

History Overview 2023/24

Year Group	Autumn	Spring	Summer
EYFS 2's	<ul style="list-style-type: none"> -Develop an understanding of our routine - Role play different celebrations -Introduction to the weekend bear and look through pictures. 	<ul style="list-style-type: none"> -Dinosaurs, Where did the dinosaurs go? -Introduction to baby animals and names. 	<ul style="list-style-type: none"> -Weekend bear, talking about our experience of the weekend.
EYFS Pre-School	<ul style="list-style-type: none"> -Routines, what is happening in the nursery day -When I was a baby and what I look like now. Developing an understanding of their growth and development. -Family photos - who is who ? recognise people from photos and call them by name. - Celebrations the children have been involved in. Birthdays. What did you do and how did you celebrate this event? - Nursery children from years before.photo books in the reading area. -Weekend news from the children. 	<ul style="list-style-type: none"> -Similarities and differences- looking at animals, humans and where do they belong. - Humans are different and point out features that make us all different. - Animals- group animals and how are they different from humans.-(baby animals to adult adults- look at the change over time. Recall when we were babies and have grown up.) 	<ul style="list-style-type: none"> -Old and new transport vehicles, how they looked then to now. How did they move? -Family holidays- where we have been in the past and what do we recall from that trip.

<p>EYFS Reception</p>	<p>Unit: All About Me – using the children’s own lives to demonstrate change and passage of time</p> <p>through exploring seasons, birthdays and specific local, national and international festivals or celebrations.</p> <p>Enquiry 1: How have I changed since I was a baby?</p> <p>Enquiry 3: What are our favourite celebrations each year?</p>	<p>Unit: All About Me – using the children’s own lives to demonstrate change and passage of time</p> <p>through exploring seasons, birthdays and specific local, national and international festivals or celebrations.</p> <p>Enquiry 2: Why do we wear different clothes at different times of the year?</p> <p>Enquiry 3: What are our favourite celebrations each year?</p>	<p>Unit: All About Me – using the children’s own lives to demonstrate change and passage of time</p> <p>through exploring seasons, birthdays and specific local, national and international festivals or celebrations.</p> <p>Enquiry 3: What are our favourite celebrations each year?</p>
<p>Year 1</p>	<p style="text-align: center;"><u>Toys</u></p> <p style="text-align: center;"><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> 1. To use a timeline to show changes in our lifetime. 2. To discover what other people’s toys are like. 3. To be able to identify an object from the past. 4. Recognise that toys have changed over time. 5. To be able to recognise features of Victorian Toys. 6. To experience life as a Victorian child. 7. To answer a historical enquiry question. 8. To show understanding of 	<p style="text-align: center;"><u>School History (Local History)</u></p> <p style="text-align: center;"><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> 1. To know that our school has a history. 2. To find out more about our school using a variety of historical sources. 3. To use maps to help us find out more historical information. 4. To know about schools in the past. 5. To know about changes to school equipment over time. 6. To know that schools have a history beyond living memory. 	<p style="text-align: center;"><u>The Golden Hinde</u></p> <ol style="list-style-type: none"> 1. To understand what an explorer does. 2. To investigate the life of a sailor in the 16th Century. 3. To think about what a pirate is. 4. To learn about the circumnavigation of the globe. 5. To know why the Queen knighted Sir Francis Drake. 6. To express what has been learned about the Golden Hinde. (assessment lesson)

	<p>the past. (assessment lesson)</p>	<p>7. To be able to explain what has changed and why. (assessment lesson)</p>	
Year 2	<p><u>Great Fire of London</u></p> <ol style="list-style-type: none"> 1. To work out why the Great Fire started. 2. To understand what happened during the Great Fire and how we know. 3. To understand why the Great Fire burned down so many houses 4. To consider what could have been done to prevent the spread of the fire. 5. To understand how people managed to live through the Great Fire 6. To consider how London should be rebuilt after the Great Fire. 7/8. To show what has been learned about the Great Fire of London (assessment 	<p><u>Our Town (Local History)</u></p> <p><i>Opportunity for a visit to the Darwen Heritage Centre</i></p> <ol style="list-style-type: none"> 1. To know how different our town is compared with 100 years ago. 2. To consider how much a person from 100 years ago would recognise in this area today. 3. To understand how much has changed for the people living in this community in the last 100 years. 4. To know why some local people have been significant in this area. 5. To think about how pleasant it would be to live in Darwen 100 years ago. 	<p><u>Florence Nightingale and Mary Seacole</u></p> <p><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> 1. To use visual clues to understand why Florence Nightingale is remembered. 2. To understand why Florence placed herself in danger by going to the Crimean war. 3. To understand how Florence improved the lives of injured soldiers. 4. To understand a significant person through their greatest achievements. 5. To understand how we know so much about

	<p>lesson)</p>	<p>6. To be able to explain what have been the greatest changes to our town over the last 100 years. (assessment lesson)</p>	<p>Florence Nightingale, even though she lived so long ago. 6. To be able to explain why we remember Florence Nightingale (assessment lesson)</p>
<p>Year 3</p>	<p><u>Stone Age to Iron Age</u></p> <p><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> 1. To consider if it's true to say that Stone Age people were simple hunter-gatherers. 2. To know how different life in the Stone Age became after people started to farm. 3. To know that we can learn information about the Stone Age from a study of Skara Brae 4. To understand how people lived in the Bronze Age 5. To understand what life was like in the Iron Age, and how we know 6. To be able to work as a Historian, using detective skills to answer an enquiry question 	<p><u>The Railway Revolution (Local History)</u></p> <p><i>Opportunity for a local trip to the E. Lancs Railway or York Railway museum</i></p> <ol style="list-style-type: none"> 1. To find out how transport changed during the Industrial Revolution 2. To find out about the technological developments that changed transport and travel during the Industrial Revolution. 3. To find out about the development of the first steam powered railways in Britain 4. To find out about the way rail travel changed the lives of people living in Britain since 1830. 5. To find out about the development of underground 	<p><u>Ancient Civilisations: Egypt</u></p> <p><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> 1. To begin to discover information about Ancient Egypt 2. To understand how archaeology and history are linked and contribute to our understanding of Ancient Civilisations 3. To be able to observe and represent historical artefacts and generate relevant historical questions. 4. To understand how the Ancient Egyptians thought about the Afterlife, and how they prepared for it. 5. To know what Ancient Egypt had in common with other civilisations at the time.

	<p>7. To express what changed in Britain from the Stone Age to the Iron Age (assessment lesson)</p>	<p>railways, and how they changed the lives of Londoners</p> <p>6. To consider how developments in rail travel have changed the lives of people in Britain (assessment lesson)</p>	<p>6. To be able to express what has been learned about Ancient Civilisations (assessment lesson)</p>
Year 4	<p><u>The Ancient Greeks</u></p> <p><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> To know who the Ancient Greeks were. To place events in chronological order on a timeline To use history detective skills to infer what life was like in Ancient Greece from artefacts To consider what archaeological sites tell us about Ancient Greece To consider what we might learn from Greek myths and legends To understand the achievements of Alexander the Great To know why religion was so important to the Ancient Greeks 	<p><u>The Romans in Britain</u></p> <p><i>Opportunity for local trip to Ribchester Roman museum</i></p> <ol style="list-style-type: none"> To understand the size and timescale of the Roman empire by drawing conclusions from maps and timelines To understand why the Roman Emperor Claudius left hot sunny Italy to invade cold wet Britain. To give valid reasons for the Roman invasion of Britain To consider whether the Celts in Britain should take on the Roman Army To know about Boudica and her rebellion To be able to explain why the Romans invaded Britain (assessment lesson) 	<p><u>Legacy of the Greeks and the Romans</u></p> <ol style="list-style-type: none"> To know what democracy looked like to the Ancient Greeks and to compare it to democracy today To know what the first Olympics looked like, and to know how the games have changed over time. To know that the Ancient Greeks were influential in their buildings and architecture To know what the Romans have done for us To understand the significance of the Roman legacy To be able to explain what has been learned about the legacy of the Greeks and the Romans to our

	<p>8. To be able to identify key information about the life and achievements of the Ancient Greeks (assessment lesson)</p>		<p>modern world. (assessment lesson)</p>
Year 5	<p><u>The Anglo-Saxons</u></p> <p><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> To know why the Saxons invaded To understand how we know where the Anglo-Saxons settled To examine historical artefacts and make inferences from them To know how people's lives changed with the coming of Christianity To know the main events of and explain the significance of the year 878 AD To consider how 'great' Alfred the Great really was To consider whether Anglo-Saxon times were really 'The Dark Ages' To express understanding of the Anglo-Saxons (assessment lesson) 	<p><u>World War II - The Home Front</u></p> <p><i>Opportunity for local trip to the Imperial War Museum Manchester</i></p> <ol style="list-style-type: none"> To study the timeline of WW2 and understand the key events To know what the Home Front was. To understand that living in a big city during the war was dangerous and sometimes deadly. To know that children were evacuated and what it was like to be an evacuee To know what it was like to live through the Blitz To know about VE Day and how it must have felt for people living through the war (assessment lesson) 	<p><u>Cotton Town (Local History)</u></p> <p><i>Opportunity for local trip to Helmshore Mill Museum</i></p> <ol style="list-style-type: none"> To understand the main differences between rural and industrial Britain, and to place the Industrial Revolution on a timeline. To understand what migration means and to give reasons why people migrated from the countryside to the city in the industrial revolution. To understand what living conditions were like for people in the cities and towns during the Industrial Revolution. To know that young children were working in factories during the Industrial Revolution. To understand that not all historical sources can be trusted, and that there are

			<p>myths about child labour in the Industrial Revolution which can be challenged</p> <p>6. To know that past events can be interpreted in different ways, to understand that the Industrial Revolution had both positive and negative impacts (assessment lesson)</p>
Year 6	<p style="text-align: center;"><u>The Vikings</u></p> <p style="text-align: center;"><i>Opportunity for museum loans or visitor / trip to Jorvik centre</i></p> <ol style="list-style-type: none"> 1. To understand that there is a stereotyped view of the Vikings and to begin to challenge that. 2. 3. To know why the Vikings have a bad reputation. 4. To understand how the Vikings tried to take over the country, and how close they got to conquering England. 5. To understand how recent excavations have changed our view of the Vikings. 	<p style="text-align: center;"><u>The Maya</u></p> <p style="text-align: center;"><i>Opportunity for museum loans</i></p> <ol style="list-style-type: none"> 1. To know why we study the Maya at KS2 2. To consider the reasons for the growth of the Maya civilisation 3. To know what life was like at the height of the Maya civilisation 4. To undertake a historical enquiry to learn more about the Maya 5. To consider why, if the Maya were so civilised, they carried out human sacrifice 6. To understand why the Maya civilisation declined and ended so quickly 7. To express what we can tell about the Maya civilisation 1000 years ago (assessment lesson) 	

	<ol style="list-style-type: none">6. To understand how we know where the Vikings settled by a study of place names.7. To consider whether we should remember the Vikings as Raiders or Settlers.8. To be able to express why the Vikings have been shown differently in different pictures (assessment lesson)	
--	--	--