

History Unit Overviews

Reception- Autumn- My life so far	Reception- spring- People of the past.	Reception- summer- My school in the past.
<p>In this unit, the children will learn all about their own past. They will discuss significant events that have happened in their lives e.g being born, starting nursery, starting school ect...</p>	<p>In this unit, children will learn about significant people from the past. They will understand what makes each person significant in history.</p>	<p>In this unit, children will learn about their school in the past. They will use photographs and listen to the stories of visitors to identify some differences and similarities.</p>
Year 1 – Autumn – How have toys changed?	Year 1 – Spring – Significant women in history- Florence Nightingale/Elizabeth Anderson/Marie Curie.	Year 1 – – Spring – What is the great fire of London?
<p>In this unit children will look at toys from the past from within living memory. They will begin to make simple timelines as a class and understand how long ago different toys were made. They will begin to explore and compare the different Toys identifying some of the main similarities and differences. They will ask and answer simple questions about the toys from the past and how children’s lives have changed throughout the years.</p>	<p>In this theme children learn about the lives of significant Women in the past who have contributed to national and international achievements. Children will learn the difference between ‘significant’ and ‘famous’ individuals.</p>	<p>This theme is about the Great Fire of London, an event beyond living memory which is significant nationally. Children will ask and answer basic questions about the Great Fire and its effects. They will consider why it happened, its results, how we know about it and the different ways in which it is represented. They will develop their understanding of the passing of time and sense of chronology.</p>
Year 2 – Autumn – What was Mill Hill like 100 years ago?	Year 2 Summer – Explores- Neil Armstrong/Emelia Earhart/Tenzing Norgay	Year 2 – Summer – How have seaside holidays changed over time?
<p>This theme is about historical places and people in the pupils’ own locality. Children will research key places and how they have changed over time e.g. school building, the park, train station, ect...</p>	<p>In this unit of work children learn about the lives of <u>significant individuals</u> in the past who have contributed to national and international achievements (e.g. Neil Armstrong, Emelia Earhart and Tenzing Norgay). Children learn the difference between ‘significant’ and ‘famous’ individuals. They will also develop their chronological understanding by sequencing key events within an explorer’s life.</p>	<p>In this theme children learn about holidays in the past compared with holidays now. They could consider events and places within their own living memory compared with events and places beyond their own memory. They will create a timeline of events that will show how the nation’s holiday habits have changed.</p>

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Year 3 – Autumn – What was prehistoric Britain like?	Year 3 – The earliest civilisations-	Year 3 – Summer – Local history study
<p>In this theme children will learn about changes in Britain from the Stone Age to the Iron Age. They will learn that people have lived in Britain for a very long time and that this period of study covers over 10000 years of history.</p> <p>Areas of study include:</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, for example, Stonehenge - How life changed during the Iron Age; farming, art and culture 	<p>Earliest Civilisations (overview plus depth)</p> <p>In this unit of work children learn about the achievements of the earliest civilisations (<u>overview</u>) including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study <u>one in more depth</u>.</p> <p>Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them.</p>	<p>The purpose of this theme is for children to find out what their local area was like in the past and how it has changed over the years. They will find out about the everyday lives of people in the past as well as significant events and how buildings and land use have changed over time. The focus of this study will start in the Victorian era moving through the Edwardian era and will be based around the Mills, Canals and Railways in the local area.</p>
Year 4 – Autumn –What happened when the Romans came?	Year 4 – Spring – Britain's Settlement by the Anglo-Saxons and Scots?	Year 4- Summer- Black and British
<p>The Roman invasion of Britain was hugely significant in shaping the British nation. The learning within this theme focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result of this. Due to the huge amount of evidence that exists around this period in British history, it provides an ideal opportunity for a visit to an archaeological site or museum, such as the Roman Bath House in Lancaster or Ribchester Museum.</p>	<p>In this unit of work children learn about Britain's settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time. They will learn where in Britain the Anglo-Saxons settled, their ways of life and about some of the tensions caused by their settlement.</p>	<p>The learning within this theme focuses on <i>A study or theme in British History that extends pupils' chronological knowledge beyond 1066</i>).</p> <p>This Black and British study includes:</p> <ul style="list-style-type: none"> - The role of black people in tudor society - The difference the slave trade make to the experiences of Black people in Britain - Black people's role in WW1 and WW2. - The experiences of the Windrush generation

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<p>Other areas of study include:</p> <ul style="list-style-type: none"> · Julius Caesar's attempted invasion in 55-54 BC · the Roman Empire by AD 42 and the power of its army · successful invasion by Claudius and conquest, including Hadrian's Wall · British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		
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Year 5 – Autumn- Viking and Anglo-Saxon struggle for the Kingdom of England	Year 5 – Spring – Non European societies- Maya, Benin	Year 5- Summer- Early Islamic- civilisation- Baghdad
<p>The learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in more depth as part of their learning in Year Five (A Kingdom United).</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor could also include:</p> <ul style="list-style-type: none"> · Viking raids and invasion · resistance by Alfred the Great and Athelstan, first king of England · further Viking invasions and Danegeld · Anglo-Saxon laws and justice 	<p>In this unit children will focus on the three questions: Where was this society in the world? When did this society exist? What did this society look like?</p> <p>for each of these societies to gather knowledge and understanding.</p> <p>They will then use their understanding to compare the two.</p>	<p>Continuing on from the previous unit, children will complete an in depth study of the early Islamic civilisation in Baghdad around the year AD900, commonly known as the Islamic Golden Age.</p> <p>Pupils will also compare with what was going on in Britain at the same time.</p>

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<p>- Edward the Confessor and his death in 1066</p>		
<p>Year 6 – Autumn – Britain at War : The Home Front 1939-45.</p>	<p>Year 6 – Spring – Who were the ancient Greeks?</p>	<p>Year 6 – Summer -</p>
<p>The learning within this theme focuses on <i>A study or theme in British History that extends pupils' chronological knowledge beyond 1066</i>).</p> <p>In this unit, pupils will understand how the actions of Hitler threatened European peace. They understand what is meant by the term appeasement. They are aware of the dilemma facing Chamberlain and other appeasers. They can explain why Chamberlain ultimately took the decision to go to war. Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War. Pupils can investigate and explain the reasons for fluctuating numbers being evacuated. They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive. Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale. Pupils are able to identify key features of resistance to German invasion. Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time. They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.</p>	<p>Ancient Greece was a time which saw the emergence of great philosophers, a passion for the arts and the development of governance.</p> <p>The learning within this unit focuses on life in Ancient Greece and the impact that their thinking and ideas have had on the western world. The use of democracy and how this was unique at the time. They will also study the origins of the olympics and look into Greek theatre.</p>	