

# History overview 2021-2022



## Disciplinary Knowledge:

Chronology

Interpretation

Continuity and change

Cause and consequence

Similarity and difference

Significance

**Understanding the world**

- Begin to make sense of their own life-story and family's history.
- Understand their family tree.
- Show interest in different occupations.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Talks about past and present events in their own life and in the lives of family members.
- Celebrates bonfire night.
- Compare and contrast characters from stories, including figures from the past. (Traditional tales)
- Shows interest in different ways of life.
- Understand the past through story characters.
- Comment on images of familiar situations in the past.
- Know some similarities and differences between things in the past and now (transport).
- Understand the past through settings.

**ELG Understanding the world: Past and Present:**

- Talk about the lives of the 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.

Autumn 2	Spring 1	Summer 1
<p><b>Guy Fawkes and the Gunpowder Plot</b></p>	<p><b>Kings and Queens</b></p>	<p><b>Mary Seacole vs. Florence Nightingale</b></p>
<ul style="list-style-type: none"> <li>• Discuss Bonfire Night and why it is celebrated.</li> <li>• Introduce the words ‘past’ and ‘present’ and explain the meaning of these.</li> <li>• Sort objects belonging to the past or present.</li> <li>• Learn about important people from the past (King James I &amp; Guy Fawkes).</li> <li>• Conclude findings of King James I &amp; Guy Fawkes and discuss who was right.</li> <li>• Introduce the Gunpowder plot and explain what this was and its significance in history.</li> <li>• Sequence the story of the Gunpowder plot chronologically.</li> <li>• Learn the poem ‘remember, remember the 5th of November’, discuss the vocabulary used throughout the poem, and discuss why we remember the 5th November.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a timeline to discuss and explore previously studied Kings and Queens.</li> <li>• Use picture sources to infer information about Queen Elizabeth I and her time on the throne.</li> <li>• Find out what life was like during the Tudor period, with links to Queen Elizabeth and King Henry, and compare this to our lives today (Local History link).</li> <li>• Introduce Queen Victoria and the Victorian period, inferring information from a range of sources, to find out about her significance in history and her way of living.</li> <li>• Understand the role of a monarch and the qualities needed to be a good monarch.</li> <li>• Learn about significant British Kings and Queens after Elizabeth 1.</li> <li>• Place some important British monarchs into the correct order on a timeline.</li> <li>• Talk about some of the similarities and differences in the lives of Elizabeth I (Tudor period) and Queen Victoria (Victorian period).</li> </ul> <p><i>Previously studied links: King James I and the Gunpowder plot.</i></p>	<ul style="list-style-type: none"> <li>• Discuss what makes a super hero and introduce Florence Nightingale and her importance in History.</li> <li>• Place Florence Nightingale on a timeline of previously studied Historical figures.</li> <li>• Create own timeline using key dates (1605, 1820 &amp; 2022).</li> <li>• Investigate artefacts and discuss similarities and differences.</li> <li>• Discuss conditions of hospitals and the differences between then and now- how did Florence influence these conditions?</li> <li>• Introduce Mary Seacole and compare to Florence Nightingale.</li> <li>• Learn about medicines from the past and discuss how these have changed.</li> <li>• Discuss Queen Victoria and how she ruled England.</li> <li>• Discover the achievements of Queen Victoria &amp; how she helped to make changes in society &amp; the impact this had on everyday people.</li> </ul> <p><i>Previously studied links: Queen Victoria was on the throne at the time of Florence Nightingale.</i></p>
<p><b>Planned Assessment Task:</b> Nearpod Quiz</p>	<p><b>Planned Assessment Task:</b> Writing interesting facts about Florence and Mary/ Quiz</p>	<p><b>Planned Assessment Task:</b> Written quiz</p>

Year 2

Autumn 1	Spring 2	Summer 2
<p><b>Amelia Earhart and the Wright Brothers</b></p> <ul style="list-style-type: none"> <li>Place Amelia Earhart and the Wright Brothers on a timeline of previously studied historical events.</li> <li>Investigate ways in which people have attempted to fly.</li> <li>Explore early attempts of flying through finding the corresponding explanation to a range of pictures.</li> <li>Explain why some ways of flying were unsuccessful.</li> <li>Create a timeline showing the History of flight.</li> <li>Find out about the Wright brothers &amp; the flight of the first power driven aeroplane.</li> <li>Discover who Amy Johnson was.</li> <li>Use clues about Amelia Earhart to infer information about who she was and why she is significant.</li> <li>Compare flying today and flying in the past.</li> </ul>	<p><b>Bolton in the past</b></p> <ul style="list-style-type: none"> <li>Create a timeline of key events in British History.</li> <li>Compare daily life in Bolton in the past to what it is like today.</li> <li>Understand what the industrial revolution was &amp; the main factors that started the industrial revolution.</li> <li>Explain how the cotton industry changed the lives of people living in Bolton at the time.</li> <li>Learn about the life &amp; work of Samuel Crompton.</li> <li>Place Samuel Crompton and The Industrial revolution on a timeline of previously studied historical events.</li> <li>Learn about Samuel Crompton's invention of the Spinning mule &amp; the impact this had on the lives of people at the time.</li> </ul> <p><i>Previously studied links: Florence Nightingale and her importance in History took place in the Victorian period.</i></p>	<p><b>The Great Fire of London and the Plague</b></p> <ul style="list-style-type: none"> <li>Place the Great Fire of London and the Plague period on a timeline of previously studied historical events.</li> <li>Compare how we live today to how people lived in 1666.</li> <li>Order the events of the Great Fire of London using a timeline.</li> <li>Compare fire fighters from 17<sup>th</sup> century to today.</li> <li>Use Pepys's diary to understand the Great Fire of London.</li> <li>Identify how the fire started, how it spread across London &amp; how London was rebuilt after the Great Fire.</li> <li>Describe key events by acting out scenes from the Great Fire of London.</li> <li>Explain how the Great Fire of London has a lasting impact on life today e.g. introduction of the fire service, safer buildings, fire alarms.</li> <li>Discuss how King Charles influenced life in London.</li> </ul> <p><i>Previously studied links: Queen Elizabeth was on the throne when the fire started.</i></p>
<p><b>Planned Assessment Task:</b> Essay</p>	<p><b>Planned Assessment Task:</b> Writing interesting facts about Bolton in the past</p>	<p><b>Planned Assessment Task:</b> Kahoot quiz</p>

Year 3

Autumn 1	Spring 1	Summer 1
<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p>	<p><b>Ancient Greece</b></p>	<p><b>The Roman Empire and its impact on Britain</b></p>
<ul style="list-style-type: none"> <li>● Place the Stone Age – Iron Age period on a timeline of previously studied historical events.</li> <li>● Use a range of sources to find out about the people who lived during early and new Stone Age.</li> <li>● Learn how archaeologists find out about the past &amp; ask questions about archaeological findings.</li> <li>● Understand the importance of copper (making bronze) mining to the people of the Bronze Age.</li> <li>● Find out how people lived in the different ages. For example, clothes, housing, food, entertainment.</li> <li>● Compare life in prehistoric Britain &amp; our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>● Find out who the Ancient Greeks were &amp; place the Ancient Greek period on a timeline of previously studied historical events.</li> <li>● Use a range of sources to find out about daily life in Ancient Greece (Housing, food, and clothing).</li> <li>● Understand how Ancient Greece was one civilisation and the main differences between Athens and Sparta.</li> <li>● Introduce democracy and understand how this worked in Athens.</li> <li>● Learn about the Ancient Greeks using past sources including art (Olympics).</li> <li>● Understand how historical sources make historical claims about Ancient Greek Gods &amp; Goddesses.</li> <li>● Understand the events of the Battle of Marathon &amp; the impact this had.</li> <li>● Experience life in Greece (Greek experience afternoon).</li> <li>● Explain the influence Ancient Greece had on Europe &amp; on our lives today. (Modern Civilisation).</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the terms ‘invade’ &amp; ‘settle’ &amp; place the Roman period on a timeline of previously studied historical events.</li> <li>● Understand the Roman way of life (Clothing, art, entertainment, housing, food and religion).</li> <li>● Find out why &amp; how the Romans successfully invaded Britain- including the Roman Empire &amp; the power of the Roman Army.</li> <li>● Know about the invasions of Julius Caesar &amp; Claudius.</li> <li>● Find out who lived in Britain before the Roman invasion &amp; find out about their way of life.</li> <li>● Explore who Boudicca was from different viewpoints &amp; explain the results of Boudicca’s revolt.</li> <li>● Research life in Roman Britain using different sources.</li> <li>● Conclude how the Romans have influenced our lives today in Britain (Coins, language, housing).</li> <li>● Create a timeline of Roman events in chronological order.</li> </ul> <p><i>Previously studied links: Ancient Greece also part of the ‘Modern Civilisation’ that influenced our lives today.</i></p>
<p><b>Planned Assessment Task:</b> Written quiz</p>	<p><b>Planned Assessment Task:</b> Essay: What was life like in Ancient Greece?</p>	<p><b>Planned Assessment Task:</b> Information leaflet/booklet</p>

Year 4

Autumn 1	Spring 1	Summer 1
<p><b>Ancient Egypt</b></p>	<p><b>Vikings and Anglo-Saxons (Finish at Battle of Stamford bridge).</b></p>	<p><b>The Titanic</b></p>
<ul style="list-style-type: none"> <li>● Place the Ancient Egyptian period on a timeline of previously studied historical events.</li> <li>● Explore how life in Ancient Egypt depended on the River Nile for farming, fishing, trading, Ancient Egyptian burial &amp; everyday life.</li> <li>● Discuss what the Ancient Egyptians were famous for (Pyramids, Worshipping gods and goddesses, hieroglyphics and Pharaohs).</li> <li>● Learn about the importance of the Pharaohs.</li> <li>● Understand how archaeologists (Howard Carter) discoveries of Egyptian artefacts have helped us learn about the Ancient Egyptians &amp; evaluate how reliable they are.</li> <li>● Explain who Tutankhamun was and his importance in history.</li> <li>● Explain and carry out the process of mummification, explore why it was used &amp; what it tells us about ancient Egyptians' beliefs.</li> <li>● Understand the Ancient Egyptians influences on modern life.</li> </ul> <p><i>Previously studied links: Ancient Greece and the Romans also part of the 'Modern Civilisation' that influenced our lives today.</i></p>	<ul style="list-style-type: none"> <li>● Place the Anglo Saxons &amp; the Vikings chronologically on a timeline of previously studied historical events.</li> <li>● Explain why the Anglo Saxons &amp; the Vikings invaded Britain &amp; how they did this.</li> <li>● Use a range of sources to find out about the life of Vikings &amp; Anglo Saxons including their: homes, food, battles &amp; villages &amp; discuss their reliability.</li> <li>● Explore how Danelaw was established &amp; what this meant for the Vikings &amp; the Anglo Saxons.</li> <li>● Discover how King Alfred became King &amp; what made him great.</li> <li>● Compare &amp; contrast what life was like before &amp; after Viking invasion for both richer &amp; poorer people.</li> <li>● Investigate how and why the Viking &amp; Anglo Saxon era came to an end in Britain.</li> <li>● Explain what impact the Anglo Saxons &amp; Vikings had on our lives today.</li> </ul> <p><i>Previously studied links: The Romans could not afford to keep their soldiers in Britain, so they had to return them back to Rome (Britain was unprotected). This allowed the Anglo Saxons to invade Britain and then the Vikings.</i></p>	<ul style="list-style-type: none"> <li>● Place the Titanic period on a timeline of previously studied historical events.</li> <li>● Form local history links to the Titanic.</li> <li>● Find out about the Titanic by visting Liverpool Maritime museum.</li> <li>● Understand why the Titanic was important at the time, who was able to travel on it, &amp; when &amp; how it sank.</li> <li>● Compare the 1st class and 3rd class passengers on the Titanic.</li> <li>● Place key events of the Titanic tragedy on a timeline.</li> <li>● Debate about who was responsible for the tragedy of the Titanic (Captain Lord, Captain Smith, the shipbuilders or Bruce Ismay).</li> <li>● Discuss how we know about the Titanic &amp; compare the reliability of different sources e.g. newspapers, artefacts from the ship, survivors.</li> <li>● Select historically relevant information to write a survivors story.</li> </ul>
<p><b>Planned Assessment Task:</b> Information booklet</p>	<p><b>Planned Assessment Task:</b> Information booklet</p>	<p><b>Planned Assessment Task:</b> Information booklet</p>

Year 5

Autumn 1	Spring 1	Summer 1
<p><b>Early Islamic Civilization c. AD900</b></p> <ul style="list-style-type: none"> <li>Place the Early Islamic Civilisation period on a timeline of previously studied historical events.</li> <li>Find out about Baghdad's role in early Islamic civilisation.</li> <li>Explore The House of Wisdom and how it became a centre for learning.</li> <li>Know why trade was a success in Baghdad.</li> <li>Explain some of the significant discoveries and studies, which were led by early Islamic scholars and evaluate the impact they made on the wider world.</li> <li>Describe who Muhammad is and explore how the first caliphate came to be formed.</li> <li>Understand the dynasties that followed the first caliphate.</li> <li>Identify and talk about different forms of Islamic art.</li> <li>Identify reasons why the early Islamic civilisation became a major power.</li> </ul>	<p><b>The Norman conquest</b></p> <ul style="list-style-type: none"> <li>Explain how &amp; why the Normans invaded Britain &amp; place the Norman period on a timeline of previously studied historical events.</li> <li>Use a range of sources to find out about Harold Godwinson (King Harold) &amp; William of Normandy and conclude who should be king.</li> <li>Recap the battle of Stamford Bridge (Year 4) &amp; learn about The Battle of Hastings &amp; explore why there are different accounts of these battles.</li> <li>Identify the factors that helped William to win the Battle.</li> <li>Explore the Bayeux Tapestry and discuss its significance within History.</li> <li>Sequence the events of The Battle of Hastings.</li> <li>Explore the Domesday book, what it contained and its importance.</li> <li>Explain what impact William the Conqueror had on our lives today. (E.g. tax, language, census).</li> </ul> <p><i>Previously studied links: The Normans invaded both the Anglo Saxons and Vikings.</i></p>	<p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>Place the Victorian period on a timeline of previously studied historical events &amp; create a timeline of significant events within the Victorian period.</li> <li>Investigate living &amp; working in Bolton during the Victorian times (Census).</li> <li>Infer information from sources to consider what life was like for children in the past.</li> <li>Compare modern and Victorian schooling.</li> <li>Compare the lives of rich &amp; poor Victorian children.</li> <li>Understand some changes that took place for poor children.</li> <li>Find out about important figures in Victorian times and how they helped children (Lord Shaftesbury and Dr Barnardo).</li> <li>Consider how attitudes to children and childhood changed over time.</li> <li>Use a range of primary &amp; secondary sources to compare &amp; contrast life in Victorian times to life now.</li> </ul> <p><i>Previously studied links: Florence Nightingale, Industrial revolution all within the Victorian period. Domesday book was the first census.</i></p>
<p><b>Planned Assessment Task:</b> Written quiz</p>	<p><b>Planned Assessment Task:</b> Information booklet</p>	<p><b>Planned Assessment Task:</b> Essay</p>

Autumn 2	Spring 1	Summer 2
<p><b>The transatlantic Slave Trade.</b></p> <ul style="list-style-type: none"> <li>● Place the transatlantic slave trade period on a timeline of previously studied historical events.</li> <li>● Define the word ‘slave’ and use a range of sources to explore how slavery has been used in different cultures throughout History.</li> <li>● Explore the triangular journey, across the Atlantic Ocean, travelled by slave traders.</li> <li>● Understand how each point of the triangle benefitted from the slave trade.</li> <li>● Understand how Liverpool was involved in, and profited from, the slave trade (Local History).</li> <li>● Explore how slaves were treated on the Middle Passage.</li> <li>● Explore sources such as memoirs and interviews from freed slaves.</li> <li>● Discover who and what led to the abolition of the slave trade in Britain 1807.</li> <li>● Learn who Harriet Tubman was and how she used the Underground Railroad to help enslaved people escape.</li> <li>● Introduce the concept of modern slavery, and the signs that someone may be a victim.</li> <li>● Debate the legacy of slavery on Britain, particularly Liverpool (local history).</li> </ul>	<p><b>WWII</b></p> <ul style="list-style-type: none"> <li>● Place the WWII period on a timeline of previously studied historical events.</li> <li>● Explore a timeline of key events to understand Hitler’s rise to power.</li> <li>● Investigate propaganda throughout.</li> <li>● Understand how evidence is used rigorously to make historical claims in relation to Hitler’s attempted invasion in Britain.</li> <li>● Understand the cause of WW2.</li> <li>● Understand Axis and Allies and who these were during WW2.</li> <li>● Explore Hitler’s strategy for invading Britain using sources of information to form testable hypotheses about the past.</li> </ul>	<p><b>The Suffragette Movement</b></p> <ul style="list-style-type: none"> <li>● Find out what the Suffragette Movement was and place the Suffragette Movement period on a timeline of previously studied historical events.</li> <li>● Thoroughly investigate a range of sources to find out who Emmeline Pankhurst was, why she was so important and her role in the Suffragette movement.</li> <li>● Use a range of sources to conclude why Suffragettes were arrested including Emmeline Pankhurst.</li> <li>● Use propaganda to learn about ‘the cat and mouse act’ and compare this to how we would be treated today.</li> <li>● Discuss previous knowledge of Emily Davidson and her role in the Suffragette movement.</li> <li>● Conclude what the Suffragettes achieved and how and why they did this.</li> <li>● Explain what impact the Suffragette movement had on our lives today (Voting).</li> <li>● Form a discussion of whether women and men are treated differently today, if so how and why.</li> </ul>



<b>Planned Assessment Task:</b> Essay	<b>Planned Assessment Task:</b> Essay	<b>Planned Assessment Task:</b> Essay

