 History Long Term Overview 2022/23

**Remembrance Day covered in all classes.**

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **1** | **2** | **1** | **2** | **1** | **2** |
| **Pre-School**  **Key figures in history in Pre-School will come up as the year progresses on children’s interests or from books (See Kno & Und floor book)** | **All About me!**  Starting Pre- School  Who is in my family?  What makes me special?  I am beginning to show an interest in the lives of people who are familiar to me (making new friendships)  I can recognise and describe special events for myself, family or friends (birthdays/Christmas) | **Celebrations!**  Birthdays  Christmas  Bonfire Night  The Nativity Story  Halloween Celebrations  What do others celebrate? (RE)  Dinosaurs (linking to personal interests)  I am beginning to show an interest in the lives of people who are familiar to me (making new friendships)  I can recognise and describe special events for myself, family or friends (birthdays/Christmas) | **MARVELLOUS MINIBEASTS!**  **David Attenborough (Pre-Learning for Reception)**  Minibeasts  Who am I? describing minibeasts  Comparing animals- jungle, arctic  Cold and hot countries  Planting flowers to attract minibeasts  Rising 3’s  New topics based on children’s interests  I know that there are different countries in the world and can talk about what I have seen/ read in photos/books | **People who help us!**  **Construction**  How does Fireman Sam help people?  999, what’s your emergency?  Cars and different modes of transport  Trains  Aero planes  Baby clinic and nurses  What does the Easter Bunny do?  Dentist visit? Teeth bushing and oral health  Rising 3’s  New topics based on children’s interests  I am beginning to show an interest in different occupations | **Let’s grow!**  Growing sunflowers  Nature walks and looking at the weather  Making a rain catcher  Rainbows  Planting and growing own fruit and vegetables  Fruit salads  Rising 3’s  New topics based on children’s interests  I can recognise and describe special events for myself, family or friends (birthdays/Christmas) | **FANTASY LAND!**  Graduation ceremony  Personal interests – Sooty, Elsa, Peppa, Toy story  Castles, knights and Dragons  Sleeping Beauty  Frozen- Elsa  Pirates  Rising 3’s  New topics based on children’s interests |
| **Reception**  **Key figures in history in Reception will come up as the year progresses on children’s interests or from books (See Kno & Und floor book)** | **All About me!**  **Past and present as babies**  I can talk about what makes me unique  I can talk about past and present (family photos/ babies)  I celebrate birthdays and know which number comes next as well as before. | **Terrific Tales!**  **Christmas and looking at this on a timeline / chronological in prep for Y1**  I understand places of worship are special (Church or Mosque)  I celebrate birthdays and know which number comes next as well as before. | **Amazing Animals!**  **David Attenborough**  I can talk about past and present (animal babies) and link to my past  I celebrate birthdays and know which number comes next as well as before.  I can compare and contrast characters from stories as well as real people from the past | **Come Outside!**  I understand what is meant by past, present and future by linking this to my current year and what is happening next (Year 1) and previously (Pre-School/Home)  I celebrate birthdays and know which number comes next as well as before. | **Vehicles!**  **Neil Armstrong**  I can compare and contrast characters from stories as well as real people from the past    I celebrate birthdays and know which number comes next as well as before. | **ROAR!**  **Mary Anning**  I can compare and contrast characters from stories as well as real people from the past    I celebrate birthdays and know which number comes next as well as before. |
| **Personalisation and Subject Links** | Everything planned from children’s interests from parent’s questionnaires on children’s likes.  Talk about the lives of the people around them and their roles in society Aut 1/ Spring 1/Summer 1  Understand the past through settings, characters and events encountered in books read in class and storytelling. Autumn 2 and throughout  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Summer 2/ Summer 1 | | | | | |
| **Key Vocabulary** |  |  |  |  |  |  |
| **Year 1**  **Oak** |  | **World War 1 / Remembrance**  **Chronological**  Ordering  events beyond living memory that are significant nationally or globally.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | **Queen Victoria**  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |  | **Mary Seascole**  Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements. |  |
| **Year 1**  **Elm** |  | **The Great Fire of London**  events beyond living memory that are significant nationally or globally | **Queen Elizabeth II (also looking at King Charles)**  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  he lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |  | **Florence Nightingale**  events beyond living memory that are significant nationally or globally  he lives of significant individuals in the past who have contributed to national and international achievements. |  |
| **Personalisation and Subject Links** |  | **Showcase** – making houses.  **Experience Day** – setting the houses on fire.  *DT, Science* | Links to English Unit – The Queens Hat.  The United Kingdom – Geography. |  | Science – living things/parts of the body. |  |
| **Key Vocabulary** |  | Timeline, events, September, fire hook, Fire, Samuel Pepys, 1666, pudding lane, London, houses, bucket, wood, bakery, diary, river Thames, boat, Thomas Farriner. | Queen Elizabeth II, Prince Philip, King Charles, Duchess of Cornwall, Prince Andrew, Princess Anne, Prince Edward, Prince William, Duchess of Cambridge, Prince Harry, corgis, jubilee, reign, monarch, Buckingham Palace, trooping of the colours, royal guard |  | Sea, nurse, shipwreck, nurse, soldiers, war, matron, hospital, cleanliness, |  |
| **Year 2**  **Yew** |  | **Significant Local events, people and places: Old Kem Mill, the Sue Ryder Home, the Pines Hotel.**   * Know where people and events fit within a chronological framework. * Ask and answer questions to show knowledge and understanding of key features of events. * Understand some ways we find out about the past and identify different ways it is represented. * **Also: events commemorated through anniversaries: Poppy Day** | **Significant individual: UK space history: Tim Peake & Helen Sharman**   * the lives of significant individuals in the past who have contributed to national and international achievements * events beyond living memory that are significant nationally or globally. |  | **Events beyond living memory: Victorian seaside holidays.**  Compare aspects of life in different periods |  |
| **Personalisation and Subject Links** |  | Geography: Our local area | DT: design and make a Lunar Buggy  English: instructions |  | Trip: Steam Railway |  |
| **Key Vocabulary** |  | Past, present, old, new, similarities, differences, timeline, chronological, historical sources | Space, astronaut, Moon, timeline, Helen Sharman  Mir Space Station, Project Juno  ESA, ISS Tim Peake, Britain, British, Europe, European  ISS, astronaut, Frank de Winne, diary, news , ESA, ISS, astronaut |  | Past, Living memory,  Victorians, Timeline, Social history, Pier, Working class |  |
| **Year 3** |  | **The Stone Age:**  **Mesolithic hunter-gatherers and Neolithic farmers**   * Make links between and across periods, (e.g. between hunter-gatherers and early farmers). * Identify where some periods studied fit into a chronological framework * Frame historically-valid questions and constructing informed responses * find answers to questions about the past and exploring how historical enquiry, sources and evidence are used.   Devise historically valid questions about change and significance (such as the development of farming and of settlement). | **Iron Age Celts**  Changes in Britain from the Stone Age to the Iron Age:   * Identify where Iron Age fits into a chronological framework and make links over time * Understand how our knowledge of the past is constructed from a range of sources * Identify some of the different ways in which the past can be represented   Ask and answer historically-valid questions about change, cause, similarity and difference, and significance |  | **Roman Britain**  **The Roman Empire and its impact on Britain**   * Identify where Roman Invasion of Britain fits into a chronological framework and make links over time * Understand how our knowledge of the past is constructed from a range of sources (Tacitus, place names, archaeology) * Understand the impact (on people’s lives) of the expansion of the Roman Empire on Britain   Ask and answer historically-valid questions |  |
| **Personalisation and Subject Links** |  | Stig of the Dump  science & DT:: food available in Britain | follow on from Stone Age Boudicca’s rebellion role play & persuasive writing |  | follow on from Iron Age (the other side of the story) |  |
| **Key Vocabulary** | Mesolithic, Neolithic, Stone Age, flint, hunter-gatherer, nomadic, farming, (animals & food), BC/AD | Iron Age, iron, round house, hill fort, wattle & daub, warrior, tribe, Iceni, Boudicca, historical source, archaeologist, evidence, account, biased, reliable, Roman, empire, invade, conquer, battle, formation, tortoise, (soldier’s kit & weapons), Suetonius, account, biased, reliable, Tacitus, legacy, impact | | | |  |
| **Year 4** |  | **A local history study**  The Great Plague and Fire of London  -a depth study linked to one of the British areas of study listed above  -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | The achievements of the earliest civilizations  -an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |  | **A local history study**  Local architecture |  |
| **Personalisation and Subject Links** |  | English : Role play  English : Comprehension questions  English : Thoughts, feelings and speech bubbles.  ICT : Research  Maths: facts and figures. Data. | Geography – land use  Comparing countries and vegetation  English – non-fiction skills and discussions with peers / teachers |  |  |  |
| **Key Vocabulary** |  | poisonous air red cross, plague infects  spread disease, Europe fire  London bakery, Doctors rubbish  Mask pollution, Rats cure hot dry  Pudding Lane spread | River  Civilization, communities, states, nations and empires  Legacy, Achievements  Similarities and differences  Ancient, Clothes, food, education. |  |  |  |
| **Year 5** |  | Ancient Greece  Ancient Greece – a study of Greek life and achievements and their influence on the western world  NC Objectives  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should understand how our knowledge of the past is constructed from a range of sources. | Mayan Civilisation  NC Objectives  A non-European society that provides contrasts with British history: Mayan civilization c. AD 900  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should understand how our knowledge of the past is constructed from a range of sources.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |  | **Local history**  TBD |  |
| **Personalisation and Subject Links** |  | Geography  Mathematics, English |  |  |  |  |
| **Key Vocabulary** |  | Chronology, Empire,, Timeline, BC, AD, Locate, Location, Country , City , State, Democracy, Democratic  Ancient, Modern, Politics, Ruling, Ruler, DikasteriaBoule, Ekklesia, Polis, Metic, , Artefact, Archaeologist, Sparta, Troy, Trojan, Sprint, Wrestling, Boxing, Long jump, Javelin, Discus, Chariot racing, Pentathlon, Pankration, City states, Battle, Marathon, Eye-witness  Sparta(n), Athens(ian), Persia(n), Battle formation, Hoplite, Defensive, Strategy, Retreat, Hercules, Hermes  Zeus, Poseidon, Ares, Aphrodite, Theseus, Achilles  Odysseus, Perseus, Jason, Minotaur, Gorgon, Hydra  Cyclops, Cerberus, Chimera, Iliad | Maya, Civilization , Mesoamerica, Sacrifice, Worship, Blood-letting, Ritual, Xibalba, Upperworld, Base 10, Base 20  Vigesimal number system, Cacao , Maize, Anagram, Inventory, Evidence, Primary source, Secondary source  Lithography, Camera lucida, John Lloyd Stephens, Frederick Catherwood , Copan, Chichen Itza, Palenquie, Interpretation  Hieroglyphs, Syllabogram, Logogram  CodexCodices |  |  |  |
| **Year 6** |  | (WW2)  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Examples:  -periods in British history, including the present day  -a significant turning point in British history, for example Battle of Britain | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Examples:  -Viking raids and invasions  -resistance by Alfred the Great and Athelstan, first king of England  -further Viking invasions and Danegeld  -Anglo-Saxon laws and justice  -Edward the Confessor and his death in 1066 |  | N/A |  |
| **Personalisation and Subject Links** |  | Link to Guided Reading with excerpts from ‘Children during WW2’  Mrs Beazley’s visit to school to talk about her Dad, Trooper Tommy Taylor | Arrange a Viking experience day for the class or use Prime VR (when possible!)  Link to DT – Viking food |  |  |  |
| **Key Vocabulary** |  | World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book , rationing, ration book, Dig for Victory, Lord Woolton., women, factory, munitions, Women’s Land Army, Women’s Voluntary Service (WVS), Women’s Auxiliary Air Force (WAAF), Women’s Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values  Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb | Danegeld, longship, norse, Norway, Scandinavia, pagan, Anglo-Saxon, paganism, Woden, Frigg, Thunor, Tiw, runes, thane, nobleman, Lindisfarne |  |  |  |