



History 2 Year Overview

EYFS

<p>SC: Migration DC: Historical significance Value: Friendship EYFS: Welcoming Others/ Hospitality Talk about the lives of the people around them.</p> <p>Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p>All about me</p> <p>Suggested texts and resources: 'Welcome' by Barroux. 'Coming to England' by Floella Benjamin</p>	<p>SC: Leadership DC: Historical significance Value: Respect EYFS: People who help us, e.g., Head teachers. Talk about the lives of the people around them and their roles in society.</p> <p>Significant people in their own lives. Talk about key roles people have in society both in the present and the past.</p> <p>Who helps me?</p>	<p>SC: Civilisations DC: Sources and evidence Value: Responsibility EYFS: Our Home Town Use different sources to find out about places and describe their features.</p> <p>Find out about places. Ask questions, using different sources to find the answers (including books).</p> <p>What can I find out about my home town?</p> <p>(connection: GFOL e.g. fire stations/ engines, bakeries, houses, streets, heating, lighting, cooking etc)</p>	<p>SC: Civilisations DC: Similarities and difference Value: Trust EYFS: Family History Talk about the lives of the people around them and their roles in society.</p> <p>Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p>Who is in my life? Suggested texts and resources: Dogger by Shirley Hughes</p> <p>(Use 'Dogger' to explore familiar experiences in the past: Schools sports days, school fairs, siblings, family members etc)</p>

KS1

	Autumn	Spring	Summer
Cycle A	<p>NC: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] SC: Civilisations DC: Causes Value: Responsibility What might have helped to cause the Great Fire of London?</p>	<p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. SC: Civilisations DC: Change and continuity Value: Respect How have toys changed? What toys did my parents and</p>	<p>NC: Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight] SC: Achievements DC: Historical Significance Value: Tenacity How did the Wright brothers invent build and fly the world's</p>



		grandparents play with?	first successful aeroplane?
Cycle B	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. Mary Anning SC: Achievements DC: Historical Significance Value: Tenacity What amazing things did Mary Anning discover?</p>	<p>NC: Significant historical events, people and places in their own locality. SC: Civilisations DC: Similarities & Differences Value: Respect/ responsibility What was (our) school like in the past?</p>	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. SC: Leadership DC: Historical Significance Value: Responsibility How have hospitals changed?</p>

LKS2

	Autumn	Spring	Summer
Cycle A	<p>NC: A Local History Study The Industrial Revolution/ The Lancashire Cotton Industry SC: Trade DC: Change and Continuity Value: Respect/ friendship What do local sources and artefacts reveal about the impact of the cotton industry/ industrial revolution on people's lives in Lancashire?</p>	<p>NC: The achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared and <u>a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. SC: Beliefs DC: Sources and evidence Value: Respect Overview: What do ancient artefacts teach us about the beliefs of ancient civilisations? (The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</p>	<p>NC: A non-European society that provides contrasts with British history: Maya civilization c. AD 900. SC: Beliefs DC: Sources and evidence Value: Creativity How did the Maya reflect world beliefs in their inventions?</p>



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		Depth Study: What does 'The Book of the Dead' tell us about Ancient Egyptians believed?	
Cycle B	<p>NC: Changes in Britain from the Stone Age to the Iron Age: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>SC: Civilisations</p> <p>DC: Sources and evidence</p> <p>Value: Responsibility</p> <p>What does Skara Brae tell us about life in the Stone Age?</p> <p>https://www.thinkinghistory.co.uk/ActivityBase/SkaraBraeTeaching.html</p>	<p>NC: The Roman Empire and its impact on Britain</p> <p>Examples: British resistance, for example, Boudica</p> <p>SC: Leadership</p> <p>DC: Consequences</p> <p>Value: Tenacity/ Courage</p> <p>What were the consequences of Boudica's resistance to the Romans?</p> <p>Story: 'Queen of Darkness' by Tony Bradman</p>	<p>NC: Britain's settlement by Anglo-Saxons and Scots.</p> <p>SC: Migration</p> <p>DC: Sources and evidence</p> <p>Value: Tenacity</p> <p>How did the Anglo-Saxons settle in Britain?</p> <p>What does Sutton Hoo reveal about Anglo-Saxon life?</p> <p>https://thinkinghistory.co.uk/ActivityBase/SuttonHooEnquiry.html</p>

UKS2

	Autumn	Spring	Summer
Cycle A	<p>NC: Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>The Tudors</p> <p>SC: Leadership</p> <p>DC: Historical Interpretations</p> <p>Value: Trust</p> <p>Was Henry VIII a fair ruler or a tyrant?</p>	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Crime and Punishment</p> <p>SC: Civilisations</p> <p>DC: Sources and evidence</p> <p>Value: Forgiveness</p> <p>How have punishments for crimes, in Lancashire, changed over time? (Link to poverty & equality)</p>	<p>NC: A local history study/ Britain since 1066</p> <p>SC: Migration</p> <p>DC: Cause</p> <p>Value: Responsibility</p> <p>What caused the evacuation of children (to the local area) during WWII?</p> <p>Story: Goodnight Mister Tom</p>



Cycle B	<p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>SC: Migration</p> <p>DC: Historical Interpretations</p> <p>Value: Forgiveness</p> <p>Is it fair to describe all Vikings as brutal invaders?</p> <p>Story: The Chessmen Thief by Barbara Henderson</p>	<p>NC: Ancient Greece: A study of Greek life and achievements and their influence on the western world.</p> <p>SC: Leadership</p> <p>DC: Similarities and Differences</p> <p>Value: Respect/Friendship</p> <p>What values were of importance to the Athenians and Spartans?</p> <p>How did these values influence their different styles of leadership?</p>	<p>NC: A study of an aspect or theme (exploration) in British history that extends pupils' <u>chronological knowledge</u> beyond 1066.</p> <p>The Transatlantic Slave Trade</p> <p>SC: Trade</p> <p>DC: Sources and evidence</p> <p>Value: Respect/responsibility</p> <p>Why was Lancashire involved with the Transatlantic slave trade?</p> <p>How did the slave trade affect the rights of enslaved people?</p> <p>Why did the abolition committee start meeting in 1787?</p>
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