



Christ the Sower Ecumenical Primary School

History Overview



	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>All about me</p> <ul style="list-style-type: none"> Families/relatives Our houses and homes 	<p>Celebrations</p> <p>Diwali, Bonfire night, Birthdays, Weddings, Hannukah, Christmas</p>	<p>Buildings and Transport</p> <ul style="list-style-type: none"> Construction changes Trains, aeroplanes – comparisons then and now 	<p>Animals and Minibeasts</p> <ul style="list-style-type: none"> Evolving animals and how they have changed/extinct 	<p>Let's Grow! Fun in the Sun</p> <ul style="list-style-type: none"> Answering how and why questions Exploring the natural world Looking at changes and processes

	Autumn 2	Spring 2	Summer 2
Year 1	<p>Memories - Toys then and now</p> <ul style="list-style-type: none"> To sequence events in their life To find out what toys our parents and grandparents played with. To recognise the difference between past and present in their own and the lives of others (grandparents' life) To give examples of things that were different when grandparents were children To ask and answer simple questions about the past from sources of information e.g., artefacts, photos <p>Links to:</p> <ul style="list-style-type: none"> All about me (EYFS) Where do I live? (Y1) <p>Focus: How have toys changed over time</p>	<p>Monarchs</p> <ul style="list-style-type: none"> Can I explore the role of the monarch and compare aspects of life in different periods? Can I explain why objects are so important to historians? Can I explore the life and impact of Queen Elizabeth I? Can I explore the life and impact of Queen Victoria? Can I compare the reign of our historic monarchs with today's King? <p>Links to:</p> <ul style="list-style-type: none"> Celebrations (EYFS) Aspiring Nurses (Y2) Victorians (Y6) <p>Focus: What makes Queen Victoria and Queen Elizabeth I important?</p>	<p>Adventures in space</p> <ul style="list-style-type: none"> Recognise the difference between spaceships now and those used during moon landing. To learn about the lives of significant individuals in the past who have contributed to space travel - Neil Armstrong and Tim Peak. Look at sources of opinions, ask parents/grandparents about famous figures (Compare adults talking about the past – how reliable are their memories?) To understand the impact Neil Armstrong had on today's space travel To compare Neil Armstrong's space travel to Tim Peak <p>Links to:</p> <ul style="list-style-type: none"> Buildings and Transport (EYFS) Journeys (Y2) <p>Focus: Who travelled to space and how can we trust the information?</p>

Autumn 2	Spring 2	Summer 2
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Year 2	<p style="text-align: center;"><u>Great Fire of London</u></p> <ul style="list-style-type: none"> - To generate and be able to ask and answer questions they might have. - Compare houses from then (1666) and now - Discuss reliability and what makes a source helpful/useful - Understand what caused the GFoL and recognise why it happened, as well as consequences and what happened as a result. - Look at the aftermath and how this changed society now e.g., impact on homes <p>Links to:</p> <ul style="list-style-type: none"> • Buildings and Transport (EYFS) • Picturing Places (Y1) <p>Focus: Explain the cause of the GFoL and how this changed homes today.</p>	<p style="text-align: center;"><u>Journeys</u></p> <ul style="list-style-type: none"> - To understand who Ernest Shackleton was and what he is famous for. - To know about the endurance expedition and its impact. - To compare Shackleton to a modern-day explorer - To recognise and understand the achievements of the wright brothers. <p>Links to:</p> <ul style="list-style-type: none"> • Buildings and Transport (EYFS) • Adventures in Space (Y1) • Antarctica (Y2) <p>Focus: What journeys really stand out and inspire us to explore the world?</p>	<p style="text-align: center;"><u>Aspiring Nurses</u></p> <ul style="list-style-type: none"> - To learn about the life of Mary Seacole and where she was from - To learn about the life of Edith Cavell and where she was from - To recognise the achievements of both women in the wars - To understand the impact both women had on nursing today - To compare the lives of nurses today to Seacole and Cavell <p>Links to:</p> <ul style="list-style-type: none"> • Let's Grow (EYFS) • People who help us (EYFS) • Kings and Queens (Y1) <p>Focus: What did EC and MS do to inspire people to become nurses?</p>
	Autumn 1	Spring 2	Summer 2
Year 3	<p style="text-align: center;"><u>Stone age to Iron Age</u></p> <p>Use artefacts and a range of sources to understand life in the stone, bronze and iron ages.</p> <ul style="list-style-type: none"> - Understand the differences between hunter gathers and farmers. - Understand how settlements changed and why the creation of Iron Age hill forts was so important. - Understand that the Romans came to Britain during the Iron Age. - Understand that many technological advancements were made during the prehistoric period. <p>Links to:</p> <ul style="list-style-type: none"> • Travel Agent (Y3) • Romans (Y4) • Invaders and settlers (Y4) <p>Focus: Explain the impact of the earliest civilisations on Britain today.</p>	<p style="text-align: center;"><u>Ancient Greece</u></p> <ul style="list-style-type: none"> -To know what life was like for children in Ancient Greece. -To understand the Ancient Greek beliefs -To know the differences between living in Athens and Sparta -To understand the impact and legacy of Alexander the great. -To explore how Ancient Greece has impacted modern life. <p>Links to:</p> <ul style="list-style-type: none"> • Greece (Y3) • Ancient Egypt (Y3) <p>Focus: Explain the influence the Greeks had on the life today and how this happened</p>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> - To know who the Ancient Egyptians were and what life was like - To construct informed responses about mummies and mummification, using reliable sources of evidence - To know about the discovery of Tutankhamun and how different versions of this may exist in the past - To know about Egyptian Gods and how these compare to other Gods and Goddesses (Greek) - To draw comparisons between modern Egypt and Ancient Egypt <p>Links to:</p> <ul style="list-style-type: none"> • Groovy Greeks (Y3) • Rivers (Y3) <p>Focus: Explain the impact the Ancient Egyptians had on civilisation today</p>

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Year 4	<p align="center"><u>Romans</u></p> <ul style="list-style-type: none"> To be able to explain how and why the Romans invaded Britain. To know how and why Boudicca stood up to the Romans. (Aspirational People) To know that the romans-built roads and towns across Britain. To know why the Roman Army was so successful. To understand the Roman Legacy and impact on Britain today. <p>Links to:</p> <ul style="list-style-type: none"> Stones and Bones (Y3) Italy (Y4) Invaders and settlers (Y4) <p>Focus: Explain the impact the Roman Empire had on England.</p>	<p align="center"><u>Codebreakers</u></p> <ul style="list-style-type: none"> To place key events in the history of Milton Keynes on a timeline To understand what it was like to be evacuated to Wolverton during the war. To investigate evidence of the war in aerial photographs of Milton Keynes. Find out about the key role Bletchley Park had in World War 2 To explore the aspirational men and women of Bletchley Park <p>Links to:</p> <ul style="list-style-type: none"> WW2 (Y6) <p>Focus: What role did our local area have in helping to win World War 2?</p>	<p align="center"><u>Invaders and Settlers</u></p> <ul style="list-style-type: none"> To know when Anglo Saxons/Vikings and Scots were in Britain To understand the conflict between Anglo Saxons and Vikings. Use evidence to reconstruct life in time studied. Offer a reasonable explanation for some events To use a timeline to show when Viking raids started and how they overpowered the Anglo Saxons – Edward the Confessor To understand the Anglo Saxons laws put in place and how these differ/have impacted society today <p>Links to:</p> <ul style="list-style-type: none"> Romans (Y4) Mountains (Y4) Europe and France (Y5) <p>Focus: What impact did Invaders and Settlers have on life in the UK?</p>
	Autumn 2	Spring 1	Summer 2
Year 5	<p align="center"><u>Immigration Windrush</u></p> <ul style="list-style-type: none"> To be able to locate and identify the Caribbean Islands. (Geography Skills) To use historical methods to find out about history of African-Caribbean people in Britain before the 1940's. To know that Caribbean men and women served in the second World War. To be able to explain why people chose to travel on the Empire Windrush To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain. <p>Links to:</p> <ul style="list-style-type: none"> Connecting the world (Y5) Leaders (Y6) <p>Focus: What is meant by 'Windrush'?</p>	<p align="center"><u>Kingdom of Benin</u></p> <ul style="list-style-type: none"> To find out where the Kingdom of Benin was and about the time we will be exploring. To find out about the leaders of the Kingdom of Benin. To find out about the trade network of the Benin empire. To find out about the Benin Empires Golden Age. To understand the decline of the Benin Empire. <p>Links to:</p> <ul style="list-style-type: none"> Groovy Greeks (Y3) Ancient Egypt (Y3) Invaders (Y4) <p>Focus: How did the Kingdom of Benin become an Empire?</p>	<p align="center"><u>History of the Space Race</u></p> <ul style="list-style-type: none"> Identify the events that happened in the build up to the Space Race causes and results of great events and the impact on people To have a secure and detailed understanding of the space Race and how it has impacted space travel today To understand how other countries impacted the space race and equally had a major impact on the world To compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events <p>Links to:</p> <ul style="list-style-type: none"> Adventures in Space (Y1) Journeys (Y2) <p>Focus: what was the space race and how did it impact space travel today?</p>

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

	Autumn 2	Spring 1	Summer 2
Year 6	<p style="text-align: center;"><u>World War 2</u></p> <ul style="list-style-type: none"> - To explain the outbreak of war with justifications for reasons why - To understand evacuation using a variety of sources of evidence and how this impacted children and society - To understand propoganda and how historians must understand the social context of evidence studied. - To explain the Blitz and the causes and consequence of this - To understand and evaluate using sources how the outcome of WW2 could have been different. <p>Links to:</p> <ul style="list-style-type: none"> • Aspiring Nurses (Y2) • Codebreakers (Y4) • Europe and France (Y6) <p>Focus: Explain the outbreak of World War II and the impact it had on today's society.</p>	<p style="text-align: center;"><u>Victorians</u></p> <ul style="list-style-type: none"> - To understand the chronology of the Victorian era and its place in history - To use evidence to draw conclusion about life in Victorian Britain - To explore the role of the workhouse in Victorian society and its impact on our lives today - To explore what is meant by "the industrial revolution" and how this changed Victorian society - To explore crime and punishment in the Victorian era. <ul style="list-style-type: none"> • Kings and Queens (Y1) • Leaders (Y6) <p>Focus: How did the Victorian era change Britain forever? What is the impact today?</p>	<p style="text-align: center;"><u>Amazing People</u></p> <ul style="list-style-type: none"> - To know what is meant by Apartheid and to build an overview of this - To understand and explain why a language was the cause of an uprising? - To be able to seek out and analyse a wide range of evidence in order to justify claims about the past. - Understand chronology. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Know the life and times of Nelson Mandela and Desmond Bishop Tutu and the influence they had on the world. <p>Links to:</p> <ul style="list-style-type: none"> • Aspiring nurses (Y2) • Windrush (Y5) <p>Focus: How did they lead us through Apartheid?</p>