

Autumn  
Spring  
Summer

Substantive Concept  
PD Opportunity

# History Long Term Overview

KS3

Y6

**Pop's Session – how Greece was ruled**

**Power & leadership**

**Chronology**

**Technology**

**Society**

**Ancient Greeks**  
Who were the Ancient Greeks and how did they influence the world?  
*Learning further about chronological links with civilisations that were around at the same time. Children discover how the ancient Greeks continue to influence life today.*  
SI: Alexander the Great

**Conflict and Resolution**  
How and why did Britain fight in two world wars, and how did they change British society?  
*Introduction to modern history where pupils learn the events of WW1 and WW2.*  
SI: Winston Churchill

**Local History Study (combined)**  
What impact did WW1 and WW2 have on South Yorkshire?  
*Children make links to the local area by investigating the impact of both wars on the local areas including the Blitz in Sheffield.*

**Invasion**

**Society**

**Take part in a debate**

**Chronology**

**Power & leadership**

**Local Walk to Cenotaph**

Y5

**Power & leadership**

**Society**

**Visit to Local Mosque**

**Baghdad and the Middle East**  
What was the Golden Age of Islam and how did Baghdad compare to London in 900CE?  
*Overlapping with the time period of Ancient Maya, allowing pupils to make chronological links, children study society during the Golden Age of Islam.*

**Invasion**

**Society**

**Vikings**

**Power & leadership**

**Were the Vikings just invaders?**  
*Learning about the time period that overlaps with Anglo-Saxons. Children learn how Vikings invaded, raided and settled in Britain as well as the unification of Britain.*

**Power & leadership**

**Viking Day**

**Chronology**

**Anglo-Saxons & Scots**  
How did the Anglo-Saxons change England and what part did the Scots play?  
*Learning about post-Roman Britain looking at Anglo-Saxons up to the time of King Alfred.*  
SI: King Ethelbert, King Alfred

**Power & leadership**

**Religion**

**Settlement**

**Society**

**Pop's Session - Roundhouses**

Y4

**Society**

**Invasion**

**The Romans**  
Why did Romans invade Britain and how successful were they?  
*Continuing with British history, children learn how the Roman conquest of Britain marked the end of the Iron Age.*  
SI: Julius Caesar, Claudius, Boudicca

**Power & leadership**

**Settlement**

**Roman Visitor**

**Pop's Session – Roman Army**

**Roman Britain**  
How did the Romans influence Britain?  
*Learning about life in Britain under Roman rule and the influence they had.*

**Chronology**

**Religion**

**Settlement**

**Technology**

**Maya Civilisation**  
What was life like in the Maya civilisation and how do we know?  
*Learning about a second civilisation outside of British history during the time of Ancient Egypt enabling pupils to make chronological connections.*

**Religion**

**Chronology**

**Settlement**

**Technology**

**Society**

**Local Visit**

Y3

**Society**

**Chronology**

**Power & leadership**

**Invasion**

**Settlement**

**Ancient Egypt**  
What does evidence tell us about Ancient Egyptian society?  
*Learning about a civilisation outside of British history that existed at the same time period as later prehistoric British civilisations including their significance.*  
S.I: Tutankhamun, Howard Carter

**Chronology**

**Religion**

**Settlement**

**Technology**

**Stone, Bronze and Iron Ages**  
How did life change for people living in the Stone, Bronze and Iron Ages?  
*Learning about British history looking at the three prehistoric periods.*

**Society**

**Settlement**

**Religion**

**Pop's Session – Settlements and Land Use**

**Egyptian Day**

Y2

**Pop's Session - GFoL**

**Settlement**

**Power & leadership**

**Technology**

**Great Fire of London**  
How did the Great Fire affect the people of London?  
*Learning about the Great Fire of London including the causes and consequences of it. It is the first unit where pupils study outside of living memory.*  
S.I: Samuel Pepys and John Evelyn

**Samuel Pepys Worksh**

**Power & leadership**

**Society**

**They Made a Difference**  
How did these significant people make a difference?  
*Investigating the lives of significant people both nationally and internationally.*  
S.I: Nelson Mandela, Rosa Parks, Martin Luther King, Malala Yousafzai

**Power & leadership**

**Society**

**Kings and Queens**  
Who was the most powerful British Monarch?  
*Investigating a range of monarchs outside of living memory alongside the current royal family. Children are introduced to the concept of a monarch.*  
S.I: King William I, King John I, Queen Elizabeth I, King Charles I, King Charles III

**Power & leadership**

**Invasion**

Y1

**Chronology**

**Society**

**Technology**

**Transport and Travel**  
How has transport changed over time?  
*Learning about how transport has changed over time and how it is more accessible and easier to travel.*

**Transport Museum Visit**

**Toys in Time**  
How are toys today similar and different from toys in the past?  
*Learning about different toys and how they compare with each other.*

**Chronology**

**Society**

**Technology**

FS2  
Understanding the World

**Autumn 1 – Past and Present**  
Personal History  
Family  
How I've grown  
**Autumn 2 – Past and Present**  
Guy Fawkes  
Nativity Story  
Rama and Sita

**Spring 1 – Past and Present**  
Astronauts – SI – Tim Peake, Katherine G. Johnson, Neil Armstrong  
**Spring 2 – Past and Present**  
Easter  
International Woman's Day including significant figures from history.

**Summer 1 – Past and Present**  
George and the Dragon – St George's Day  
Traditional Tales  
**Summer 2 – Past and Present**  
Seaside Towns – Now and Then  
Pirates  
Graduation