

## History Overview

### History: INTENT/WHY?

- encourage an interest in the past and stimulate enquiry skills
- enable children to learn about significant events in British history and to appreciate how things have changed over time;
- develop a sense of chronology;
- know how the British system of democratic government has developed and thus contribute to a child's citizenship education and their understanding of core British values.
- understand how Britain is part of a wider European culture and to study some aspects of European history;
- have some knowledge and understanding of historical development in the wider world;
- help children understand their place within society, so that they develop a sense of cultural heritage.

### Overview of Unit Areas

Term	Lower KS1 Year A	Lower KS1 Year B	Lower KS2 Year A	Lower KS2 Year B	Upper KS2 Year A	Upper KS2 Year B
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Autumn	How have toys changed over time?	How did the first flight change the world?	How have the Romans influenced our lives today?	Stone Age Iron Age	What was life like during World War Two?	The Mayans
Spring	How have famous nurses made a difference to our lives today?	What was the impact of the Great Fire?	What impact have the Windrush generation had on us today?	Victorians	What can we learn from the Zulu Kingdom?	Ancient Greeks
Summer	What makes somebody an important person? Focus on Matthew Henson	Kings and Queens?	Why does the discovery at Sutton Hoo matter to us?	Ancient Egyptians	What can we learn from Early Islamic Civilisation?	Vikings Vs Anglo Saxons

Cycle	A	B	A	B	A	B
Phase	Key Stage One	History Plans Key Stage One	Lower Key Stage Two	Lower Key Stage Two	Upper Key Stage Two	Upper Key Stage Two
Term	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
Focus	How have toys changed over time?	How did the first flight change the world?	How have the Romans influenced our lives today?	Stone Age to Bronze Age	What was life like during World War Two?	The Mayans
<b>Central Aims (Intent)</b>	<p>For children to investigate changes within living memory in relation to the way in which children play.</p> <p>To develop their ability to use photographs, illustrations and artefacts to make observations about toys from different periods.</p> <p>As part of the unit we will seek to develop historical curiosity by encouraging children to ask questions about toys..</p> <p>This unit will also provide a meaningful context for developing understanding of words relating to chronology including decade, earlier, later, older and newer,.</p>	<p>For children learn about events beyond living memory that are significant globally</p> <p>For children to understand how the First Flight has influenced our lives today.</p> <p>To develop an appreciation for the achievements of Bessie Coleman.</p> <p>To develop children's understanding of where the people and events they study fit within a chronological framework.</p>	<p>To develop children's understanding of British and world History by finding out why and how they Romans invaded Great Britain.</p> <p>For children consider the impact that the Romans had on this country.</p> <p>During this unit we will also aim to develop children's skills of Historical enquiry by exploring the origin of sources and considering their reliability.</p>	<p>For children to understand the Stone Age to Bronze Age period impacted on life in Britain.</p> <p>To develop their understanding of how early man survived in a harsh environment and why Skara Brae was important for understanding life in the Stone Age,</p> <p>They will also consider how copper mining was crucial to the Bronze Age and why Stonehenge was built.</p>	<p>Throughout this unit children will develop their investigation and evaluation skills.; learn to organise information chronologically and understand how past events have helped to shape the world we know today.</p> <p>Our aim for children during this unit is learn when and why World War II began and find out about the key individuals and countries involved.</p> <p>We want them to use sources to find out about life in Great Britain during this period.</p>	<p>For children to develop their understanding of World History by learning about the ancient Maya civilisation.</p> <p>To Use a variety of sources, children will learn who the ancient Maya people were and where and when they lived.</p> <p>Throughout this unit children will develop their ability to ask questions; carry out research and then consider how they can present information and construct answers.</p>

<b>Overview of key Learning</b>	<p>Describing the characteristics of different toys.</p> <p>Finding out what toys their grandparents played with.</p> <p>Using simple sources such as photographs to find out what toys were like in different periods.</p> <p>Identifying toys from different periods</p> <p>Making comparisons between toys from different periods.</p>	<p>Learning Wright brothers were the first people to fly an aeroplane.</p> <p>Locating the first aeroplane flight on a timeline.</p> <p>Retelling the story of the first aeroplane flight.</p> <p>Identifying similarities between a modern passenger aircraft and the Wrights' Flyer,</p> <p>Exploring photographs of aviation and putting them in chronological order.</p> <p>Reflecting on the impact that the Wright brothers had on flight.</p>	<p>Explain the terms invader and settler.</p> <p>Finding out why the Roman Soldiers were so successful when invading Britain.</p> <p>Developing understanding of chronology by creating timelines.</p> <p>Making observations about Primary Sources and considering what they tell us about life in Roman Britain</p> <p>Finding out about Boudica and considering her story from the perspective of Romans and Celts.</p>	<p>Develop their understanding of what humans needed for survival during the stone age.</p> <p>Discover what was found at Skae Brae and consider why it is important.</p> <p>Research what copper mining meant to people during the stone age.</p> <p>To consider how evidence about Stonehenge can give us different answers about the past.</p> <p>To explore how evidence about the Druids can give us different answers about the past.</p>	<p>Explain why World War II began and order events from early World War II on a timeline.</p> <p>Looking at a range of secondary and primary sources to find out how people's diets were different during World War II and answer questions about the implementation of rationing.</p> <p>Finding out about women's wartime jobs and describe what they entailed in detail</p> <p>Describing what happened during some key events from World War II and order events on a timeline</p>	<p>Using a range of sources to find about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>Consider the origin and reliability of sources about the Mayans,</p> <p>To carry out research in order to answer questions about the Mayan number system</p> <p>To carry out research in order to answer questions about the Mayan Writing system.</p>
<b>Cross Curricular Links and Enrichment</b>	<p>Links to work in Year One and Year Two on Materials</p>	<p>Links to work carried out on materials</p>	<p>Roman Mosaics Visit to St Albans Year Three Making a Roman Helmet</p>	<p>Children look at texts in Literacy linked to the topics</p>	<p>Literacy Texts: Year Five: Friend or Foe and Year Six: Carrie's War</p>	<p>Workshop linked to topic</p> <p>Enriched by work in Geography on Central America.</p>

Term	Spring	Spring	Spring	Spring	Spring	Spring
Focus	How have famous nurses influenced our lives?	What was the impact of the Great Fire?	What impact have the Windrush generation had on us today?	Victorians	What can we learn from the Zulu Kingdom?	Ancient Greece
<b>Central Aims</b>	<p>For children to find out about the lives of Edith Cavel Florence Nightingale and Mary Seacole (significant Individuals)</p> <p>To consider how the actions of the influenced nursing and health care into the future.</p>	<p>For children find out about the key events of the Great Fire of London.</p> <p>For children to consider the impact of a significant event.</p> <p>To develop their understanding of how we can use primary sources to find out about the past.</p> <p>For children to make comparisons between life in the past and modern day (in relation to firefighting)</p>	<p>To develop children's understanding of the Windrush generation and for them to consider the impact of this generation on Great Britain.</p>	<p><i>We are reviewing the resources we want to use for this unit of work.</i></p>	<p>Children will look at sources and explore their validity and address the idea of bias and misconceptions and how these played a role in the Anglo-Zulu war.</p> <p>They will consider its impact and how these problems may be present in today's society</p>	<p>Through this unit children will develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today</p>
<b>Overview of key learning</b>	<p>Reflecting on what makes a person significant</p> <p>Using a range of sources over a series of lesson to find out about the lives of Mary Seacole, Florence Nightingale and Edith Cavel</p>	<p>Using secondary sources to find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p> <p>Considering how we know about the Great Fire of London</p>	<p>Children will find out about the historic journey the HMT Empire Windrush made in 1948,</p> <p>Finding out about the individuals who travelled on the HMT Empire</p>		<p>Finding out where the Zulu Kingdom is in History ( locating on a timeline)</p> <p>Researching what the Zulus were known for. Look critically at sources and make connections between the Zulu Kingdom and British History.</p>	<p>Find out some of the key events during the ancient Greek period.</p> <p>Use a variety of sources to find out about life in Ancient Athens and Ancient Sparta.</p>

	<p>Considering how each of these nurses has influenced nursing today.</p> <p>Sequencing key events in Nursing (and looking at them in the context of other events that have been studied)</p> <p>Comparing the lives of Edith Cavel, Florence Nightingale and Mary Seacole</p>	<p>(Introducing the Diary of Samuel Pepys).</p> <p>Considering which sources are best for different Purposes. Reflecting on what caused the Great Fire to Spread so quickly.</p> <p>Learning how London was rebuilt after the Great Fire.</p>	<p>Windrush including the story of Sam Beaver King, the first black mayor of London.</p> <p>Learning about where individuals from the Windrush generation are today.</p> <p>.</p>		<p>Comparing traditional vs modern Zulu culture.</p> <p>Think about what this period can teach us about morality and cultural expectations Reflecting on different perspectives of History.</p>	<p>Draw connections and draw contrasts between life in ancient Athens and in ancient Sparta</p> <p>Find out about Olympics in ancient Greek times and consider the similarities and differences between the Olympic Games then and now.</p> <p>Explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs</p>
<b>Cross Curricular Links and Enrichment</b>	<p>Links to work in Science and PSHE on keeping healthy and hygiene</p>	<p>English includes writing tasks based upon this topic. Visit to St Pauls Cathedral or Workshop</p>		<p>Visiting Knebworth House</p> <p>Will link to the Zulu Kingdom</p>		<p>Class texts on Greek Myths</p>

Term	Summer	Summer	Summer	Summer	Summer	Summer
Focus	What makes somebody an important person	Kings and Queens	Why does the discovery at Sutton Hoo matter to us?	Ancient Egyptians	What can we learn from Early Islamic Civilisation?	Vikings Versus Anglo Saxons
<b>Central Aims</b>	For find out about the exciting achievements of different explorers and reflect on why each person can be considered important.	For children to learn about some significant British monarchs in history.  To make comparisons between Elizabeth I and Queen Victoria. To consolidate the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history	To develop children's understanding of European and British History by finding out about the invasion of the Scots and Anglo Saxons.  For children to develop their skills of Historical Enquiry by analysing artefacts from the period and drawing their own conclusions about what they teach us about life in Anglo Saxon Britain.	For children to develop their understanding of World History by finding out how and where the ancient Egyptians lived.  To develop their historical enquiry questions to answer questions about what was important in the lives of ancient Egyptians.	For children to learn about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power.  To learn about significant discoveries and inventions made by Muslim scholars and consider how these still influence modern life.	For children to develop their understanding of British History by learning about the raids and invasions by Vikings in Anglo-Saxon Britain  Children will develop their skills of Historical enquiry by analysing sources to find out who the Vikings were as well as when and where they raided and settled.  Through the unit children will be expected to ask and questions about the period and organise information to construct responses
<b>Overview of key learning</b>	Discuss ways in which we can find out about Ibn Battuta	Finding out how the title of king or queen is inherited.	Developing sense of chronology by considering where the	Using secondary sources to find out about the different	Construct informed responses that involve thoughtful selection	Discuss why people and events from a particular

<p>Explore what characteristics/ achievements make a person significant Exploring the achievements of Matthew Henson Comparing Matthew Henson's polar expedition with Felicity Astons To look at Neil Armstrong's achievements by looking at photographs, footage and examples of newspapers Reflecting on how these explorers could be remembered and considering why it is important to remember the,.</p> <p>Explore what characteristics/ achievements make a person significant Exploring the achievements of Christopher Columbus as well as thinking about how exploration differed in the 15<sup>th</sup> Century to exploration today. Children will also look at Neil Armstrong and compare their achievements by looking at</p>	<p>Finding out about how family history, such as Queen Victoria's can be represented through family trees.</p> <p>Creating a time line of kings and queens.</p> <p>Carrying out simple research into the lives of Queen Elizabeth the first and Queen Victoria.</p> <p>Comparing the lives of the tow monarchs.</p>	<p>period sits on a timeline.</p> <p>Studying the archaeological evidence at Sutton Hoo to ask and answer questions.</p> <p>Finding out who the Anglo Saxons were and where they came from.</p> <p>Finding out who the Picts and Scots were and where they lived</p> <p>Using a range of secondary and primary sources to find out about Anglo Saxon life.</p> <p>Exploring the spread of Christianity in Britain.</p>	<p>ways in which Ancient Egyptians lived and worked.</p> <p>Developing sense of chronology by considering where the period sits in a timeline.</p> <p>Asking and answering historically valid questions by exploring what was important during Ancient Egyptian times.</p> <p>Learning about the t discovery of the tomb of Tutankhamun and considering how evidence can give use different answers about the past.</p> <p>Developing their understanding of connections and contrasts over time by exploring the Ancient Egyptian Writing System</p>	<p>and organisation of relevant historical information.</p> <p>Develop a chronologically secure knowledge of world history by learning about Baghdad in early Islamic civilisation escribe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p> <p>Researching and explaining some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.</p> <p>Research who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliphate</p>	<p>time in the past were important, placing them within an historical sequence. SOC 2-06a</p> <p>Explore why people and events from a particular time in the past were important, placing them within an historical sequence/ timeline</p> <p>Considering the actions and influence of a significant individual.</p> <p>Compare aspects of people's daily lives in the past with their own by exploring historical evidence.</p>
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	photographs, footage and examples of newspapers. Children will reflect on how these explorers could be remembered and considering why it is important to remember them , comparing how exploration changed over time.					
<b>Cross Curricular Links and Enrichment</b>	Geography Unit on Hot and Cold Places Visit to Kew		Links to aspects of RE	Possible visit to British Museum	RE: How can Muslims show commitment to God?	