

History Overview

	Autumn Term	Spring Term	Summer Term
N	<p align="center"><u>Past and Present</u></p> <p>Begin to make sense of their own life story and family history. Comment on familiar situations in the past</p>		
R	Past and Present	Past and Present	Past and Present
	Significance	Similarity & Difference	Understanding the Past
	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
Year 1	Events beyond living memory	Events that are significant nationally or globally	The Lives of Significant Individuals
	Cultural Change, Technological Advancement	Exploration, Cultural Change	Rebellion
	Evidence, Change & Continuity, Cause and Effect	Chronological understanding, Significance	Significance, Crime & Punishment
	All About Me The Great Fire of London	The Wright Brothers & Flight	Grace O'Malley
Year 2	Events that are significant nationally or globally	The Lives of Significant Individuals	The Lives of Significant Individuals
	Cultural Change, Crime & Punishment, Rebellion	Exploration, Empire, Invasion	Cultural Change, Technological Advancement
	Significance, Rebellion, Crime & Punishment	Similarity & Difference, Significance	Similarity & Difference, Significance
	The Gunpowder Plot	Christopher Columbus & One Other	Mary Seacole, Florence Nightingale & Edith Cavell, William Rathbone
Year 3	The Roman Empire and its impact on Britain		Britain's settlement by Anglo-Saxons and Scots.
	Invasion, Exploration, Cultural Change, Rebellion, Empire, Technological Advancement, Crime & Punishment		Invasion, Exploration, Cultural Change, Rebellion, Technological Advancement, Crime & Punishment
	Chronological Understanding, Significance		Similarity & Difference, Knowledge and Understanding of events
	The Romans What have the Romans done for us?		Anglo-Saxons, Scots and Vikings Vikings-Ruthless Killers or Peaceful Settlers?

Year 4	Changes in Britain from the Stone Age to the Iron Age (Autumn 1)	The achievements of the earliest civilizations – Ancient Egypt (Autumn 2)	A local history study-Liverpool
	Exploration, Cultural Change, Technological Advancement	Invasion, Exploration, Cultural Change, Empire, Technological Advancement	Invasion, Exploration, Cultural Change, Empire, Technological Advancement
	Chronological Understanding, Similarity & Difference	Chronological Understanding, Significance,	Chronological Understanding, Significance,
	Stone Age to Iron Age	Ancient Egypt	Liverpool
Year 5		Ancient Greece – a study of Greek life and achievements and their influence on the western world	The Victorians
		Cultural Change, Empire, Technological Advancement, Crime and Punishment	Exploration, Cultural Change, Empire, Technological Advancement, Crime & Punishment
		Chronological Understanding, Similarity & Difference, Knowledge and Understanding of events, Interpretation	Knowledge and Understanding of events, Chronological Understanding, Interpretation, Investigation
		The Ancient Greeks What do we still use today that has been influenced by the Greeks?	How did life change for children in Victorian Britain?
Year 6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 — The Great War		A non-European society that provides contrast with British history — a study of Baghdad c.AD 900 The Golden Age
	Invasion, Cultural Change, Empire, Technological Advancements		Cultural Change, Technological Advancements, Exploration
	Chronological Understanding, Knowledge & Understanding of events, Interpretation		Chronological Understanding, Similarity & Difference, Knowledge & Understanding of events, Present, Organise & Communicate Information and Ideas
	Was it the 'Great War'? How did technology change the war?		Why was it called 'The Golden Age'?

The Grey Band is where the topic can be linked to the National Curriculum 2014.
The Red writing denotes the Core Concepts covered within that unit.
The Blue writing denotes the historical skills covered within that unit.
The Black writing in the bottom box is the title of the unit of work.