Year A History overview

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| FS2 | Know that ‘past’ represents something that has happened before now (using thumb behind shoulder action).E.g. Using visual classroom timeline | Know how they have changed since they were a baby.  Talk about a special events from their life. | Know the difference between the past in their life-time and the past a long time again.  Look for clues as to whether something happened in/is from the past or present. | Know some similarities and differences between things in the past and now.  Begin to understand chronology. | Know about the past through settings and characters | Observe buildings from the past and the present and discuss similarities and differences. |
| Year 1 | Term 1 Changes within living memory.  History of Homes. | | Term 2 Brunel  Neil Armstrong  Mae Jemison | | Term 3 Great Fire of London | |
| KNOWLEDGE  Substantive concepts=  Transport, technology, homes, | **Enquiry questions** - **How have our homes changed in the last 100 years?**  To learn about the **homes** in the neighbourhood and when these were built – layout/type/appearance.  To learn about the different rooms and purposes of rooms in houses from the last 100 years.  To learn about a significant house in West Swindon – Lydiard Park.  To learn how **technology** has impacted on our homes – wash day/phones/tvs/computers/video games/music.  The focus will be – our homes, our parents’ homes, our grandparents’ homes then a further focus to a 100 years ago. | | **Enquiry questions Why** should … be **remembered** today?  To know who Brunel, Jemison and Armstrong are.  To know their major achievements.  To know about **Brunel**’s early life and how this contributed to his later achievements.  To know Brunel’s achievements particularly related to Swindon/Bristol – construction of Great Western railway, Box tunnel, Bristol suspension bridge.  Learn about the steamships too to underline breadth of his achievements.  **Mae Jemison/Neil Armstrong**  To know about their early life; how they were inspired and how this contributed to their later achievements.  To learn about their career paths and how this led to them becoming astronauts.  To know that Armstrong was the first man on the moon and how this was significant.  To know that Jemison was the first African /American woman in space and how this fact made her particularly significant. | | **Enquiry questions** -**What caused the GFoL? How did it spread? What were the consequences of the fire** (Particular focus for year 2)  To understand where and when the fire of London started (Thomas Farriner/bakery)  To understand why it spread – how **houses** were constructed, /streets built differently/no emergency services/no modern fire engines/ambulances/means of escape (**transport**)/different fire fighting methods.  To learn about Samuel Pepys diary as an eye witness account (link to diary genre.)  For contrast – look at Great fire of Marlborough in 1653.  Use Bayly’s Merchant House as a source. Learn how the fire started, Were the circumstances similar to Pudding Lane? Were the buildings in Marlborough built in a similar style? How was Marlborough regenerated after the fire?  To know positive and negative outcomes of the fire.  Ensure children know Christopher Wren was born in our county – Wiltshire. | |
| Year 2 | Term 1 Changes within living memory  History of Homes | | Term 2 Brunel  Neil Armstrong  Mae Jemison | | Term 3 Great Fire of London | |
| KNOWLEDGE | To learn about the homes in the neighbourhood and when these were built – layout/type/appearance.  To learn about the different rooms and purposes of rooms in houses from the last 100 years.  To learn about a significant house in West Swindon – Lydiard Park.  To learn how technology has impacted on our homes – wash day/phones/tvs/computers/video games/music. | | **Enquiry questions - Why** should … be **remembered** today?  To know who Brunel, Jemison and Armstrong are.  To know their major achievements.  To know about Brunel’s early life and how this contributed to his later achievements.  To know Brunel’s achievements particularly related to Swindon/Bristol – construction of Great Western railway, Box tunnel Bristol suspension bridge.  Learn about the steamships too to underline breadth of his achievements.  Mae Jemison/Neil Armstrong  To know about their early life; how they were inspired and how this contributed to their later achievements.  To learn about their career paths and how this led to them becoming astronauts.  To know that Armstrong was the first man on the moon and how this was significant.  To know that Jemison was the first African /American woman in space and how this fact made her particularly significant. | | **Enquiry questions** -**What caused the GFoL? How did it spread? What were the consequences of the fire** (Particular focus for year 2)  To understand where and when the fire of London started ( Thomas Farriner/bakery)  To understand why it spread – how **houses** were constructed, /streets built differently/no emergency services/no modern fire engines/ambulances/means of escape (**transport**)/different fire fighting methods.  To learn about Samuel Pepys diary as an eye witness account ( link to diary genre.)  For contrast – look at Great fire of Marlborough in 1653.  Use Bayly’s Merchant House as a source. Learn how the fire started, Were the circumstances similar to Pudding Lane? Were the buildings in Marlborough built in a similar style? How was Marlborough regenerated after the fire?  To know positive and negative outcomes of the fire.  Ensure children know Christopher Wren was born in our county – Wiltshire. | |
| Year 3/4 | Term 2 WW2  British history | | Term 4 Ancient Egypt  Timelines  Chronological order | | Term 6 Stone Age  British local and world history | |
| KNOWLEDGE  Substantive concepts=  Army, ancient civilisation, | **Enquiry questions -** What **evidence** **is there of the WW2 in our locality?**  When did World War 2 happen and why did it begin? Why was the UK involved?  Find key locations in Swindon connected to the WW2.  Find out about Lydiard house being a prisoner of war hospital camp.  Find first hand  Impact Swindon – railway works changed to constructing bombs and landing craft. Ambulance and fighter plane parts and midget submarines produced.  Old Honda building – built aircrafts. Swindon was hit several times by bombs.  Find first hand evidence from Swindon residents that fought in/were affected by the war.  Use maps to locate the anti-aircraft fire located in Toothill and visit the site.Locate Radnor St cemetery with graves form the first and second world war.  Find the war memorial site in Swindon and garden of remembrance. | | **Enquiry questions - Where** and **when** **did the first civilisations begin? What do all the ancient civilisations have in common?**  Children to learn time spans of Ancient Egypt, Sumer, Indus Valley and Ancient China.  Know geographical locations of each civilisation and why this was significant. Know all the ancient civilisations are on the same line of latitude and that the first cities were built along this line. Know the importance of a river to the cities. Know that all these civilisations needed to succeed (include writing/numbers/laws/defence/roads)  **Enquiry questions** **- What were some of the achievements of Ancient Egypt? How did they enable the Egyptians to be so successful?**  Learn about location of Egypt and significantly the Nile and its importance in agriculture and other areas ( how the Egyptians harnessed the Nile ) This led to surplus crops, production of cloth, transport, increased population growth and advances in culture.  Learn dates/timeline of Ancient Egyptians.  How was the society ruled? Use Tutankhamun as example. What do the artefacts found with him tell us about the culture/beliefs of Egyptian society? What does mummification reveal about the beliefs of the Ancient Egyptians.  Learn about significant beliefs of Egyptians and Egyptian gods including the pyramids.  Writing/hieroglyphics – look at the importance of scribes who organise and run a more complex **civilisation** – plan and monitor everything ( harvest, trade, religion, planning, building monuments.) Papyrus – where found, | | **Enquiry questions - How** did life in Britain **change** from the Stone Age to Iron Age?  Know dates of Stone age, Bronze Age and Iron age and reason for names. Ensure children know about the itinerant lifestyle in the stone ages.  Look at how natural resources impacted – bronze/copper/ iron.  Use Skara Brae as a focus to learn about later stone age life. This was the start of **settlements.**  Use Stonehenge as a source – how and why it may have been built**.**  1200 BC Arrival/growth of Celtic culture and development of tribal kingdoms**.**  800 BC - Larn about Iron age settlements focusing on the round houses/hillforts and culture which developed.  Look at the role of Druids in Iron Age society. How do w know about Druids?  Cover not in detail) **invasion** of Romans in AD 43 and refer to their impact on the Bronze age.  (This will pave their way for the Roman topic next year) | |
| Year 5/6 | Term 1 Ancient Greece  1200 BC – 600AD | | Term 3 History of Democracy  (A study of an aspect or theme in British History) | | Term 6 The Shang Dynasty of Ancient China  1600-1046 BC | |
| KNOWLEDGE  Substantive concepts=  Army, ancient civilisation, | **Enquiry questions - How did life differ in the Ancient Greek city states?**  **What impact have the Greeks had on our lives today?**  Revise/define the term civilisation.  Use sources to find out about Greek life – focus on Sparta and Athens. How do we know so much about the history of these cities?  Focus on culture in both city states including religion. Look at systems of government /monarchies used including military/armies. Compare military strength. Compare differing roles of males/females role of women in these states.  Look at impact of Greeks on our lives today focusing particularly on their cultural influence (language, art, philosophy, architecture and theatre) and sport.  Focus on the Athenian model of government in particular  (to prepare for next term’s history) and how their system of democracy. | | **Enquiry questions How does modern democracy in Britain compare to the Athenian democracy?**  How has the British democracy **evolved** over time?  Recap democracy in Athens? Is that the same as our democracy today? Learn about how our system of democracy works.  Focus on our move from a monarchy and its limitations to the eventual move to democracy ( see below for detail.)  Look at how Britain became more democratic from 1852 to 1928 particularly. Focus on extension of the franchise, fairness and equality of elections, growth of political literacy, increased opportunity to participate, improved representation and making parliament accountable.  Local History link – Edith Bessie Swindon school teacher and leading suffragette  Chained herself to railings of 10 Downing Street  Explore significance – compare to democracy  What must it have been like to be told you’re not important because you’re not a wealthy man?  What changes did she help to bring about? | | **Enquiry questions What can we tell about Shang Dynasty from one tomb?**  To know that the Shang dynasty was a monarchy.  When and where did the Shang live.  What was found in Fu Hao’s tomb?  What do the discoveries tell us about life in Shang times?  How important was Fung Hao?  Was the civilisation democratic? | |

Key concepts - Invasion/army, democracy/monarchy, settlement/culture/beliefs/ religion, civilisation.