

# HISTORY OVERVIEW

Each Autumn Term the main focus will be HISTORY across the school. History will continue to be taught throughout the school year within other schemas.

**Three Key Themes** will run throughout each topic in order to make links between periods in time and deepen children’s understanding of the past. With this growing knowledge, throughout their History learning journey, the children will be able to more accurately formulate their own questions and use their skills to find the answers.

**The three key themes are:**

**Transport**

**Writing and Communication**

**Crime and Punishment**

Links have been made to support the development of knowledge throughout each theme and beyond. Key skills are developed progressively.

	Autumn Term	Spring Term	Summer Term	SKILLS DEVELOPED
Nursery	<p>Begin to understand the family group and wider family of people who are familiar to them and talk a little about things they have done.</p> <ul style="list-style-type: none"> <li>• <i>Show interest in the lives of people who are familiar to them</i></li> <li>• <i>Recognises and describes special times or events for family or friends</i></li> </ul>	<p>Showing the beginnings of an understanding of things that have already happened are in the past and cannot be changed. This can be a few days ago or as far back as they can remember.</p> <p><b>Link to Y1-Transport</b></p> <p>To begin to support later learning in Reception, children will talk about <b>Toys I used to play with.</b></p> <p>They will learn that children play with different toys when they are different ages and that adults don’t have toys. When we were babies we played with different toys.</p> <ul style="list-style-type: none"> <li>• <i>Remembers and talks about significant events in their own experiences</i></li> </ul>		<p>Talk about their own family and identify their family members.</p> <p>Talk about special times for their family such as holidays, birthdays, Christmas and other special occasions.</p> <p>Talk about and remember special times.</p> <p>Identify toys that are special. Identify toys that I play with now and toys that I used to play with when I was a baby.</p>

<p><b>Reception</b></p>	<p>In order to start to look in more depth at the past and present, the children will describe and talk about past events in their own lives. They will begin to recognise that some things happen every year in a very similar way which we can talk about as being family customs or traditions. They may talk about events in the lives of family members too. We were all babies and then we grew and changed. Our Mummy's, Daddy's, Grandma's and Grandad's were all babies. They looked different then to now. When we are babies we can't do the things we can do when we get older. Families live different homes. All homes are different. All families are different.</p> <ul style="list-style-type: none"> <li>• <i>Past events in their own lives</i></li> <li>• <i>Enjoys joining in with family customs and routines.</i></li> <li>• <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> </ul>	<p>Through a simple investigation of <b>Toys from the past</b>, the children will begin to be able to recognise things that are from the past and understand what it means to be from the past. They will talk about what family members played with in the past and talk at home about how they used to play.</p> <p>They will begin to pick up clues that suggest something is from the past and not the present and give simple reasons.</p> <ul style="list-style-type: none"> <li>• <i>Toys from the past</i></li> </ul>		<p>Talk about their own family and identify their family members.</p> <p>Show how they join in with customs and routines.</p> <p>Talk about special times for their family such as holidays, birthdays, Christmas and other special occasions using words relating to the past.</p> <p>Talk about toys family members played with in the past. Use time-related language</p>
<p><b>Year 1</b></p>	<p>Having begun to develop a sense of things that have happened in the past, the focus in Year 1</p>	<p>This topic will have a focus on developing skills as historians as the children will learn how using artefacts/pictures and</p>	<p>As a starting point for a more in-depth study of the Victorian era in KS2, the children will learn about</p>	<p>I can use words and phrases like: old, new and a long time ago.</p>

	<p>turns to a wider understanding beyond themselves and their families.</p> <p>Through the theme of Transport, children will learn about changes in the way people were able to travel from Roman times through to the present day. Linking this to Roman routes local to Rosedale. They will learn about famous people, including local individuals such as Nigel Gresley, who helped make the changes in transportation possible.</p> <p>Other significant people, such as Neil Armstrong will be researched to support later learning about Space exploration in KS2.</p> <ul style="list-style-type: none"> <li>• <i>Changes <b>within living memory</b>. Where appropriate, these should be used to reveal aspects of change in national life.</i></li> <li>• <i>Events <b>beyond living memory</b> that are significant nationally or globally</i></li> <li>• <i>The lives of <b>significant individuals</b> in the past who have contributed to the national and international achievements. Some should be used to</i></li> </ul>	<p>videos helps us learn about the past. Children will be encouraged to talk about how things have changed whilst some things have stayed the same and they will begin to ask questions to explore the reasons for these similarities and differences.</p> <ul style="list-style-type: none"> <li>• <i>Changes <b>within living memory</b>. Where appropriate, these should be used to reveal aspects of change in national life</i></li> <li>• <i>Events <b>beyond living memory</b> that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i></li> <li>• <i>Significant historical events, people and places in their <b>own locality</b>.</i></li> <li>• <i>Focus on Change, similarity and difference.</i></li> </ul>	<p>the experience of visiting the seaside due to the improvements in transport. They will also be able to draw on what was learnt in Autumn Term about Nigel Gresley and the development of rail travel.</p> <ul style="list-style-type: none"> <li>• <i>Changes <b>within living memory</b>. Where appropriate, these should be used to reveal aspects of change in national life</i></li> </ul>	<p>I can recognise that some objects belong to the past  I can explain how some people have helped us to have better lives  I can spot old and new things in a picture  I can explain what an object from the past might have been used for  I can ask and answer questions about old and new objects  I can ask and answer questions about old and new objects</p>
--	---	---	---	---

	<i>compare aspects of life in different periods.</i>			
<b>Year 2</b>	<p>Having now developed a sense of things that have happened are in the past and that the past is divided into periods, such as the Victorian Times learned about in Year 1, the children will look at aspects of life beyond living memory. The focus will be on Castles and the Monarchy utilising local castles such as Conisbrough and Lincoln castle to learn from. By the end of the topic the children will have a better understanding of Monarchy which will then support learning about the individual leaders in each period studied in KS2. They will have had the opportunity to look closely at events, such as the Gunpowder Plot and its link to leadership and parliament.</p> <ul style="list-style-type: none"> <li>• <i>Events beyond living memory that are significant nationally or globally</i></li> <li>• <i>The lives of significant individuals in the past who have contributed to the national and international achievements. Some</i></li> </ul>	<p>Time to go beyond our own country and explore how we found out about what was going on in the wider world. By looking at significant individuals such as Christopher Columbus and James Cook and comparing them to relatively modern explorers of different parts of the world such as Robert Falcon-Scott and Anne Bancroft the children will begin to understand how they have contributed to different aspects of life both nationally and globally.</p> <ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <i>Events beyond living memory that are significant nationally or globally</i></li> </ul>	<p>To develop a more chronologically secure understanding of the past, this term will see the focus on children developing their historical research skills in order to find the key facts about the Roman, Anglo-Saxon and Viking periods. They will then have the key knowledge to access the more in-depth learning about each of these periods that will take place in KS2.</p> <ul style="list-style-type: none"> <li>• <i>Events beyond living memory that are significant nationally or globally</i></li> <li>• <i>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</i></li> </ul>	<p>I can use words and phrases like: before, after, past, present, then and now I can explain what they did earlier and what they did later I can recount the life of someone famous from Britain who lived in the past. I can answer questions using books and the internet. I can research the life of a famous person from the past using different sources of evidence.</p>

	<i>should be used to compare aspects of life in different periods.</i>			
<b>Year 3</b>	<p>In order to begin to have a chronological secure understanding of the history of Britain and the Wider world, Year 3 will learn about the changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>• <i>Learn about changes in Britain from the Stone Age to the Iron Age.</i></li> </ul>	<p>Through the theme of Coal mining, particularly focussing on the Victorian times (link to Y6), Year 3 will have a growing knowledge of their local area and the events and developments that have shaped the town and surrounding areas.</p> <ul style="list-style-type: none"> <li>• <i>a local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)</i></li> </ul>		<p>Use a timeline to set out the order that things happened</p> <p>Explain how historic items and artefacts can be used to help build up a picture of life in the past</p> <p>Use research skills to find answers to specific historical questions Children should understand how our knowledge of the past is constructed from a range of sources</p> <ul style="list-style-type: none"> <li>• Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened</li> <li>• I can use my mathematical knowledge to work out how long ago events happened</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past</li> <li>• I can use research skills to find answers to specific historical questions</li> <li>• I can research in order to find similarities and differences between two or more periods of history.</li> </ul>
<b>Year 4</b>	<p>To start their journey of understanding the influence that other peoples have had on Britain and the Wider world, Year 4 will learn about <b>the Romans</b>.</p> <ul style="list-style-type: none"> <li>• <i>Learn about The Roman Empire and its impact on Britain</i></li> </ul>	<p>As a starting point for a continuing study of ancient civilisations, Year 4 will contrast the <b>Mayan civilisation</b> with what they have learned about how the Romans lived across the world including whilst in Britain.</p>		<ul style="list-style-type: none"> <li>• I can use research skills to find answers to specific historical questions</li> <li>• I can plot events on a timeline using centuries</li> <li>• I can use my mathematical skills to round up time differences into centuries and decades</li> </ul>

		<ul style="list-style-type: none"> <li><i>a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</i></li> </ul>		<ul style="list-style-type: none"> <li>I can explain how historic items and artefacts can be used to help build up a picture of life in the past</li> </ul>
<b>Year 5</b>	<p>Building on their learning about the Roman Empire and its impact on Britain, the children will study how the <b>Anglo-Saxons, Scots and Vikings settled in Britain and their struggle to establish the Kingdom of England.</b></p> <p><i>Britain's settlement by Anglo-Saxons and Scots:</i></p> <ul style="list-style-type: none"> <li><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li><i>Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li><i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></li> <li><i>Anglo-Saxon art and culture</i></li> <li><i>Christian conversion – Canterbury, Iona and Lindisfarne</i></li> </ul> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</i></p> <ul style="list-style-type: none"> <li><i>Viking raids and invasion</i></li> <li><i>resistance by Alfred the Great and Athelstan, first king of England</i></li> <li><i>further Viking invasions and Danegeld</i></li> <li><i>Anglo-Saxon laws and justice</i></li> <li><i>Edward the Confessor and his death in 1066</i></li> </ul>	<p>Through the depth study of <b>Ancient Egypt</b>, Year 5 will learn about the achievements of another one of the earliest civilisations. They will be able to compare this to the achievements of the Mayan Civilisation.</p>	<p><b>Through the study of Volcanoes, Year 5 will learn about The Destruction of Pompeii.</b></p> <p>Extending from Y4 knowledge learned about <b>The Romans</b> – Year 5 will learn how historians learned more about the Roman Empire and how they lived. They will have a better understanding of the importance of archaeology in the study of the past.</p>	
<b>Year 6</b>	<p>Building on their knowledge of the different approaches in the past to <b>crime and punishment</b>, Year 6 will focus on <b>crime and punishment in Victorian times</b> and how the power of <b>Queen</b></p>	<p>Through science, Year 6 will learn about <b>significant scientists</b> and begin to understand how they were able to develop their theories in the times that they lived.</p>	<p>In order to compare different <b>ancient civilisations</b>, Year 6 will study <b>Ancient Greece</b> including Greek life and their achievements and their influences on the Western world. They will know and</p>	

	<p><b>Victoria</b> prevailed over the country and beyond at this time.</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <ul style="list-style-type: none"> <li>• <i>the changing power of monarchs <b>Victoria</b></i></li> <li>• <i>changes in an aspect of social history <b>crime and punishment</b></i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify historically significant people and events in situations.</i></li> </ul>	<p>understand significant aspects of the nature of ancient civilisations and will be able to <b>make links to Ancient Egypt (Y5) and Mayan civilisations (Y4)</b></p> <p><b>Ancient Greece –</b></p> <ul style="list-style-type: none"> <li>• <i>Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.</i></li> <li>• <i>a study of Greek life and achievements and their influence on the western world</i></li> </ul>	
--	---	---	--	--