



Year 1 History Overview		
Term	Spring	Summer
<b>Overview</b>	<b>Up and Away</b>	<b>Explorers</b>
<b>Significant People</b>	The Wright Brothers, Amy Johnson	Christopher Columbus, Dame Ellen MacArthur, Matthew Henson
<b>Enquiry Question</b>	<b>How did we learn to fly?</b>	<b>How have explorers changed the world?</b>
<b>Unit Scope</b>	Pupils will develop their knowledge of events beyond living memory and reinforce their chronological understanding by looking at significant events in the history of flight on a timeline. They will learn about the individuals who contributed to the history of flight.	Finding out about events and people beyond living memory, the pupils will particularly think about explorers and what makes them significant. They will create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.
<b>Unit outcomes</b>	<ul style="list-style-type: none"> <li>Identify important events surrounding the history of flight</li> <li>Explain how a significant event has changed the lives of others</li> <li>Ask questions about people and events in the past</li> <li>Use primary sources to find out about people and events in the past</li> <li>Correctly order five events on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>Explain what explorers do and name equipment or transport an explorer would need</li> <li>Sequence 4 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</li> <li>Sequence events on a timeline and use this to retell a story</li> <li>Recall information about past and present exploration</li> <li>Understand events in relation to the present day and compare how exploration has changed over time</li> <li>Describe how an explorer is significant and how they impacted events or people's ideas</li> </ul>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Wilbur and Orville Wright were brothers and American inventors who are now known as pioneers of aviation. Wilbur was born on April 16<sup>th</sup> 1867 in Indiana. Orville was born a few years later in 1871</li> <li>Their father travelled as a preacher and brought back toys for the boys. One day in 1878 he brought back a small model helicopter which sparked the Wright brothers' interest in aviation</li> <li>The Wright brothers' first plane, the Wright Flyer, successfully flew in front of 5 people in 1903</li> <li>People were flying before the Wright Brothers made the first aeroplane.</li> <li>The first hot air balloon was September 19<sup>th</sup> 1783</li> <li>Amy Johnson was born on 1<sup>st</sup> July 1903 and disappeared 5<sup>th</sup> January 1941. She was the first woman to fly solo from London to Australia.</li> <li>She was introduced to flying as a hobby and gained her pilot's licence when she was 26. She bought her first aircraft with the help of her father and called it 'Jason' after her father's business</li> </ul>	<ul style="list-style-type: none"> <li>Christopher Columbus lived in the 15<sup>th</sup> century. He found the Americas by accident. He was actually looking for a new way to get to China and India.</li> <li>His ships were called Nina, Pinta and Santa Maria. He brought back pineapples and turkeys from America.</li> <li>Matthew Henson was an Arctic explorer who was part of the first team to reach the North Pole with Robert Peary.</li> <li>He was born on August 8, 1866 in Maryland to free Black parents who were sharecroppers.</li> <li>He became an orphan at 11 and worked as a cabin boy on a ship, where he learned to read and write.</li> <li>He joined Peary's first Arctic expedition in 1890 and accompanied him on seven voyages over 23 years.</li> <li>He wrote a book called "A Negro Explorer at the North Pole."</li> </ul>

<p><b>Core Skills</b></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Read and write common words and phrases relating to the passing of time such as 'before', 'after', 'then' and 'now'</li> <li>• Sequence a set of events in chronological order</li> <li>• Recognise significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Observe and handle sources to ask and answer questions</li> <li>• Identify some ways we find out about the past</li> <li>• Communicate findings about people, artefacts or events from the past through speaking, writing, drawing, role-play and storytelling</li> </ul> <p><u>Continuity and change</u></p> <ul style="list-style-type: none"> <li>• Recognise that some things stay the same over time whereas other things change, within living memory and then beyond</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Read and write common words and phrases relating to the passing of time such as 'before', 'after', 'then' and 'now'</li> <li>• Sequence a set of events in chronological order on a timeline</li> <li>• Recognise significant dates from a historical period</li> </ul> <p><u>Continuity and change</u></p> <ul style="list-style-type: none"> <li>• Recognise that some things stay the same over time whereas other things change, within living memory and then beyond</li> </ul> <p><u>Similarity and difference</u></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between people, events and beliefs within a studied period</li> </ul> <p><u>Interpretation</u></p> <ul style="list-style-type: none"> <li>• Begin to identify different ways to represent the past (e.g. photos, stories)</li> <li>• Develop their own interpretation from historical artefacts</li> <li>• Draw simple conclusions to answer a question</li> </ul>
<p><b>Vocabulary</b></p>	<p>Engine Journey Mode Wind-powered Old-fashioned Modern Passengers Transport Vehicle</p>	<p>Achievement Beyond living memory Coat of arms Determination Discovery Equipment Historical significance Living memory Explorer Qualities Resilience Solo Timeline Transport Voyage</p>



Year 2 History Overview		
Term	Autumn Term	Spring Term
Topic	They Made a Difference	The Great Fire of London
Significant People	Rosa Parks, Martin Luther King Florence Nightingale, Mary Seacole	Samuel Pepys, Thomas Farriner, Sir Christopher Wren, Thomas Bloodworth
Enquiry Question	What makes somebody a hero?	What lessons were learnt from the Great Fire of London?
Unit Scope	Pupils will study the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will acquire historical knowledge whilst developing their use of historical concepts to evaluate the significance of the individuals in the past.	Pupils will study an event beyond living memory that is significant nationally. Pupils will study the Great Fire of London, acquiring historical knowledge whilst developing their understanding of cause.
Core Knowledge	<ul style="list-style-type: none"> <li>What does 'significant' mean in historical terms</li> <li>Understand the criteria of the five 'R's – remarkable, remembered, resulted in change, resonant and revealing</li> <li>The contributions that each of these individuals has made to society:               <ul style="list-style-type: none"> <li>Rosa Parks and Martin Luther King</li> <li>Florence Nightingale and Mary Seacole</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What London was like in 1666</li> <li>The key events of the Great Fire of London</li> <li>How we know about the Great Fire – the diary of Samuel Pepys</li> <li>Why the fire spread so quickly</li> <li>The damage the fire caused</li> <li>How London changed after the fire</li> <li>Samuel Pepys and the importance of his diary of the Great Fire of London</li> <li>Make comparisons about the equipment used in 1666 and now</li> </ul>
Key Knowledge	<ul style="list-style-type: none"> <li>Rosa Parks was an equal rights activist who lived in America from 1913-2005</li> <li>On December 1<sup>st</sup> 1955 she refused to give up her seat on the bus for a white passenger leading to her arrest. Her actions prompted the Bus Boycott of 1955-56</li> <li>Martin Luther King lived in America from 1929-1968</li> <li>His speech 'I have a dream' was influential in bringing about changes to life for black people living in America</li> <li>Remembrance Day is on 11<sup>th</sup> November. People wear poppies to honour armed forces members who have died in the line of duty. Remembrance Day started at the end of the First World War in 1919</li> <li>Florence Nightingale was a famous British nurse who lived from 1820-1910. She helped soldiers in the Crimean War (1854). She was based in the hospital at Scutari in Turkey where the conditions were appalling</li> <li>The soldiers called her The Lady with the Lamp</li> <li>Mary Seacole was a Jamaican nurse and healer who lived from 1805-1910. She used her own money to travel to Turkey to help the British soldiers who were injured in the Crimean War</li> <li>Mary opened a 'British Hotel' where the soldiers called her Mother Seacole</li> </ul>	<ul style="list-style-type: none"> <li>The Great Fire of London started in Pudding Lane, Thomas Farriner's Bakery</li> <li>The fire spread quickly</li> <li>Buildings were close together and often made of wood</li> <li>The extent of the damage caused and its impact on London (one third of London was destroyed and about 100,000 people were made homeless)</li> <li>For many years after the fire, buildings were rebuilt further apart and made from stone</li> <li>Current technology and resources would prevent this in a modern context</li> <li>Know key historical facts and dates (2<sup>nd</sup> September 1666 and lasted for 5 days)</li> <li>Know which historical figures were involved and the evidence they provided, e.g. Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles</li> <li>Sir Christopher Wren created a new design for St Pauls Cathedral, which was then rebuilt</li> <li>Know the difference between historical sources (e.g. primary and secondary sources and how to use these to get information)</li> </ul>

<p><b>Core Skills</b></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Read and write common words and phrases relating to the passing of time such as 'before', 'after', 'then' and 'now'</li> <li>• Sequence a set of events in chronological order</li> <li>• Recognise significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Observe and handle sources to ask and answer questions</li> <li>• Identify some ways we find out about the past</li> <li>• Communicate findings about people, artefacts or events from the past through speaking, writing, drawing, role-play and storytelling</li> </ul> <p><u>Significance</u></p> <ul style="list-style-type: none"> <li>• identify and explain who was important in a simple historical account</li> <li>• recognise that some events and people have significance for the world in which we live today</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Read and write common words and phrases relating to the passing of time such as 'before', 'after', 'then' and 'now'</li> <li>• Sequence a set of events in chronological order</li> <li>• Recognise significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Observe and handle sources to ask and answer questions</li> <li>• Identify some ways we find out about the past</li> <li>• Communicate findings about people, artefacts or events from the past through speaking, writing, drawing, role-play and storytelling</li> </ul> <p><u>Cause</u></p> <ul style="list-style-type: none"> <li>• Recognise why people did things and why events happened</li> </ul> <p><u>Interpretation</u></p> <ul style="list-style-type: none"> <li>• identify different ways in which the past is represented (e.g. books, stories, eye witness accounts, pictures, photographs, artefacts, historical buildings and sites, museums and galleries)</li> </ul>
<p><b>Vocabulary</b></p>	<p>Remarkable Remembered Resulted in change Resonant Revealing Justice / injustice</p>	<p>Eyewitness Bakery Diary Drought Fire brigade Flammable Gunpower Quench</p>



Year 3 History Overview			
Term	Autumn	Spring	Summer
<b>Topic</b>	<b>Changes in Britain from the Stone Age to Iron Age</b>	<b>Ancient Egyptians</b>	<b>Study of Ancient Greece</b>
<b>Significant People or Places</b>	Cheddar Man (skeleton dated from 7150 BC) Stonehenge	King Tutankhamun, Howard Carter Cleopatra Egypt/The Nile	Alexander the Great, Aristotle, Archimedes City States
<b>Enquiry Question</b>	<b>When was a better time to live – the Stone, Bronze or Iron Age?</b>	<b>What do we know about life in Ancient Egypt and how have we been able to find this out?</b>	<b>How did the Ancient Greeks leave their mark on the world?</b>
<b>Unit Scope</b>	Pupils will study the changes in Britain from the Stone Age, to the Iron Age to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their understanding of 'continuity and change' and 'similarity and differences'.	This unit provides the opportunity to study a civilisation from another continent. Pupils will study in depth the achievements of one of the earliest civilisations: Ancient Egypt. Pupils will acquire historical knowledge whilst developing their understanding of historical significance.	Pupils will study the achievements of the Ancient Greek civilisation, identifying their influence on the western world. Pupils will study Ancient Greece in depth, acquiring historical knowledge whilst developing their understanding of historical significance.
<b>Core Knowledge</b>	<ul style="list-style-type: none"> <li>The period of pre-history refers to the period of time before written records began. It started when the earliest hunter gathers came to Britain and ends with the invasion of the Romans in AD43</li> <li>What life was like in early Stone Age Britain – how people lived and who the people were</li> <li>How life changed within Stone Age Britain – farming and a study of Skara Brae</li> <li>How life changed in Bronze Age Britain – analysis of objects and a comparison with the Stone Age</li> <li>How life changed in Iron Age Britain – the people and how they lived, a comparison with Bronze Age</li> </ul>	<ul style="list-style-type: none"> <li>Where and when the Ancient Egyptians lived</li> <li>The hierarchical nature of Ancient Egyptian society – pharaohs, priests, scribes, architects, craftsmen, farmers</li> <li>The invention of written language (hieroglyphs) and paper (papyrus)</li> <li>The discovery of the Rosetta Stone and its importance for the translation of hieroglyphs</li> <li>Ancient Egyptian beliefs and practices</li> <li>How the pyramids were built</li> <li>The discovery of Tutankhamun's tomb and its treasures</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the first Greek civilisations – the Minoans and the Mycenae</li> <li>Life in classical Greece</li> <li>That Ancient Greece was separated into different city-states – including Athens and Sparta</li> <li>Greek democracy, the Olympics and Greek philosophers</li> </ul>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Britain was once covered in ice</li> <li>The earliest settlers were hunter-gatherers and lived in caves</li> <li>Know and name 4 significant dates and events that took place during the Stone Age and place them correctly on a timeline</li> <li>The Stone Age lasted from 2.5 million years ago to approximately 5 million years ago</li> <li>The Stone Age consisted of 3 different periods called Palaeolithic, Mesolithic and Neolithic</li> <li>Tools were made from stone</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt world history overlaps with the Bronze and Iron Age and is the beginning of modern history</li> <li>The ancient Egyptian empire lasted for about 300 years from around 31100 BC to its conquest by Alexander the Great in 332 BC</li> <li>Egypt is in North Africa and 90% is a desert area</li> <li>Ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water</li> <li>The Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport</li> </ul>	<ul style="list-style-type: none"> <li>The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</li> <li>Athens was at its height in C5th – C6th BC (the Golden Age)</li> <li>The diversity of life style depended on position within society</li> <li>Know and understand why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, e.g. Persian weaknesses, Athenian strengths</li> </ul>

	<ul style="list-style-type: none"> <li>• The major change happened later in the Stone Age when people started to settle in communities and farm the land</li> <li>• This change impacted on the way people lived including the discovery of fire and the development of increasingly sophisticated tools</li> <li>• People migrated around Europe during this period of history. From the Stone Age onwards, they brought farming and craft techniques with them</li> <li>• In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery</li> <li>• The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade</li> <li>• During the Iron Age, people began to make tools and weapons from iron</li> <li>• Hillforts developed during the Iron Age and communities lived on hills for protection</li> </ul>	<ul style="list-style-type: none"> <li>• Most of our understanding of the Ancient Egyptian civilization came within the last 200 years</li> <li>• Ancient Egyptians wrote in hieroglyphics and these needed to be deciphered before we could fully understand the society</li> <li>• A Pharaoh represented the gods on earth and performed rituals and built temples to honour the gods</li> <li>• The ancient Egyptians believed in the afterlife and preserved the body after death using mummification, storing internal organs in canopic jars</li> <li>• The afterlife was important to Egyptian beliefs and particular objects help us to understand their ideas</li> <li>• Know and understand the importance of <i>maat</i>, creation, myths and the role of gods and goddesses</li> <li>• There were at least 3 other civilisations elsewhere in the world at this time and can locate them approximately on a map</li> </ul>	<ul style="list-style-type: none"> <li>• The Olympics were first held in Ancient Greece and the ideas of the marathon originates from this time</li> <li>• The ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. Religion and preparation for war were also critically important</li> <li>• Theatres were incredible feats of engineering</li> <li>• Know about the sheer scale and variety of Greek achievement in so many areas</li> <li>• Many of the words we use today derive directly from the Greeks</li> <li>• Greece eventually became part of the Roman Empire. The Romans conquered Athens in 146 BC</li> </ul>
<p><b>Core Skills</b></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the order of periods, people and events on a timeline</li> <li>• Order a set of historical periods, people and events on a timeline</li> <li>• Recall significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Begin to recognise how knowledge of the past is constructed from a range of sources</li> <li>• Address historically valid questions</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Continuity and change</u></p> <ul style="list-style-type: none"> <li>• Explore the extent to which people and events have changed or remained the same over time, within or across a period</li> <li>• Begin to make connections between events and changes within and across different periods and societies</li> </ul> <p><u>Similarity and differences</u></p> <ul style="list-style-type: none"> <li>• Describe similarities and differences within a studied period or society (e.g. social, cultural, religious or ethnic)</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the order of periods, people and events on a timeline</li> <li>• Order a set of historical periods, people and events on a timeline</li> <li>• Recall significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Begin to recognise how knowledge of the past is constructed from a range of sources</li> <li>• Address historically valid questions</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Significance</u></p> <ul style="list-style-type: none"> <li>• Describe and explain historically significant people and events in studied periods using the criteria of resulted in changed or remarked upon</li> <li>• Begin to order events by historical significance and justify their decisions</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the order of periods, people and events on a timeline</li> <li>• Order a set of historical periods, people and events on a timeline</li> <li>• Recall significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Begin to recognise how knowledge of the past is constructed from a range of sources</li> <li>• Address historically valid questions</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Significance</u></p> <ul style="list-style-type: none"> <li>• Describe and explain historically significant people and events in studied periods using the criteria of resulted in changed or remarked upon</li> <li>• Begin to order events by historical significance and justify their decisions</li> </ul>

<b>Vocabulary</b>	Prehistory / prehistoric Evidence Artefacts Stone / Bronze / Iron Age Hunter-gatherer Hill fort Palaeolithic Round houses Monument Neolithic	Afterlife Archaeologist Craftsmanship Embalmer Hieroglyphics Mummification Papyrus Pharaoh Pyramid Technology	Ancient Architecture City-states (polis) Civilisation Culture Conquest Diplomacy Democracy Ethics Philosophy and philosopher Revolt Truce
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Year 4 History Overview			
Term	Autumn	Spring	Summer
Overview	The Roman Empire and its impact on Britain	The Mayans c. 900 AD	The Tudors
Significant people	Claudius, Julius Caesar, Boudica	King Pakal, Felipe Carrillo Puerto	Henry VIII, Elizabeth I, William Shakespeare, Mary Queen of Scots
Enquiry Question	Why did the Romans settle in Britain?	How remarkable were the Mayans?	Henry VIII and Queen Elizabeth I: How accurate were the paintings?
Unit Scope	Pupils will investigate why the Romans invaded Britain and the reaction of the Celts. They will learn how the Romans changed life in Britain.	Pupils will study a non-European society that provides contrasts with British history. Pupils will study the Mayan civilisation in depth, acquiring historical knowledge whilst developing their understanding of historical significance.	Pupils will study the Tudor period. They will develop their chronological understanding of British history and deepen their understanding of the different ways in which the past was presented. Pupils will acquire historical knowledge whilst developing their understanding of how and why different interpretations of the past may exist.
Core Knowledge	<ul style="list-style-type: none"> <li>What the Roman Empire was</li> <li>Identify why the Roman military were so successful</li> <li>Compare the Roman soldiers, their tactics, weaponry and armour, to that of the ancient Celts</li> <li>The resistance of Boudicca and her tribe (the Iceni)</li> <li>The building of Roman forts and Hadrian's Wall</li> <li>Explore the lives of people in Roman Britain (including villas, roads and recreational life) and consider the idea that Romans offered a better or more comfortable way of life from some perspectives</li> </ul>	<ul style="list-style-type: none"> <li>The Mesoamerica region – climate and conditions at the time</li> <li>How people lived – the structure of Mayan society</li> <li>Ancient Mayan beliefs</li> <li>How they wrote, counted and told the time (calendars)</li> <li>Daily life – food and drink</li> <li>The decline of the Maya – many factors including the arrival of European invaders</li> </ul>	<ul style="list-style-type: none"> <li>What a monarch is</li> <li>Know the key dates during the Tudor period from when Henry Tudor was crowned Henry VII in 1485 through to 1603 when Elizabeth I died</li> <li>Comparison of the reigns of King Henry VIII and Queen Elizabeth I</li> <li>Comparison of who was the most powerful monarch overall</li> <li>Explore key events such as the split between Church and State during the reign of Henry VIII and the Spanish Armada</li> <li>Daily life of the Tudors</li> </ul>
Key Knowledge	<ul style="list-style-type: none"> <li>Know that history is divided into periods of history e.g. ancient times, middle ages and modern</li> <li>Know that BC means before Christ and is used to show years before the year 0</li> <li>Know that AD means Anno Domini and can be used to show years from the year 1AD</li> <li>Know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43</li> <li>Know that archaeological evidence can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>The Mayan Civilisation lasted for 2,000 years and was at its height AD300-900</li> <li>Without the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people</li> <li>They were accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses</li> <li>The Mayan people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made of maize dough by gods. They also</li> </ul>	<ul style="list-style-type: none"> <li>The Tudor period occurred between 1485 and 1603 in England and Wales and includes the Elizabethan period during the reign of Elizabeth I until 1603</li> <li>Henry VII had several portraits painted of him, each with noticeable differences</li> <li>Henry VIII was Elizabeth's father. Her mother was Anne Boleyn who was beheaded after giving birth to Elizabeth</li> <li>Henry broke with Rome and the Catholic Church for reasons concerning religion and love</li> <li>The country was divided between Catholics and Protestants</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the expansion of empires and how they were controlled across a large empire</li> <li>• Understand the societal hierarchies and structures existed including aristocracy and peasantry</li> <li>• Understand some reasons why empires fall / collapse</li> <li>• Understand that there are varied reasons for coming to Britain</li> <li>• Know that settlements created tensions and problems</li> <li>• Understand the impact of settlers on the existing population</li> <li>• Understand the earliest settlements in Britain</li> <li>• Understand that invaders and settlers influence the culture of the existing population</li> <li>• Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</li> <li>• Know that communities traded with each other and over the English Channel in the Prehistoric Period</li> <li>• Understand that trade began as the exchange of goods</li> <li>• Understand that the Roman invasion led to a great increase in British trade with the outside world</li> <li>• understand that there are different beliefs in different cultures, times and groups</li> <li>• know about paganism and the introduction of Christianity in Britain</li> <li>• Be able to identify achievements and inventions that still influence our lives today from Roman times.</li> </ul>	<p>drank cacao – the beans were eventually used as a form of currency</p> <ul style="list-style-type: none"> <li>• Society was hierarchical (king above crafts people and merchants, then farmers, then slaves at the bottom)</li> <li>• The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld</li> <li>• Artists renditions are based on physical evidence and imagination</li> <li>• There is little evidence of what life was like for poor people</li> <li>• Maya writing has been found on monumental sculpture, public buildings, murals, pottery, portable objects (made of shell, obsidian, bone, wood, jade and other stones) and screenfold books, called codices.</li> <li>• We have been able to decipher their glyphs only since the 1960s and there is still much we don't know.</li> <li>• The ancient Maya developed an advanced number system. This included the concept of zero as a placeholder.</li> <li>• Human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice</li> <li>• Mayan civilisation was in decline at the time of Saxon control in Britain</li> <li>• The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16<sup>th</sup> Century</li> </ul>	<ul style="list-style-type: none"> <li>• Know how people of different backgrounds lived during the Tutor time</li> <li>• Know facts about why Spain and England went to war</li> <li>• Elizabeth was unmarried when she became queen in 1558 following the death of her half-sister Mary. She never took a husband</li> <li>• The Elizabethan era was culturally very vibrant and was known as the Golden Age. Shakespeare was writing plays and poetry during this period. Britain won a famous naval battle against the Spanish Amada. Explorers, like Sir Francis Drake, were bringing back treasure from their adventures overseas</li> <li>• Portraits of Elizabeth were deliberately made to portray her in a certain life</li> <li>• Propaganda was used in the past</li> <li>• Know some Tudor pastimes and compare these to other periods studied</li> </ul>
<b>Core Skills</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. BC/AD and BCE/CE)</li> <li>• Order a set of historical periods, people and events on a timeline</li> <li>• Recall significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Begin to recognise how knowledge of the past is constructed from a range of sources</li> <li>• Address historically valid questions</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. BC/AD and BCE/CE)</li> <li>• Order a set of historical periods, people and events on a timeline</li> <li>• Recall significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Begin to recognise how knowledge of the past is constructed from a range of sources</li> <li>• Address historically valid questions</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. BC/AD and BCE/CE)</li> <li>• Order a set of historical periods, people and events on a timeline</li> <li>• Recall significant dates from a historical period</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Begin to recognise how knowledge of the past is constructed from a range of sources</li> <li>• Address historically valid questions</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> </ul>

	<ul style="list-style-type: none"> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Cause</u></p> <ul style="list-style-type: none"> <li>Identify and give reasons for historical events and changes</li> <li>Classify causes into groups (military, technological or social factors)</li> </ul>	<ul style="list-style-type: none"> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Significance</u></p> <ul style="list-style-type: none"> <li>Describe and explain historically significant people and events in studied periods using the criteria of resulted in changed or remarked upon</li> <li>Begin to order events by historical significance and justify their decisions</li> </ul>	<ul style="list-style-type: none"> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>interpretations</u></p> <ul style="list-style-type: none"> <li>Describe different ways in which the past is represented</li> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul>
<b>Vocabulary</b>	<p>Archaeology  Aqueduct  Barracks  Century  Conquest  Emperor and empire  Fort  Invade  Legion and legionary  Persecute  Rebel  Tribe</p>	<p>Ancient  Archaeology  City-states  Civilisation  Corn  Casco  Codices  Glyphs  Gods and goddesses  Sacrifice  Temple  Worship</p>	<p>Primary source  Secondary source  Monarch  Absolute Monarchy  Constitutional Monarchy  Reign  Government  Parliament</p>



Year 5 History Overview			
Term	Spring 1	Spring 2	Summer
Overview	Anglo-Saxons	Vikings	Life as a Victorian child
Significant People	Alfred the Great	King Cnut	Charles Booth, Dr Barnardo, Lord Shaftesbury
Enquiry Question	In what ways did Anglo-Saxons change life in Britain?	Savages, Settlers and Sagas: why can't historians agree about the Vikings?	How have children's lives changed?
Unit Scope	Pupils will study the invasion and conquest of Britain by the Anglo-Saxons following the departure of the Romans. The pupils will develop their chronological understanding of British history and analyse the ways that life in Britain was transformed by the Anglo-Saxons. Pupils will acquire historical knowledge whilst developing their understanding of continuity and change. Pupils will examine the different types of change that occurred over time (linguistic, religious, legal)	Pupils will study Viking raids along the British coast and the broader struggle between the Vikings and the Anglo-Saxons for control of England. The pupils will develop their chronological understanding of British history and analyse how and why interpretations of the Vikings changed over time. Pupils will acquire historical knowledge whilst developing their understanding of historical interpretations.	Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will look at the Victorian period in depth, acquiring historical knowledge whilst developing an understanding of similarity and difference.
Core Knowledge	<ul style="list-style-type: none"> <li>Who the Anglo-Saxons were, how they lived and where they came from</li> <li>How the dominant language of Britain became Anglo-Saxon (or Old English) and how this later developed into modern English</li> <li>Recognising Anglo-Saxon root words in the place names and the names of Christian festivals and days of the week</li> <li>Recognise the legacy of Anglo-Saxon language for literature (Beowulf)</li> <li>How Christianity changed Britain</li> <li>Legacy of Anglo-Saxon law codes for crime and punishment today (juries, principle of compensation for wrongdoing, Weregeld)</li> </ul>	<ul style="list-style-type: none"> <li>Who the Vikings were and where they lived (Scandinavia)</li> <li>Reasons for the Viking raids and invasions</li> <li>The Viking conquest of North and East England (the battle between Alfred the Great and Guthrum; Danelaw)</li> <li>Interpretations of the Vikings from different periods of time and contexts, created for different purposes with different intended audiences</li> </ul>	<ul style="list-style-type: none"> <li>During Victoria's 64-year reign, there were massive changes in industry and technology with Britain becoming the world leader in the production of goods</li> <li>Britain was incredibly inventive at that time with a wide range of new products which we take for granted today: railways, bicycles, motor cars, telephones etc</li> <li>Britain grew extremely wealthy and expanded her empire across the world</li> <li>During this time the population more than doubled and there was a major shift of population from countryside to the industrial towns and cities many of which grew up in the north.</li> <li>There was a dark side to Victorian society and there was an enormous gap between rich and poor</li> <li>Some rich Victorians worked hard to improve the life of the poor, the conditions for children working in factories, and mines and reformed prisons and education</li> </ul>

<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• After the Romans left Britain, it was more open to invasion as there was no longer a strong army to defend the land</li> <li>• Anglo-Saxons began to come over the sea from around AD410. They were a mix of tribes from Germany, Denmark and the Netherlands</li> <li>• The 3 biggest were the Angles, the Saxons and the Jutes</li> <li>• The land they settled in became known as Angle-land or England</li> <li>• The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it.</li> <li>• Kings were constantly battling to take control of other kingdoms and defend their own lands</li> <li>• When the Anglo-Saxons first began to settle in Britain there were seven kingdoms. By 878AD there was only one kingdom, Wessex, which was not under Viking control.</li> <li>• Each Anglo-Saxon village had a tithings of ten men. If one person in the tithing committed a crime the other men in the tithing would be responsible for bringing the criminal to court. Different Anglo-Saxon kings and kingdoms had their own laws and punishments. Wergild was a payment system to settle disputes.</li> </ul>	<ul style="list-style-type: none"> <li>• The Vikings came from the modern day Scandinavia, travelling in boats called longships and first arriving in Britain in AD787. Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia</li> <li>• By AD878, almost all of the kingdoms had fallen to the Vikings. All except for Wessex, ruled by Alfred the Great. He beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.</li> <li>• After years of fighting the Vikings and Alfred made a peace agreement</li> <li>• The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully</li> <li>• Their longships brought families who settled in villages</li> <li>• They were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooded carvings</li> <li>• Everyone lived together in a large house called a longhouse</li> <li>• The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters around the fire</li> <li>• The most important city in the Danelaw was the city of York, or 'Jorvik' as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods</li> <li>• The Norse people had their own laws and government. The community would gather together at a meeting called a Thing. Here they would vote on what should happen. All this was overseen by a chieftain or a judge known as a law-speaker</li> <li>• Viking laws were not written down, so laws were passed from person to person by word of mouth</li> <li>• People who broke the law became outlaws. They were forced to live in the wilderness</li> </ul>	<ul style="list-style-type: none"> <li>• Victoria dominated the period synonymous with her long reign</li> <li>• Queen Victoria was born on 24<sup>th</sup> May 1819 in Kensington Palace. She became Queen in June 1837 when she was just 18 years old. Her coronation took place at Westminster Abbey a year later in June 1835</li> <li>• Albert and Victoria had 9 children. Albert died in December 1861 and Victoria in January 1901</li> <li>• During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions</li> <li>• Industry changed most rapidly in the northern towns based on coal, water and good transport systems to supply imports from nearby ports</li> <li>• Factory life was hard but there was little alternative</li> <li>• Towns grew quickly and without much planning</li> <li>• Artists didn't always paint the literal picture but the image they wanted to convey</li> <li>• There were many reasons why people moved from the countryside to towns despite the harsh conditions there</li> <li>• Huge contributions were made by Stephenson and Brunel in the speed and range of changes</li> <li>• Railways affected rich people's leisure activities, especially seaside holidays, which gradually extended to middle classes and then bank holidays</li> <li>• By the end of the reign there were many forms of transport including motor car</li> <li>• Compulsory education came with the Victorians. Even with the 1870 Act many children still went to work</li> <li>• The period can be interpreted differently depending on what aspect is given greatest emphasis</li> </ul>
<p><b>Core Skills</b></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Accurately and confidently use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. decade, century, millennium)</li> <li>• Order a complex set of historical periods, people and events on a timeline</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Recognising how knowledge of the past is constructed from a range of sources</li> <li>• Address and devise historically valid questions</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Accurately and confidently use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. decade, century, millennium)</li> <li>• Order a complex set of historical periods, people and events on a timeline</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Recognising how knowledge of the past is constructed from a range of sources</li> <li>• Address and devise historically valid questions</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Accurately and confidently use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. decade, century, millennium)</li> <li>• Order a complex set of historical periods, people and events on a timeline</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>• Recognising how knowledge of the past is constructed from a range of sources</li> <li>• Address and devise historically valid questions</li> </ul>

	<ul style="list-style-type: none"> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Begin to create structured and evidentially supported accounts</li> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Continuity and change</u></p> <ul style="list-style-type: none"> <li>Examine the nature or type of change over time, within or across a period</li> <li>Describe connections, contrasts and trends over time within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Begin to create structured and evidentially supported accounts</li> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Interpretation</u></p> <ul style="list-style-type: none"> <li>Recognise how and why an interpretation has been constructed (the context of construction, its purpose and intended audience)</li> <li>Understand the different interpretations of the past exist and explain why this occurs</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Begin to create structured and evidentially supported accounts</li> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Similarity and difference</u></p> <ul style="list-style-type: none"> <li>Examine and compare similarities and differences within a studied period or society (e.g. social, cultural, religious or ethnic)</li> </ul>
<b>Vocabulary</b>	<p>Archaeologists  Christian and Christianity  Convert  Jury  Missionary  Monk  Pagan and Paganism  Weregeld</p>	<p>Conqueror and conquest  Construct  Context  Danelaw  Interpretation  Longship  Monastery  Monk  Raid  Scandinavia</p>	<p>Agricultural  Industrial  Merchants  Manufacturing  Revolution  Rural  Steam power  Urban</p>



Year 6 History Overview		
Term	Autumn	Summer
Topic	World War II	Thematic study: Crime and Punishment and the Local Area
Significant People	Winston Churchill, Neville Chamberlain (and other world leaders) Anne Frank, Alan Turing	Sir Robert Peel, Claude Duval (highwayman)
Enquiry Question	Whose lives were changed by World War II?	Did the punishment ever fit the crime?
Unit Scope	Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the Second World War in depth, acquiring historical knowledge whilst developing their understanding of similarity and difference.	Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066 through a thematic approach.
Core Knowledge	<ul style="list-style-type: none"> <li>The key events that led to the outbreak of WWII</li> <li>The rise of Hitler to power and his actions 1933-39</li> <li>How the lives of children in Britain changed through evacuation</li> <li>How people's lives changed by rationing and propaganda</li> <li>How the lives of Jewish people changed under the Nazi regime</li> <li>How the lives of women changed during and after WWII</li> </ul>	<ul style="list-style-type: none"> <li>Describe, compare and contrast the social justice which existed in Britain from the time of the Romans to the Victorians</li> <li>Know examples of crimes (e.g. local highwaymen) and subsequent punishment – to know which time period and how typical their experiences were</li> <li>Know about crime and punishment in the local area and compare and contrast this with other areas</li> </ul>
Key Knowledge	<ul style="list-style-type: none"> <li>The Second World War (1939-45) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and the Battle of the Bulge.</li> <li>At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy</li> <li>Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz</li> <li>Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy</li> <li>Many men fought in WWII and women often took on jobs to help the war effort. Some women joined the armed forces too</li> <li>The Holocaust was a time during WWII when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27<sup>th</sup> January each year</li> <li>Know how propaganda campaigns were used during the war</li> </ul>	<ul style="list-style-type: none"> <li>Roman Laws - Roman Laws were called the twelve tables. They were written around 450BC and set out basic rights for all Roman people. People who were accused of a crime were taken to court to be judged guilty or not guilty. Roman system of a court, a judge, a jury and a lawyer are still used today. Punishments in Roman times were severe.</li> <li>Anglo-Saxon Each village was made up of tithings of ten men. If one person in the tithing committed the crime the other men in the tithing would be responsible for bringing the criminal to court. Different Anglo-Saxon kings and kingdoms had their own laws and punishments. Wergild was a payment system to settle disputes.</li> <li>Tudors - Crime – mainly stealing – was widespread, as many poor people could not afford to pay for things. Punishments were harsh to act as a deterrent. Vagrancy was a crime and punished by being whipped, or even hanged. Executions were popular with many people waiting hours to watch.</li> <li>Georgians – the Georgians used capital punishment, the death penalty, for many offences including minor crimes like stealing. Children were not treated any differently to adults and punished in exactly the same way. Highwaymen would lie in wait in forests and threaten people to hand over their possessions. Members of the community were maintaining the peace – it was a risky job.</li> <li>Victorians – the police force was first introduced in London in 1829. Sir Robert Peel introduced them as part of a campaign to improve public law. These policemen were called 'Bobbies' or 'Peelers'. During this period, prison became the main form of punishment. Prisoners were forced to undertake 'hard labour'. Transportation was also used as a punishment.</li> </ul>

		<ul style="list-style-type: none"> <li>Local crime – Gerrards Cross Common and Holtspur were one of the highwaymen’s favourite haunts. Claude Duval was immortalised in a painting by William Powell Frith (1819-1909). The last man to be condemned to death for highway robbery locally was tried in 1800 for holding up a coach at Beaconsfield and stealing thirty shillings. He was hanged at Gallows Road, Aylesbury.</li> </ul>
<b>Core Skills</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Accurately and confidently use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. decade, century, millennium)</li> <li>Order a complex set of historical periods, people and events on a timeline</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>Recognising how knowledge of the past is constructed from a range of sources</li> <li>Address and devise historically valid questions</li> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Begin to create structured and evidentially supported accounts</li> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Similarity and difference</u></p> <ul style="list-style-type: none"> <li>Examine and compare similarities and differences within a studied period or society (e.g. social, cultural, religious or ethnic)</li> </ul> <p><u>Cause</u></p> <ul style="list-style-type: none"> <li>Give detailed accounts of and debate the reasons for events in the past</li> <li>Judge the relative importance of one cause in relation to others in bringing about the event</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Accurately and confidently use historical vocabulary relating to the order of periods, people and events on a timeline (e.g. decade, century, millennium)</li> <li>Order a complex set of historical periods, people and events on a timeline</li> </ul> <p><u>Handling evidence and communicating findings</u></p> <ul style="list-style-type: none"> <li>Recognising how knowledge of the past is constructed from a range of sources</li> <li>Address and devise historically valid questions</li> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Begin to create structured and evidentially supported accounts</li> <li>Communicate these responses through writing or by creating a presentation</li> </ul> <p><u>Continuity and change</u></p> <ul style="list-style-type: none"> <li>Examine the nature or type of change over time, within or across a period</li> <li>Describe connections, contrasts and trends over time within and across different periods and societies</li> </ul>
<b>Vocabulary</b>	Allies Anti-Semitism Axis powers Evacuation Socialist Communist Nazi and Nazism Persecute Rationing Territory	Bobbies/Peeler Deterrent Execution Hard labour Highwayman Judge Jury Ordeal Poacher Transportation Treason Twelve tables Victim Trial