

History Overview

Class	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class 1	My timeline 'Peek into the past' ELG: Understanding the World – Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters, and events encountered in books read in class and storytelling.		Dinosaurs (non kapow) ELG: Understanding the World – Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters, and events encountered in books read in class and storytelling.		Transport 'Adventures through time' ELG: Understanding the World – Past and Present - Understand the past through settings, characters, and events encountered in books read in class and storytelling. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
Class 2 CYCLE A	How am I making history? - Order three photographs correctly on a simple timeline. - Use the terms 'before' and 'after' when discussing their timelines. - Talk about three memories and place one of them on a timeline. - Explain why memories are special and name four events that they celebrate throughout the year. - Think of three ways they celebrate their birthday. - Ask a visitor one question about childhood in the past. - Know a similarity and a difference between childhood now and in the past.		How have toys changed? - Discuss their favourite toy using language related to the past. - Ask questions about toys in the past. - Make comparisons between toys in the past and present. - Sequence artefacts from different periods of time. - Identify changes between teddy bears today and those from 100 years ago. - Describe how toys have changed over time.		How did we learn to fly? - Identify important events surrounding the history of flight. - Explain how a significant event has changed the lives of others. - Ask questions about people and events in the past. - Use primary sources to find out about people and events in the past. - Correctly order five events on a timeline.	

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	- Add three ideas to a time capsule about themselves. - Use key vocabulary to compare the present, the past and possible changes in the future.		
Class 2 CYCLE B	What is history? - Create a personal timeline by ordering three events correctly on a simple timeline. - Use the vocabulary 'before' and 'after' when talking about their timeline. - Recognise what is similar and different between the 'past' and 'now'. - Talk about three holiday memories. - Place one holiday memory on a timeline. - Identify how people spend their holidays differently. - Describe what photographs tell us about holidays in the past. - Identify similarities and differences between holidays in the past and now. - Order photographs on a timeline. - Ask one question about holidays in the past. - Find answers to simple questions about the past. - Identify features of holidays in the past. - Describe what holidays in the past were like and compare them to now. - Find similarities and differences. - Use time vocabulary to talk about their memories. - Recognise similarities and differences between their lives now and in the past.	How was school different in the past? - Correctly order and date four photographs on a timeline and add some dates. - Ask one question about schools in the past. - Make one comparison between schools in the past and present. - Use sources to research and develop an understanding of what schools were like 100 years ago. - Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. - Recognise two similarities and two differences between schools now and schools in the past. - State whether they would have preferred to go to school in the past or not and explain why.	What is a monarch? - Recall that a monarch is a king or queen. - Identify some of the monarch's roles. - Explain that a king or queen is crowned in a special ceremony called a coronation. - Name some of the main steps in the coronation ceremony. - Use sources to explain how William the Conqueror became King of England. - Explain how William the Conqueror kept order and conquered England. - Explain how castles have changed over time. - Identify that the power of monarchs has changed over time. - Make comparisons between past and present monarchies.
Class 3 CYCLE A	Would you have preferred to live in the Stone, Bronze or Iron Age? - Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence.	Why did the Romans invade and settle in England? - Explain what was important to people in Ancient Rome. - Explain the meaning of the words 'empire', 'invasion' and 'settlement'. - Analyse the different reasons for the Roman invasion of Britain.	What changed in Britain after the Anglo-Saxon invasion? - Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain.

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	- Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.	- Explain how the Celts responded to the Roman invasion. - Explain how the Roman army's structure, discipline and equipment made it so successful. - Use artefacts to make deductions about the lives of Roman soldiers in Britain. - Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	- Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066.
Class 3 CYCLE B	How have children's lives changed? - Make inferences and deductions from primary and secondary sources. - Explain why children needed to work. - Identify the jobs Tudor and Victorian children had. - Describe the working conditions of Tudor and Victorian children. - Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. - Use sources to identify leisure activities and compare them over time. - Identify diseases past children suffered from and discuss how effective the treatments were.	What was important to Ancient Egyptians? - Identify where and when ancient civilisations first appeared. - Ask historically valid questions about sources. - Identify Ancient Egypt's location and its key geographical features. - Explain why the River Nile was important to ancient Egyptians. - Explain the significance of the Rosetta Stone. - Explain the importance of gods and goddesses to people in ancient Egypt. - Analyse mummification's connection to ancient Egyptian beliefs about the afterlife. - Decide what was important to people in ancient Egypt.	How did the achievements of the Ancient Maya impact their society and beyond? - Sequence the key periods of the Ancient Maya civilisation. - Identify periods that were happening in Britain at the same time. - Explain how the Ancient Maya settled in the rainforest and the challenges they faced. - Describe Ancient Maya beliefs. - Name the features of the Ancient Maya cities. - Make deductions about the Ancient Maya cities. - Evaluate the reasons for the decline of the Maya civilisation. - Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.
Class 4 CYCLE A	Were the Vikings raiders, traders or something else? - Explain where the Vikings came from and why they invaded Britain. - Sequence events according to their significance for groups of people.	What was life like in Tudor England? - Extract information about Henry VIII from portraits and written records. - Justify their interpretation of Henry VIII using evidence from sources.	What was the impact of WW2 on the people of Britain? - Identify the causes of World War 2. - Identify the different phases in the Battle of Britain.

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	- Find evidence and make inferences from sources. - Name Viking trade routes. - Explain why trade routes were important to the Vikings. - Identify the differences between Viking sagas. - Evaluate the impact of Viking achievements.	- Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period. - Make deductions from a range of sources about marriage, power and punishment. - Identify primary and secondary sources, and begin to explore their reliability. - Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I's Worcester Progress. - Make deductions using inventories about the wealth and position of an ordinary Tudor person. - Explain how inventories are useful to historians. - Use their knowledge of inventories, to create a realistic Tudor inventory.	- Make deductions about the Blitz from photographs. - Describe how children may have felt when evacuated. - Evaluate the accuracy, reliability and usefulness of sources. - Describe the impact WW2 had on women's and African-Caribbean migrant lives.
Class 4 CYCLE B	What can the census tell us about local areas? - Identify the type of information the census gives about people. - Use the census to make inferences about people from the past. - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. - Identify and describe the changes between periods of time using the census. - Use other primary and secondary sources to verify the data in a census. - Use a range of sources, including the census, to build an understanding of a period. - Describe the changes in the 1921 census. - Plan a local history enquiry using the census.	What is the legacy of the ancient Greek civilisation? - Describe the features of Ancient Greece. - Identify the key periods in the ancient Greek civilisation. - Make inferences about Greek gods. - Research a Greek god. - Compare Athens and Sparta. - Understand the different types of democracy. - Explain how Athenian democracy worked. - Explain what philosophy is. - Identify the achievements of the ancient Greek philosophers. - Identify the ancient Greeks' legacies and their impact.	What was the Sikh empire? - Explain terms such as unification and absolute power. - Identify the skills and behaviours of leaders that contributed to achieving a goal. - Describe and assess the impact of beliefs on change. - Identify the significance of a place. - Make deductions and inferences from sources. - Apply criteria to decide and explain historical significance. - Describe how and why interpretations are different. - Make observations and explain historical achievements.