

<b>History Long Term Overview (including delivery of the national curriculum)</b>				
<b>Reception</b>	<p>Early learning goals that link to history are:</p> <p><u>EYFS Understanding the world</u>            ELG Past and present            Talk about the lives of people around them and their roles in society.            Know some similarities and difference 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.</p> <p><u>In foundation stage the children.....</u></p> <ul style="list-style-type: none"> <li>Look at pictures of themselves now and themselves as babies, and talk about how they have changed</li> <li>Learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc.</li> <li>Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago</li> <li>Listen to stories that are set in the past</li> <li>Compare things in the past and now, linked to our topics (e.g. emergency vehicles – through people who help us, buildings such as schools and libraries etc)</li> <li>Learn the names of some significant people from the past and present, such as Guy Fawkes and David Attenborough (linked to our topics)</li> </ul>			
Year	Term	Enquiry	Focus	NC Programme of Study
1	A1	<b>How have toys changed over time?</b>	How toys have changed through time, linked to science unit on materials.	Changes within living memory
1	Sp1&2	<b>How did the Great Fire affect London?</b>	The Great Fire of London and its impact	Events beyond living memory that are significant nationally or globally
1	Su2	What does home mean to you?	How houses have changed over time	Revisit of some key historical vocabulary and concept of 'change' as part of a wider unit on 'what does home mean to you?'
2	A1	<b>Why do we remember Mary Anning?</b>	Mary Anning, her achievements and	The lives of significant individuals in the past who have contributed to national and international achievements.
2	A2	<b>Why were these famous women significant?</b>	Focus on Tanni Grey Thompson, Mae Jemison and Queen Elizabeth and why are significant	The lives of significant individuals in the past who have contributed to national and international achievements.
2	Sp1	<b>What did Captain Cook achieve?</b>	Focus on Captain Cook, his local roots and his achievements as an explorer	Significant historical events, people and places in their own locality
3	A1	<b>How did life in Britain change from the Stone Age to the Iron Age?</b>	Changes from Iron Age to Stone Age	Changes in Britain from the Stone Age to Iron Age
3	Sp1&2	<b>How did metal make Middlesbrough mighty?</b>	Focus on the importance of iron and steel to the history of Middlesbrough and the wider impact it had on the world.	A local history study
3	Su1	<b>What was life like in Ancient Egypt?</b>	<b>Early Civilisation</b> - Ancient Egypt	The achievements of the earliest civilisations – Ancient Egypt
4	A1	<b>How did the success of the Roman Empire affect Britain?</b>	<b>Early Civilisation/Invasion</b> – The Roman Empire	The Roman Empire and its impact on Britain

## History Long Term Curriculum Overview

4	A2	<b>What happened to Britain when the Romans left?</b>	Roman withdrawal from Britain and Anglo-Saxon <b>Invasion</b> and settlements	Britain's settlement by Anglo-Saxons and Scots
4	Su1	<b>What can we learn about the Titanic disaster?</b>	The Titanic Disaster	<b>Beyond the History National Curriculum</b> – SMSC link and opportunity to revisit the key concepts of 'change' and 'cause and effect'
4	Su2	How do the different states in the USA compare to the UK?	Native Americans. Opportunity to revisit the idea of settlers and debate it with reference to Native Americans	<b>Beyond the History National Curriculum</b> – Children will look at the history of the nation and the Native Americans as part of a wider unit on the USA
5	A1	<b>How did the Ancient Greeks influence the world?</b>	<b>Early Civilisation</b> - study of the Ancient Greek civilisation and the legacies that still exist today	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
5	Sp2	<b>Vikings: Ruthless Killers or Peaceful Settlers?</b>	<b>Invasion-</b> the struggle for the Kingdom of the England and focus in detail on the Viking raid and invasion	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5	Su2	What do we know about earth and space?	The Space Race	<b>Beyond the History National Curriculum</b> – Children will look at the 'Space Race' as part of a wider unit on earth and space
6	A1	<b>Why did Hitler invade and what did it achieve?</b>	<b>Invasion</b> - A focus on WW2. Links back to other invasions studied in KS2. How was this one different? Cause and impact of WW2.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
6	Sp1	Was it worth the risk?	Study of the significant figure of Ernest Shackleton and a focus on his expedition.	<b>Beyond the History National Curriculum</b> – A study of what the world was like in 1914 and the reasons for expeditions at the time as part of a wider unit on Ernest Shackleton and his expedition.
6	Sp2& Su1	Is wrong ever right?	A study of moral and ethical issues and the consequences of actions taken in different periods of history.	<b>Beyond the History National Curriculum</b> – SMSC link and opportunity to revisit the key concepts of 'change,' cause and effect' and 'significance' linked to some moral/ethical issues in different periods of history.
6	Su2	<b>What will our historical footprint be?</b>	<b>Early Civilisation</b> – This unit explores the achievements and key events of the Maya Civilisation. Children will look at the other ancient civilisations they have studied and place the Maya Civilisation within this timeline and identify the legacies still used in the world today. This will then be tied in to revisit the other early civilisations previously studied and what their legacy is; this will then result in the children exploring what our legacy will be for future generations.	A non-European society that provides a contrasts with British history – Mayan civilisation