="list-style-type: none"> ➤ Sequence events into chronological order. ➤ Recount facts about significant events and people in history. 	Aborigine Indigenous Captain Cook

	Aboriginal culture – stories, music art, traditions, look at photos/videos. (BH) Cook – journey and discovery of Australia – moral debate.	<ul style="list-style-type: none">➤ Use resources to find out more about events and people (internet and books).➤ Recount the life of someone who is significant in history	
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Year 3

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	Changes in Britain from the Stone Age to the Bronze Age. Cave Paintings – communication Stone Age jewellery Archaeologist role – importance Skara Brae Chronological order of events – timeline Stone Age poo – to investigate diet Stone Age homes – nomadic lifestyle Stonehenge Hunter gatherers Weapons and tools BC-AD Understanding	<ul style="list-style-type: none"> ➤ Describe events and periods using the words: BC, AD and decade. ➤ Describe events from the past using dates when things happened. ➤ Describe events and periods using the words: ancient and century? ➤ Use a timeline within a specific time in history to set out the order things may have happened. ➤ Appreciate early Brits would not have communicated as we do or have eaten as we do. ➤ Can suggest why certain people acted as they did in history. ➤ Recognise the part that archaeologists have had in helping us understand more about what happened in the past. ➤ Use various sources to piece together information about a period in history. ➤ Research a specific event from the past. ➤ Use their 'information finding' skills in writing to help them write about historical information. ➤ Through research identify similarities and differences between given periods in history. 	Archaeologist BC/AD Chronological order Timeline Nomadic Hunter gatherer Weapons Tools
2	Changes in Britain from the Bronze Age to the Iron Age. Continue with Chronological order showing timeline. Hill forts Beaker people Copper mining Beginning of life in settlements – farming Celts – living in tribes Boudicca Weapons and tools now being made of iron Smelting	<ul style="list-style-type: none"> ➤ Understand changes in Britain from the Bronze Age to the Iron Age, including religion, technology and travel, Iron Age hillforts, tribal kingdoms and farming. ➤ Describe events and periods using the words: BC, AD and decade. ➤ Describe events from the past using dates when things happened. ➤ Describe events and periods using the words: ancient and century. ➤ Use a timeline within a specific time in history to set out the order things may have happened. ➤ Appreciate that early Brits would not have communicated as we do or have eaten as we do. ➤ Begin to picture what life would have been like for early settlers. ➤ Suggest why certain events happened as they did in history. ➤ Suggest why people acted as they did in history. ➤ Recognise the part that archaeologists have had in helping us understand more about the past. 	Copper Tin Settlements Farming Celts Boudicca Smelting Mining Tribes Artefacts

		<ul style="list-style-type: none"> ➤ Use various sources of evidence to answer questions. ➤ Use various sources to piece together information about a period in history. ➤ Research a specific event from the past. ➤ Use their 'information finding' skills in writing to help them write about historical information. ➤ Through research, identify similarities and differences between given periods in history. 	
5	The Romans Empire and its impact on Britain How life in Britain was before the Romans and Boudicca revolt. How population of Latin people grew and Rome was formed. How Rome had Emperors rather than Kings/Queens and expanded and decided to invade Britain – reasons why they chose to invade. When and how the Romans invaded Britain – discuss the 3 attempts. Impact Romans had upon Britain. Roman Army – well trained, well paid etc. Roman buildings and Roman Roads. Hadrian's Wall Aurelian Moors Romans (BH) Beachy Head Lady (BH) Ivory Bangle Lady (BH)	<ul style="list-style-type: none"> ➤ Recognise that Britain has been invaded by several different groups over time. ➤ Understand that invaders in the past would have fought fiercely, using hand to hand combat. ➤ Suggest why certain people acted as they did in history. ➤ Appreciate why Britain would have been an important country to have invaded and conquered. ➤ Understand that war would have brought much distress and bloodshed. ➤ Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'. ➤ Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. 	Romans Emperor Empire Republic Democracy Invasion Conquer
6	Local History Study – The Battle of Medway A depth study linked to the Medway area A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	<ul style="list-style-type: none"> ➤ Trace how several aspects of national history are reflected in the locality. ➤ Understand the significance of a site dating from a period beyond 1066 in the locality. ➤ Explain why certain events happened as they did. ➤ Appreciate that wars start for specific reasons and can last a long time. ➤ Use more than one source of information to bring together a conclusion about a historical event. 	

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Year 4

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	Black History Month Choose a key figure from British History – biography Civil rights (BH) Links to music/art movements	<ul style="list-style-type: none"> ➤ Explain how events from the past have helped shape our lives ➤ Place periods of history on a timeline showing periods of time ➤ Research two versions of an event and say how they differ ➤ Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings 	Civil rights Biography
2	Britain's settlement by Anglo Saxons and Scots The Anglo Saxons Settlements Warriors How they came? Roman rule to Saxon. Beliefs Daily life St. Hadrian of Canterbury (BH)	<ul style="list-style-type: none"> ➤ Plot recent history on a timeline using centuries. ➤ They appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. ➤ They know that people who lived in the past cooked and travelled differently and used different weapons from ours. ➤ Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. ➤ Begin to build up a picture of what main events happened in Britain/ the world during different centuries 	Sutton Hoo Knave Scandinavian Germanic Settler/Invader
3	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor Vikings Key figures and Kings War and raiding Artwork Gods and religion Fall of the Vikings	<ul style="list-style-type: none"> ➤ Place periods of history on a timeline and show periods of time. ➤ Appreciate that wars have happened from a very long time ago and are associated with invasion, conquering or religious differences. ➤ Know that people who lived in the past cooked or travelled differently and used different weapons. ➤ Appreciate how items found belonging to the past help to build up an accurate picture of how people lived. 	Raiders Traveller Lindisfarne Odin etc World tree Ragnar Lothbrok
5	Ancient Greece – a study of Greek life and achievements and their influence on the western world. Ancient Greece - Origins and changes Temples Olympics- Art work Religion – Myths and Legends Democracy XC – Art, English	<ul style="list-style-type: none"> ➤ Place periods of history on a timeline showing periods of time ➤ Use their mathematical skills to round up time differences into centuries and decades ➤ Explain how events from the past have helped shape our lives ➤ Give more than one reason to support an historical argument ➤ Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out 	Parthenon Gods Names Democracy Athens Sparta Myth names Ancient Faith

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Year 5

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	Black History – How England in Tudor times was less diverse	➤	
2	Changes in an aspect of social history, such as crime and punishment from the Anglo Saxons to the present. Crime and Punishment Slavery (abolished then put in prison and arrested) in America (BH) Romans – Victorians Roman Courts – link to today's justice system – death penalty abolishment? Punishments over time Punishments for a crime around the world.	➤ Describe historical events from the different period/s they are studying/have studied ➤ Make comparisons between historical periods; explaining things that have changed and things which have stayed the same ➤ Explain the role that Britain has had in spreading Christian values across the world ➤ Begin to appreciate that how we make decisions has been through a Parliament for some time ➤ Appreciate that significant events in history have helped shape the country we have today ➤ Have a good understanding as to how crime and punishment has changed over the years ➤ Use dates and historical language in their work	
3	A significant turning point in British history. Tudors - Timeline Cultures and life Hampton Court Palace Battle of Bosworth Henry VIII and wives England then and now Reformation C of E formed Classes in society Clothing Food/recipes John Blanke (BH) James Chappell (BH)	➤ Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. ➤ Use their mathematical skills to work out exact time scales and differences as need be ➤ Appreciate that significant events in history have helped shape the country we have today ➤ Explain the role that Britain has had in spreading Christian values across the world ➤ Describe historical events from the different period/s they are studying/have studied ➤ Appreciate how historical artefacts have helped us understand more about British lives in the present and past	Culture Tradition
4	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study. Ancient Egypt - Tombs – Pyramids Timelines - Howard Carter Artefacts – Life and culture Importance of River Nile Egypt Then and Now – mummification Culture and River Nile	➤ Use dates and historical language in their work ➤ Test out a hypothesis in order to answer a question ➤ Appreciate how historical artefacts have helped us understand more about British lives in the present and past ➤ Describe historical events from the different period/s they are studying/have studied ➤ Make comparisons between historical periods; explaining things that have changed and things which have stayed the same	

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Year 6

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
3	A non –European society that provides contrasts with British history The Ancient Mayans Frida Kahlo – Mexican artist Mayans Mexico Central America	<ul style="list-style-type: none"> ➤ say where a period of history fits on a timeline ➤ place a specific event on a timeline by decade ➤ place features of historical events and people from past societies and periods in a chronological framework ➤ summarise the main events from a specific period in history, explaining the order in which key events happened 	Mayans Mexico Central America
4/5	A significant turning point in British history World War II War air raid shelter Windrush generation (BH) Britain major influence	<ul style="list-style-type: none"> ➤ Summarise how Britain has had major influences on world history. ➤ Recognise and describe differences and similarities / changes and continuity between different periods of history. ➤ Identify and explain their understanding of propaganda. ➤ Describe a key event from Britain’s past using a range of evidence from different sources. 	