

History Overview

EYFS

- 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.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talks about past and present events in their own life and in the lives of family members
- Begin to make sense of their own life-story and family's history.
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends

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Year One	My Family	Victorian Childhood	Canals
<p>End of Topic Expectations</p>	<ul style="list-style-type: none"> ▪ Can create and label a timeline of their lives and their parents' lives and grandparents' lives. ▪ Can compare their own school days, clothes and transport with their parents and grandparents' school days, clothes and transport. ▪ Know that some things have changed and some things have stayed the same. ▪ To use historical terms such as past, present, now, then, 25 years ago, 50 years ago ▪ To understand how peoples' lives have changed eg. How they got to school - transport 	<ul style="list-style-type: none"> ▪ Know who Queen Victoria was and that she lived 150 years ago ▪ To know what it was like to be a child in Victorian Britain ▪ Know some of the games that children played in Victorian Britain ▪ Understand the similarities and differences of toys at different times eg. Own toys, parents toys, grandparents toys and Victorian Britain toys (types of games/materials) ▪ To put toys in a sequence of time ▪ To explain how we know that the toys were used in Victorian Britain eg. Early photographs and drawings. ▪ To understand that toys have existed through different times. <p>Common misconception: dirty does not mean old.</p>	<p>Link to local area study</p> <ul style="list-style-type: none"> • Know why they were built • Know what was the impact of them

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Year Two	The Great Fire of London	Significant People - Christopher Columbus
End of Topic Expectations	<ul style="list-style-type: none">▪ To know what life was like in London 400 years ago eg. Housing, clothes, transport▪ To know what causes the fire of London.▪ To know the impact the fire of London had on people.▪ To be able to recount the fire of London story.▪ To know how we know about the fire of London eg. Paintings, Samuel Pepys diary entry▪ To know how this would be different today eg. What would happen if a fire happened in London today?	<ul style="list-style-type: none">▪ To know what exploration is▪ To know the story of Christopher Columbus eg. How he reached the West.▪ To know what it was like to live 500 years ago eg. clothes▪ To know why Christopher Columbus went on his exploration▪ To know the consequences of Christopher Columbus' journey▪ To know how we know about Christopher Columbus eg. His diary, paintings▪ To know that people still explore today eg. Neil Armstrong

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Year Three	Stone Age to Iron Age	Ancient Egyptians
Objectives	<ul style="list-style-type: none"> • To know that the first settlers in Britain were nomadic - hunter gathers • To be able to describe their settlements, housing, clothing, tools/weapons eg. Describe how they developed • To understand how later Stone Age created small settlements and tribes. • To know how people started farming. • To understand how settlements grew and created religion in the Bronze Age eg. Stonehenge • To understand the idea of a 'Kingdom' in the Iron Age eg. Defences with hill forts. • To know how we know about the Stone Age to Iron Age eg. No diaries, artefacts • To compare housing, clothes, weapons with other periods of History. • To be create a Stone Age to Iron Age timeline and place this on a wider timeline. 	<ul style="list-style-type: none"> ▪ To know the dates of the Ancient Egyptians civilisation and place it on a timeline. ▪ To understand what a civilisation is eg. Social hierarchy, religion, laws, arts and rulers. ▪ To know how Ancient Egyptians lived eg. Housing, clothing, tools ▪ To know where Egypt is ▪ To know some of the key features of Egyptian farming eg. The importance of the River Nile ▪ To understand the importance of religion in Ancient Egyptian and the key features. ▪ To know how Ancient Egypt was ruled. ▪ To know what the Ancient Egyptians left for us today eg. Writing ▪ To know how we know about Ancient Egypt eg. Tut

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Year Four	The Roman Empire	Local History Study
Objectives	<ul style="list-style-type: none">• To know when and why the Romans invaded Britain• To understand the idea of the Roman Empire eg. Control of land• To understand the idea of invasion.• To know the story of the invasion• To describe how Romans lived eg. Housing, clothing, tools/weapons• To know the importance of the Roman army.• To know the importance of Roman roads.• To understand the impact of invasion and the resistance eg. The story of Boudicca.• To understand different points of view eg. Boudicca.• To understand Romanisation eg. Chester• To know how we know about Roman Britain eg. Written evidence, artefacts,	<ul style="list-style-type: none">•

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Year Five	Anglo-Saxons and Scots	Ancient Greece
Objectives	<ul style="list-style-type: none">• To understand why the Romans left Britain.• To understand the idea of invasion and why the Anglo-Saxons and Scots invaded Britain.• To know about the story of the Anglo-Saxons invasion.• To describe life for people during this time eg. Clothing, housing, tools/weapons• To understand the idea of 'Kingdoms' and how the King rules a Kingdom eg. Know 7 kingdoms of Britain.• To know about the importance of Anglo-Saxon farming• To know about the resistance eg. Stories of King Arthur• To know how we know about Anglo-Saxons eg. Sutton Hoo• To know how the Anglo-Saxons brought Christianity.	<ul style="list-style-type: none">• To know where and when Ancient Greece began• To know the key features of Ancient Greece eg. Clothing, farming, housing, tools, architecture• To understand of that Ancient Greece was made up of city states eg. Athens and Sparta• To know the key features of Ancient Greek religion• To know the legacy of Ancient Greece eg democracy and Olympic Games.• To understand Greek government.• To understand how we know about Ancient Greece• To use primary sources to inform understanding of the past and make judgements eg. Are Greek stories myth or reality?

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Year Six	Vikings	Ancient Mayan
Objectives	<ul style="list-style-type: none">▪ To know why the Vikings wanted to invade Britain.▪ To know the story of the Viking raids eg. How they arrived and what they did when they arrived (Lin)▪ To know about the key features of Viking life eg. Clothing, houses, towns▪ To understand the Anglo-Saxons kingdom.▪ To know about the resistance of Alfred the Great and Athelstan, the first King of England.▪ To know about the laws and justice created by Alfred the Great.▪ To know how we know about Vikings eg. Written accounts, artefacts.▪ To place Vikings on a timeline and where fit into History.	<ul style="list-style-type: none">▪ To know when the Ancient Mayans began.▪ To know about the key features of Ancient Mayans eg. Housing, clothing,▪ To know that the Ancient Mayans lived in the rainforests of Central America▪ To understand why the Ancient Mayans lived in the rainforest▪ To know how Mayans lived in villages and farmed▪ To know that some Mayans today still farm in similar ways (slash and burn, grow corn, live in small wooden houses)▪ To know the key features of cities and why they were created▪ To be able to compare Mayan cities with life in Britain at the same time▪ To understand the importance of gods to the Ancient Mayans