

History Overview

| <p>Knowledge and understanding of events and people</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p style="text-align: center;">+</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> | <p>Historical concepts</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> | <p>Historical enquiry</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> | <p>Historical perspectives</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> |
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| <p><u>Nursery:</u></p> <p>Autumn:</p> <p>The Guy Fawkes story</p> | <p>Autumn:</p> <p>My family, birthdays - Past and present in their own lives and those of their family members</p> <p>What I can do now compared to when I was a baby</p> <p>Summer:</p> <p>Reflection on my time in Nursery, changes and moving on</p> | | <p>Autumn:</p> <p>Discussion and work based around <i>remembrance</i>.</p> |

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| <p>Reception:</p> <p>Autumn: Guy Fawkes - Who is he? Why do we celebrate on 5th November? How do we celebrate? Books used to support learning + Q&A work e.g. 'Did he try to kill the king because he wanted to be king?'</p> <p>Spring: Animals of the world - Discussion around extinction and why things become endangered</p> <p>Summer: Celebrating important peoples' birthdays</p> | <p>Autumn: Birthdays - How do we celebrate? Look at family traditions and discuss ways we celebrate. What will be your age on your next birthday?</p> <p>Daily timetable - discuss daily routines and plan ahead for the next day.</p> <p>Spring: People who help us - Looking at change in gender stereotypes over time in relation to occupation; Comparing old and new firefighting techniques</p> <p>Summer: Minibeasts - life cycles - how things change over time - chicken/egg, tadpoles and butterflies. Observe changes and discuss</p> | | <p>Autumn: Remembrance - Why do we wear poppies? How might the soldiers have felt? Diwali / Christmas - Links to the past</p> <p>Summer: Celebrating important peoples' birthdays; Fantasy & Adventure - Castle life - role play, small world, dressing up.</p> |

over timeframe. Whole class diary and children draw observations.

Discussions about knights and castles, the role of a knight, how castles looked. *Zog; Princess and the wizard*; own experiences of castles

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| <p><u>Year 1:</u></p> | <p>Autumn:</p> <p>Nature, Nature Everywhere!</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Comparing Charles Darwin and David Attenborough and their achievements.</p> | <p>Autumn:</p> <p>Guy Fawkes</p> <p>Why do we celebrate bonfire night? Sequencing the story. Investigating using How, What, Why, When, Where questions.</p> <p>Create a newspaper report based on events.</p> <p>Where do we Live?</p> <p>Changes within living memory;</p> <p>Look at and compare old and new homes using photos.</p> <p>Toys</p> <p>Children look at and compare old and new toys and how they were used in the past and now.</p> <p>Teddy timeline to show changes over time.</p> | |

Spring:

Superheroes

Explore superheroes in our everyday lives (our heroes, real life superheroes, Queen Elizabeth 2 and her work during WW2); Use radio extract of Queen; talk about our own heroes.

Nature, Nature Everywhere!

The lives of significant individuals in the past who have contributed to national and international achievements.

Comparing Charles Darwin and David Attenborough through use of the internet and books.

Make an animal fact file about animals found on The Galapagos.

Spring:

Superheroes

The lives of significant individuals in the past and compare life in different periods - ie Queen Elizabeth II in WWII

Summer:

Seaside holidays in the past

How to find out about the past from range of source of information including video.

To ask and answer questions about the past

The lives of significant men, women and children from the history of Britain - Grace Darling/RNLI

Comparing seaside holidays now and in the past

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| <p>Year 2:</p> <p>Autumn:</p> <p>Great Fire of London</p> <p>To understand events beyond living memory that are significant nationally or globally.</p> <p>To sequence key events of a historical period - create a timeline.</p> <p>To ask and answer historical enquiry questions using different sources of information. (hot seat King Charles)</p> <p>To compare the past to now (bakers and firefighters).</p> <p>Spring:</p> <p>Famous People (Neil Armstrong, Mae Jemison, Shackleton and Amelia Earhart)</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>Autumn:</p> <p>Great Fire of London</p> <p>To compare the past to now. (bakers and firefighting)</p> <p>Spring:</p> <p>Famous People (Neil Armstrong, Mae Jemison, Shackleton and Amelia Earhart)</p> <p>Be able to compare lives in different periods. Create</p> | <p>Autumn:</p> <p>Great Fire of London</p> <p>To sequence key events of a historical period.*</p> <p>To ask and answer historical enquiry questions using different sources of information including use of the internet.</p> <p>Spring:</p> <p>Famous People - Study books and discuss differences in accounts.</p> <p>Visit to Royston Cave and talk about the history and</p> | <p>Autumn:</p> <p>Remembrance</p> <p>To learn about the lives of significant individuals.</p> <p>To understand historical events, people and places in their own locality (Harold Ackroyd). History walk of the town including the war memorial and Harold's house.</p> <p>Spring:</p> <p>Kings and Queens</p> <p>To learn about significant historical events and people and places in their own locality. (Castles, medieval life, Elizabeth I, King James</p> |

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| <p>Be able to compare lives in different periods.*</p> | <p>fact files for direct comparison.</p> | <p>myths around the wall paintings.</p> | <p>I and The Knights Templar, Royston) Find out about the roles of people in a castle. Name and understand the features of a castle. Find out where King James and Elizabeth lived. Track King James' journey through Royston.</p> |
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| <p>Year 3:</p> <p>Autumn - Stone Age</p> <p>Timeline - Look at personal /historic events and organise by date</p> <p>Autumn - The Celts</p> <p>Autumn - The Romans</p> <p>The Roman Empire: The Roman Empire by AD 42 and the power of its army ; The successful invasion by Claudius and conquest, including Hadrian's Wall ; Life as a Roman soldier; British resistance;</p> | <p>How was the landscape changed by Stone Age lifestyle changes</p> | <p>Artefacts - Skara Brae, Cave paintings</p> <p>How do the children think The Celts lived followed by a study how historians find out about The Celts</p> <p>Research using video and the internet</p> | <p>Stonehenge - it's purpose and construction - what does this tell us about their beliefs</p> <p>Interpretation of history - look at varied quotes about Celts/Romans - play</p> |

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| <p>'Romanisation' of Britain: the impact of technology (roads, buildings, bridges), culture and beliefs, including early Christianity</p> <p>Summer: Britain's settlement by Anglo-Saxons and Scots: Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire ; Scots invasions from Ireland to North Britain (now Scotland) and its impact on the need for enforcements from Northern Europe; Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art, culture and paganism; The Sutton Hoo burial;* Christian conversion - Canterbury, Iona and Lindisfarne. The life of early monks and their impact on education.*</p> | | <p>Summer: Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art, culture and paganism; The Sutton Hoo burial;*</p> | <p>Summer: Britain's settlement by Anglo-Saxons and Scots: Christian conversion - Canterbury, Iona and Lindisfarne. The life of early monks and their impact on education.*</p> |
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| <p>Year 4:</p> <p>Spring</p> <p>The Vikings</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Timeline - of British history, Stone Age - Present including BC/BCE & AD/CE</p> <p>Newspaper report - research of The Viking way of life</p> <p>Summer</p> <p>The Ancient Greeks</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> | <p>Viking invasion - How the kingdoms of Northumberland, Mercia and Wessex were conquered, Danelaw and the eventual unification of England under Aethelstan - Use of maps to support understanding</p> <p>Democracy - establishment of, and subsequent use in modern society</p> | <p>Viking shields - design knowledge based on archaeological evidence (Primary evidence)</p> <p>Lindisfarne raid - Research and write from contrasting perspectives</p> <p>Reference made to written accounts from the time</p> <p>Greek Pots/Vases - Primary evidence of way of life in Ancient Greece</p> | <p>Newspaper report - opinion of how the Vikings lived</p> <p>Understanding of why the Vikings came</p> <p>Viking belief in various gods</p> <p>Ancient Olympic Games - context and comparison between modern games</p> |