Year B 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** History of the local area – our school.  **Enquiry Question** How has the area around our school changed in the last 80 years?  Concept of change.  To know that Millbrook was formed from Windmill Hill and Freshbrook Schools and where these were formerly located – with dates.  To observe the local area and to understand the context of the school.  To use different sources including (visitors, maps and old newspaper articles) to find out about Windmill and Freshbrook schools.  To use maps from different years to find out what has changed and what has stayed in the same in the local area,  To use maps to focus on a significant building in the area (Lydiard House).  To visit Lydiard Park including Lydiard House. | | **Term 2** Significant figures - Ada Lovelace  Stephen Hawking  **Enquiry Question** Why should they be remembered today? How were their lives different - comparing their lives.  To know the important dates related to both figures.  To know what challenges they both faced in their lives.  To know which were the significant parts of their lives and their achievements.  To know that Stephen Hawking made discoveries about Science and Maths.  To know that Ada Lovelace developed the first computer. | | **Term 3** Transport – flight  Wright brothers/Amelia Earhart  **Enquiry Question** What has the consequences of flight been for us today? Has the legacy of the first flight been entirely positive to our world?  To create a timeline of aircraft and understand how aircrafts have changed over time – add to class timeline.  To look at the features of aircraft and annotate pictures to show how they have changed. To look at similarities and differences between aircraft.  To understand that the first flight refers to when an aircraft travelled a significant distance.  To know where and when the first flight happened and who was involved (The Wright Brothers - Kitty Hawk, North Carolina 1903).  When was the first flight and how do we know that it happened?  To know what the consequences of flight have been and to consider the positive and negative effects of flight have been. Consider the environmental impact of flight. | |
| Year 2 | **Term 1** History of the local area – our school.  **Enquiry Question** How has the area around our school changed in the last 80 years?  Concept of change.  To know that Millbrook was formed from Windmill Hill and Freshbrook Schools and where these were formerly located – with dates.  To observe the local area and to understand the context of the school.  To use different sources including (visitors, maps and old newspaper articles) to find out about Windmill and Freshbrook schools.  To use maps from different years to find out what has changed and what has stayed in the same in the local area,  To use maps to focus on a significant building in the area (Lydiard House).  To visit Lydiard Park including Lydiard House. | | **Term 2** Significant figures - Ada Lovelace  Stephen Hawking  **Enquiry Question** Why should they be remembered today? How were their lives different - comparing their lives.  To know the important dates related to both figures.  To know what challenges they both faced in their lives.  To know which were the significant parts of their lives and their achievements.  To know that Stephen Hawking made discoveries about Science and Maths.  To know that Ada Lovelace developed the first computer. | | **Term 3** First Flight (Wright Brothers)  Bessie Coleman  **Enquiry Question** What has the consequences of flight been for us today? Has the legacy of the first flight been entirely positive to our world?  To create a timeline of aircraft and understand how aircrafts have changed over time – add to class timeline.  To look at the features of aircraft and annotate pictures to show how they have changed. To look at similarities and differences between aircraft.  To understand that the first flight refers to when an aircraft travelled a significant distance.  To know where and when the first flight happened and who was involved (The Wright Brothers - Kitty Hawk, North Carolina 1903).  When was the first flight and how do we know that it happened?  To know what the consequences of flight have been and to consider the positive and negative effects of flight. Consider the environmental impact of flight. | |
| Year 3/4 | **Term 3** Victorians LOCAL STUDY  **Enquiry Question** Is there evidence of this period where we live?  To know when the Victorian period was.  To understand and research some of the important Victorian buildings in Swindon e.g. Railway Village, Health Hydro, Mechanics Institute, The Barracks.  To compare modern and Victorian schools and classroom – look at a Victorian school in Swindon.  To use modern and Victorian maps to identify similarities and differences in Swindon.  To use census data to investigate the occupations and locations of adults and children in Victorian Swindon.  To use sources to find out about the Swindon Tram disaster of 1906.  [https://www.flickr.com/photos/swindonlocal/albums/ 72157621965075674/with/3839724027](https://www.flickr.com/photos/swindonlocal/albums/%2072157621965075674/with/3839724027) | | **Term 4** Romans  **Enquiry Question** What was the Roman Empire? How did it become so powerful?  To understand the term ‘Empire’.  To know where the Roman empire existed and that it covered large parts of land all around the Mediterranean Sea.  To know how the Roman Empire began and recall the story of Romulus & Remus.  To know why the Romans invaded Britain and recall key reasons e.g., raw materials & Claudius’ personal motivation.  To know reasons why the Roman army was so powerful.  To know whether the invasion was welcomed or resisted.  To know who Boudicca was, her personal motivations and why she led a rebellion against the Romans.  To recall the events of Boudicca's rebellion.  To understand that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. How reliable are the sources? | | **Term 5** Romans  **Enquiry Question** How did it impact Britain? Why is Cirencester significant today for our understanding of this period?  To know ways in which the Roman way of life contrasted with the Celtic lifestyle they found when they arrived  To recall the impact of the Romans on Britain and how they influenced/changed the way of life  To recall and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.  To understand that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.  Cirencester | |
| Year 5/6 | **Term 2** Anglo-Saxon and Scots  Invasions and settlements  **Enquiry Question** What changes did the Anglo-Saxons bring to British society?  Christianity –  To know that Anglo Saxon invaders arrived in Britain by boat in 450AD.  To know why Anglo Saxons invaded.  To know that they settled near rivers and seas.  To know there were 7 kingdoms.  To know that some of our modern traditions and language come from the Anglo-Saxons.  Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country.  They replaced the Roman stone buildings with their own wooden ones, and spoke their own language, which gave rise to the English spoken today.  **Why did the Anglo-Saxons come to Britain?**  **To fight**  The Anglo-Saxons arrived firstly as **warriors** employed by the Roman army and then, two generations later, as settlers, to farm the land.  **To farm**  Many Anglo-Saxons came peacefully, to find land **to farm.** Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.  **To make new homes**  Whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages.  **They were invited**  With **Picts** and **Scots** attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn’t leave! They took over.  Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They arrived as many different **tribes** and each took over different parts of Britain. These were the **five** most important kingdoms:  By around AD600, after much fighting, there were five important Anglo-Saxon kingdoms. They were Northumbria, Mercia, Wessex, Kent and East Anglia. Sometimes they got along, sometimes they went to war. | | **Term 3** Anglo-Saxons and Viking Conflict  **Enquiry Question** What were the Saxon and Viking conflicts and compromises? To what extent did they demonstrate democracy?  The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings.  Over time the Vikings took control of several Anglo-Saxon kingdoms. Eventually the Anglo-Saxons and Vikings made a peace agreement led by King **Alfred the Great** who had defeated Viking leader **Guthrum** in AD878. Struggles between kings.  The Vikings and Anglo-Saxons divided up Britain with the Anglo-Saxons living mainly in the **west** and the Vikings in an area to the **east**, known as the **Danelaw.**  The Anglo-Saxon word for queen was **cwen.**  No currency – traded. | | **Term 4** Ancient Maya  **Enquiry Question** What were the achievements of the Maya? How was the Maya civilisation different to Britain c. AD 900?  Place the Maya on a timeline of the history they have studied.  To know When and where the Maya lived and the type of environment they lived in and how the location affected invasions.  To know that the Maya were expert mathematicians and astronomers. To know that Maya religion was extremely bloodthirsty demanding human sacrifices and blood letting rituals.  To know. that the Maya worship different nature gods. The rulers of Maya society were the kings or holy lords who claimed to be related to gods.  Understand the difficulties of sustaining a civilization in a rainforest environment.  Learn about the ancient Maya ball game and its cultural significance and compare it with other spectator sports past and present. | |