

History unit overview 2024/2025 onwards

EYFS	EYFS
<p>Throughout the year we will look back on our learning (like a timeline). This will be done during our Key Person Snack Times and will be supported by the 'Our Learning' display in class and through looking back on Class Dojo posts.</p> <p>During Autumn 1 we will learn about St. Aidan and why he was special. We will explore a variety of media (images, videos, our uniform...) to support us in this.</p> <p>We will also be learning about Black History during Black History month. We have a variety of story books in our Books We Know collection that will support us in this.</p> <p>During Autumn 2 we will learn about a variety of celebrations, including Bonfire Night. This topic will include artwork, food tasting and music.</p>	<p>During Spring 1 we will learn about St. Patrick. Again we will explore a variety of media to support this and we will refer back to our work on St. Aidan. We will look at similarities and differences.</p> <p>During Summer 1 we will continue to learn about saints. We will learn about St. George and again link our learning back to previous work. There will be lots of opportunities in continuous provision to support this.</p> <p>During Summer 2 we will look at Life Stages (in PSHE). We will talk about our own timeline- from baby to now and our families (baby, child, teenager, adult and older age).</p>
Year 1 – Castles ✓	Year 1 – What can we learn from the great fire of London? ✓
<p>In this unit children will begin to ask questions about castles and the different roles people had in the mediaeval period. They will know why castles were built and look at castles both in the past and from within living memory. They will begin to explore and compare different castles (including a trip to a local castle) and will begin to identify some of the main similarities and differences. They will ask and answer simple questions about castles how they have changed throughout the years; thinking about what castles our King has now.</p>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of the fire of London. Children will become familiar with how the fire occurred and will be able to place the main events of the fire on a timeline and recount these facts to adults. Children will then compare life in the 1600s to now. They will write about the similarities and differences as well as being able to explain why the fire of London had an impact nationally and how it impacted the lives of people at that time.</p>
Year 2 –What was school like at St Aidan's in the past? ✓	Year 2 – Significant explorers from the past ✓
<p>In this unit, children will use sources and artefacts from the past to develop their understanding of what St Aidan's was like in the past. They will look at major events and changes over the past for the school. Including the building and locality. Children will be able to compare the school to the present day and ask a visitor about their time at St Aidan's. Children will also be able to talk about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>In this unit, children will understand the difference between famous and significant. They will use sources and artefacts from the past to develop their understanding of David Livingstone and Matthew Henson.</p> <p>Children will become familiar with the life of both and will be able to place the main events in their lives on a timeline and recount these facts to adults.</p> <p>Children will then compare these explorers to other explorers in the past. They will write about the similarities and differences as well as being able to explain why they made the choices they did and how their achievements have made an impact on our lives now.</p>

Year 3 -What was prehistoric Britain like? ✓	Year 3 – Early civilisations ( Egyptians, Sumer, Shang, Indus) ✓
<p>In this unit, children will use sources and artefacts from the past to develop their understanding of prehistoric Britain.</p> <p>They will develop a timeline which will include the stone age and Iron age.</p> <p>They will understand where and how people used to live and why they lived this way. Children will use artefacts to develop their understanding of how humans turned from hunter gathers into farmers and how this changed/impacted their lives. Did it make it easier/harder for them.</p>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of where and when the first civilizations appeared including the Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ancient Egyptians. They will then focus on Ancient Egypt. They will develop a timeline throughout the unit which will show significant events that occurred. They will use sources to identify features that would not have been present during this period and identify features which are present that we do not see today. Children look into the importance of the Nile and what it was used for and how the Egyptians stored water in canals and ditches. They can also explain why the pyramids and other monuments we still see today were sited on the desert's edge. Children can explain why the pyramids were built, how they were built and what they were used for. Children will look into what the Egyptians thought about life after death and explain how sources show us this. Explore the lives of everyday life for men, women and children. Explore what similarities and differences to other civilizations from that time.</p>
Year 4 –What happened when the Romans came? ✓	Our local area- mills, canals and railways. ✓
<p>In this unit, children will use sources and artefacts from the past to develop their understanding of the Romans. Deliberately sequenced to flow directly from the topic on Stone Age to Iron Age this topic develops pupils' chronological understanding and their ability to see clear contrasts between these contiguous but very contrasting periods. Focuses mainly on significant people such as Caesar, Claudius and Boudica, concentrating on two the key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time. They will answers many important enquiry questions such as:</p> <p>Why did Julius Caesar want to leave sunny Italy to invade cold Britain and what would he have found here?</p> <p>Why did the Emperor Claudius invade Britain, a cold bleak country, on the edge of the empire?</p> <p>Why did Boudica stand up to the Romans and how do we remember her today?</p>	<p>This is a thematic study where children will look at the development of the railways and canals due to the mills in Mill Hill. In the time of 1819-1901 this was a really significant period of huge change in industry and technology, with amazing inventions that we still use today. Children will also learn it was also a time of shocking divisions between rich and poor, when the population more than doubled and many people moved from the countryside to the towns in search of work in the new factories and mills of Mill Hill. It was during this period that Britain became the first global super-power producing much of the worlds coal, iron and textiles. Children will learn about the social problems and how reforms in health, policing and prisons and protected the poor child labour.</p>

<p>How can we explain the power of the Roman army at this time?</p> <p>What can we tell about Roman life from a study of this villa/fort?</p> <p>How far did the Romans change the life of people living in Britain after the conquest?</p>	
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<b>Year 5- The Viking and Anglo-Saxon struggle for the Kingdom of England ✓</b>	<b>Year 5 - Non European societies- Maya, Benin and early Islamic civilisations ✓</b>
<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. 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>In this unit children will have an overview of the Maya and Benin societies ready to move on to the in depth study of ancient Baghdad in the following unit. Children will focus on the three main question for each society: Where was this society in the world? When did this society exist? What did this society look like? in for each of these societies to gather knowledge and understanding. They will then use their understanding to compare them. In this unit children will use sources and artefacts from the past to develop their understanding of the early civilisation of Baghdad.</p> <p>Children will understand the importance of Arab Muslim's contributions to the world of mathematics and science. Children will locate the early Islamic Empire and create a timeline to show how it developed and spread. They will give reasons to why it spread so quickly and how the spread took centuries. Pupils use sources to find out what Baghdad would have looked like and understand how the city was built. They will explore what life was like in Baghdad by looking at jobs and family life. Children discuss which early Islamic achievements have an impact on our lives today.</p>
<b>Year 6 – Who were the ancient Greeks?</b>	<b>Year 6 – Blackburn and British</b>
<p>In this unit children will use sources and artefacts to develop understanding of the ancient Greeks.</p> <p>Pupils can locate Ancient Greece, Crete, Athens and Sparta on a map. They can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals. Pupils should be aware of the evidence base, recognising the importance of</p>	<p>In this unit children will continue to develop a chronologically secure knowledge and understanding of British, local and world history and be able to establish clear narratives within and across the periods they studied over their time at St. Aidan's. Pupils will study what Blackburn was like before the industrial revolution and think about the factors that caused it. A particular focus of this unit will look at how the cotton industry changed (growth and decline) upto the 20th century in Blackburn and why Gandhi came to visit, before moving onto draw inferences</p>

archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings. Pupils learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves. They can draw inferences from evidence, going beyond the literal. Pupils should be able to show on a timeline the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon. They should list reasons why Athens was so dominant. Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, Athenian strengths. Pupils grasp how the battle affected both Athens and Persia Pupils understand that dominance of Athens was short-lived. Pupils understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues. Pupils understand that the Olympics were not just athletic events. Pupils understand the sheer scale and variety of the Greek achievement in so many areas. Pupils grasp that many of the words we use today derive directly from the Greek.

between the impact of the growth of other industries in Blackburn on society and culture and how industry and immigration link in the 20th century.