



History Long Term Overview

EYFS		
Three and Four-Year-Olds	Understanding the World	Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• 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.



KS1 Year A

<p>KS1 Year A AUTUMN 2nd half Topic: Topic: What do I know about where I live?</p>	
<p>Key Learning and Required Prior Knowledge Building on EYFS knowledge about the past and present, children start to develop an awareness of where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children start to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>KS1 History National Curriculum</u> - events beyond living memory that are significant nationally or globally for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>Vocabulary Great Fire of London, Great Fire of Nantwich, wood, straw, pitch, bakery, diary, firebreak, monarch, rebuild, brick, monument</p> <p>Endpoint I can explain how and why London was different in the 17th century.</p> <p>I can explain and order the key events of the Great Fire of London.</p> <p>I can explain how and why the fire spread and finally stopped and what changed afterwards.</p> <p>I can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</p>
<p>KS1 Year A SPRING Topic: What's out there?</p>	
<p>Key Learning and Required Prior Knowledge Building on EYFS knowledge about the lives of people around them and their roles in society. Children will develop an awareness of how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory. <u>KS1 History National Curriculum</u> -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.</p>	<p>Vocabulary space station, explorer, astronaut, cosmonaut, Space Race, courageous, equality, launch</p> <p>Endpoint I know some of the ways that we can find about the recent past and also about explorers from long ago. I can talk about some of the ways that we remember significant explorers; I can explore and discuss Neil Armstrong's achievements.</p>



<p>KS1 YEAR A SUMMER Topic: Where can we go?</p>	
<p>Key Learning and Required Prior Knowledge Building on EYFS knowledge about the past and now children will develop an understanding of the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes.</p>	<p>Vocabulary charabanc, Punch and Judy, resort, postcard, fairground, pier</p> <p>Endpoint I can talk and write about the differences between old and new transport. I have an understanding of the chronology of the different points in history when various types of transport have been used and invented. I can recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</p>
<p>LKS2 YEAR A AUTUMN Topic: Digging it! British settlements Anglo Saxons and Scots Vikings</p>	
<p>Key Learning Required Prior Knowledge Building on KS1 knowledge of the past, children will start to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Vocabulary archaeology, Anglo-Saxon, invade, migration, warrior, jewellery Viking, Scandinavia, raid, longship, longhouse, monastery, figurehead,</p> <p>Endpoint I understand where the Vikings came from. I understand how and why the Vikings invaded Britain. I understand how some kings in Britain dealt with the Viking invaders. I understand how Vikings lived and worked.</p>
<p>LKS2 Year A SPRING Topic: Do you dare? Light touch via Tilly and The Time Machine - 1966 and Battle of Trafalgar when they come up in the book. The Victorians</p>	



<p>Key Learning Required Prior Knowledge</p>	<p>Vocabulary past, present, future, time capsule, Victorians, servant, mansion,</p>
<p>Endpoint</p>	
<p>LKS2 Summer Year A History based topic Topic: How did Britain change from Stone to the Bronze to the Iron age? Changes in Britain from Stone to Iron Age</p>	
<p>Key Learning Required Prior Knowledge Building on KS1 knowledge about the past, children will construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age. They will 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 by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.</p>	<p>Vocabulary artefact, Neolithic, tribal, hunter-gatherer, prey, chronology, bronze, mammoth, metal, spear, weapon, textile, smelting, casting, Stonehenge, ceremonies, archery, copper, metallic, axe,</p> <p>Endpoint</p> <ul style="list-style-type: none"> • I can understand what humans needed for survival in the Stone Age • I can understand what was found at Skara Brae and why it is important. • I can understand what copper mining meant to the people of the Bronze Age. • I can understand how evidence about Stonehenge can give us different answers about the past. • I can understand how and why hillforts were developed in the Iron Age. • I can understand how evidence about Druids can give us different answers about the past.
<p>UKS2 Autumn 2nd half Year A Topic: Can you solve the crime? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime & Punishment)</p>	
<p>Key Learning Required Prior Knowledge Children will continue to develop a chronologically secure knowledge</p>	<p>Vocabulary justice workhouse ducking stool scold's bridle stocks pillory jury judge hue</p>



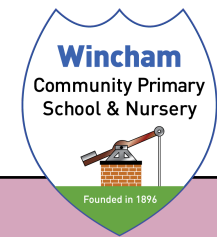
<p>and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain. They will address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain. Children will develop an understanding about the development of crime and punishment during the Victorian and Tudor period and what happened in Victorian prisons.</p>	<p>and cry</p> <p>Endpoint</p> <ul style="list-style-type: none"> • I can understand some of the terms used in crime and punishment. • I can find out about what the Romans believed about crime and punishment. • I can find out how the legal system worked in AngloSaxon Britain. • I can compare both the modern British and Roman justice system with that of the Anglo-Saxons. • I can find out about different punishment methods that were popular during the Tudor period. • I can reflect on what I have learnt about the history of crime and punishment in Britain. • I can compare modern methods of crime prevention and detection with what existed in the past.
<p>UKS2 Spring Year A Topic:What makes America amazing? Geography topic Native American Tribes</p>	
<p>Key Learning</p> <p>Required Prior Knowledge</p>	<p>Vocabulary native totem pole tribes</p> <p>Endpoint</p>
<p>UKS2 Summer Year A Topic: Can you discover the wonders of Ancient Egypt? Mainly History topic - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	
<p>Key Learning and Required Prior Knowledge Children continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when</p>	<p>Vocabulary Egypt, Egyptian, pharaoh, pyramid, mummy, sphinx, hieroglyphics, mummification, tomb</p>



<p>the ancient Egyptians lived. Children will start to devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people. Children will develop an understanding of how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun. Children will start to note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.</p>	<p>Endpoint</p> <ul style="list-style-type: none"> • I can find out about the different ways in which ancient Egyptians lived and worked. <p>I can understand what was important to people during ancient Egyptian times</p> <ul style="list-style-type: none"> • I can understand how evidence can give us different answers about the past. • I can understand how evidence can give us different answers about the past.
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History Long Term Overview Year B

<p>KS1 AUTUMN Year B Topic: What was life like for my Grandparents when they were young?</p>	
<p>Key Learning Required Prior Knowledge Building on EYFS knowledge about the past, children will develop an awareness about changes within living memory by exploring toys, homes, school and food from today and in the past. Children will develop an understanding of some of the ways in which we find out about the past by identifying different sources of the past, using common words and phrases relating to the passing of time.</p>	<p>Vocabulary blackboard, Dunce cap, chalk, pen and nib, inkwell, skipping, marbles</p> <p>Endpoint</p> <ul style="list-style-type: none"> • I can find out about toys, homes, school and food today and in the past. • I can use sources to help ask and answer questions about toys, homes, school and food from the past. • I can compare similar toys, homes, school and food from different times. • I can recognise how toys, homes, schools and food have changed over time.
<p>KS1 Spring Year B</p>	



Topic: Who is at the Zoo? Geography based	
Key Learning Required Prior Knowledge Geography based	Vocabulary Geography based
	Endpoint Geography based
KS1 Summer Year B Topic: Who is Queen Elizabeth? First half History based <u>Topic: What's life like in Kenya? 2nd half Geography based</u>	
Key Learning Required Prior Knowledge Building on EYFS knowledge about the past and present, children will develop an awareness of where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day society. Children will learn about how the history of a royal family and their own family history can be represented in a family tree. Children will identify similarities and differences between ways of life in different periods in the context of learning about what medieval kings and queens ate at banquets and comparing this to present day habits and compare the lives of Elizabeth I and Queen Victoria.	Vocabulary Monarch, Queen, King, medieval, family tree,
	Endpoint <ul style="list-style-type: none"> • I can find out about and compare the lives of Elizabeth I and Queen Victoria. • I can find out about what kings and queens ate during medieval banquets. • I can find out how the title of king or queen is inherited. • I can find out about how family history, such as Queen Victoria's and my own family, can be represented. • I can understand what a monarch is and the qualities needed to be a good monarch.
LKS2 Autumn Year B Topic: What did the Romans do for us? Roman empire and its impact on Britain - exploring historical sources.	
Key Learning Required Prior Knowledge Building on KS1 knowledge, children will continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the	Vocabulary centurion, emperor, aqueduct, gladiator, conquer, invade, Romanisation, empire



<p>periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. They will construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads, Roman baths and how and why Hadrian's Wall was built..</p>	<p>Endpoint</p> <ul style="list-style-type: none"> • I can explain the spread of the Roman empire and recall key facts about the invasion of Britain. • I can explain what the Roman baths were and know about the different amenities they contained. • I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. • I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.
<p>LKS2 Spring Year B Topic: What makes a house a home? Mainly Geography topic</p>	
<p>Key Learning Required Prior Knowledge Geography based</p>	<p>Vocabulary Geography based</p> <p>Endpoint Geography based</p>
<p>LKS2 Summer Year B Topic: What makes Northwich special? Local History Study - The Salt Works</p>	
<p>Key Learning Required Prior Knowledge Building on KS1 knowledge about the past, children will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Vocabulary Rock salt, local, landscape, economy, river, canal restoration, heritage, extracted, brine pit, stone house.</p> <p>Endpoint To use the 1861 census of Wincham Lane to spot trends over time. To use local sources to find out about local history of wincham School.</p>



<p>UKS2 Autumn 2nd half Year B Autumn 2 Topic: Who were the Maya and why should we study them? A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>	
<p>Key Learning Required Prior Knowledge Children will develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived. Children will continue to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in. children will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system..Children will note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.</p>	<p>Vocabulary Ceremonial, Chichen Itza, civilisation, hieroglyphics, Jade, Mesonameria, primary source, ritual, sacrifice, secondary source.</p> <hr/> <p>Endpoint</p> <ul style="list-style-type: none"> • I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. • I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people by learning about how the Maya invented and used their calendars and number system. • I can understand how the Maya number system works. • I can explain what the Mayan writing system consists of, how words are constructed and what codices are. • I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.
<p>UKS2 Spring Year B Topic: Is there anybody out there? Geography based topic</p>	
<p>Key Learning Required Prior Knowledge Geography based topic</p>	<p>Vocabulary space race new world conquistador explorer circumnavigate colony NASA aerodynamics</p> <hr/> <p>Endpoint</p>



UKS2 Summer Year B

Topic: How to become an Olympic Champion.

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Key Learning Required Prior Knowledge

Children will develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. Children will 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. Children will continue to develop the appropriate use of historical terms. Children will note connections, contrasts and trends over time children will continue to develop an understanding of how our knowledge of the past is constructed from a range of sources.

Vocabulary

acropolis agora assembly city-state Olympics chronology

Endpoint

To explore some of the key events during the ancient Greek period.
To research aspects of daily life and society in ancient Greece.
To make connections and draw contrasts between life in ancient Athens.
To explore the Olympics in ancient Greek times through examining primary sources.
To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.