

History Unit Overviews

Year 1 – Autumn – How have toys changed?	Year 1 – Spring – Who was Florence Nightingale?	Year 1 – – Spring – What can we learn from the great fire of London?
<p>In this unit children will begin to familiarise themselves with sources and artefacts from the past. They will look at toys from the past from within living memory.</p> <p>They will begin to make simple time lines as a class and understand how long ago different toys were made.</p> <p>They will begin to explore and compare the different Toys and begin to identify some of the main similarities and differences.</p> <p>They will ask and answer simple questions about the toys from the past and how children's lives have changed throughout the years. Sequence toys from different periods in their life.</p>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of Florence nightingale.</p> <p>Children will become familiar with her life and will be able to place the main events in her life on a time line and recount these facts to adults.</p> <p>Children will then compare Florence's life and job to now. They will write about the similarities and differences as well as being able to explain why Florence made the choices she did and how her achievements have made an impacted on our lives now.</p>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of the fire of London.</p> <p>Children will become familiar with how the fire occurred and will be able to place the main events of the fire on a time line and recount these facts to adults. Children will then compare life in the 1600s to now.</p> <p>They will write about the similarities and differences as well as being able to explain why the fire of London have an impact nationally and how it impacted the lives of people at that time.</p>
Year 2 – Autumn – What was Mill Hill Like 100 Years ago?	Year 2 Summer – Why were Neil Armstrong and Emelia Earhart Famous and brave?	Year 2 – Summer – How have seaside holidays changed over time?
<p>In this unit, children will use sources and artefacts from the past to develop their understanding of what Mill Hill was like 100 years ago.</p> <p>They will create a timeline of the major events that have happened in Mill Hill from 1900 until now (specifically events which significantly affected or impacted the lives of the local people.) Children will be able to recall these facts to other adults and children.</p> <p>Focus in on the lives of children in the 1900 and ask question to compare and contrast this to the lives of children in Mill Hill now.</p> <p>Develop a time line to show how schooling has changed from children from the 1900's to now.</p>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of Neil Armstrong and Emelia Earhart.</p> <p>Children will become familiar with her life of both and will be able to place the main events in their lives on a time line and recount these facts to adults.</p> <p>Children will then compare Neil Armstrong and Emelia Earhart to each other. 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 impacted on our lives now.</p>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of how seaside holidays would have looked in the past.</p> <p>They will create a time line of events that will show how the nation's holiday habits have change and explain why this has happened.</p>

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Year 3 – Autumn – What was prehistoric Britain like?	Year 3 – Who were the ancient Egyptians?	Year 3 – Summer – What happened when the Romans came?
<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 time line which will included 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 there understanding of how humans turned from hunter gathers into to farmers and how this changed/impacted their lives. Did is 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 the ancient Egyptians.</p> <p>They will develop a time line 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.</p> <p>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>	<p>In this unit, children will use sources and artefacts from the past to develop their understanding of the Romans.</p> <p>Why Julius Caesar want to leave sunny Italy 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 empire?</p> <p>Why did Boudica stand up to the Romans and how do we remember her today?</p> <p>How can we explain the power of the Roman army at this time?</p> <p>This brings in a European dimension to the Roman Empire and is where work on Hadrian's Wall would feature.</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>
Year 4 – Autumn –Where did all the mills in Mill Hill go? ?	Year 4 – Spring – What impact did the Anglo-Saxons have?	Year 4- Summer- Where the Vikings always victorious and vicious?
<p>In this unit children will children will use sources and artefacts from the past to develop their understanding of the mills in Mill Hill.</p>	<p>In this unit children will</p>	

Year 5 – Autumn- How has communication changed over time?	Year 5 – Spring – Why was Baghdad so important to early civilisation?	Year 5- Summer- Elizabethans. All banquets and fun?
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<p>In this unit children will use sources and artefacts from the past to develop their understanding of how communication had changed over time.</p> <p>Children develop a time line of how communication has changed throughout the world. Using specific times and dates for each change. Children discuss why things changed and how these changes impacted the lives of people. Zoom in to the past 100 years in Britain. Over the next lessons develop a time line of how communication has developed in Britain. Think about why and how it has changed and how this impacted on the lives of people living in the UK, including the lives of both adults and children.</p>	<p>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 contribution to the world of mathematics and science. Children will locate the early Islamic Empire and create a time line 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>	<p>In this unit children will use sources and artefacts from the past to develop their understanding of the Elizabethans</p> <p>What do we understand by Elizabethan times? What does Elizabeth's visit to Kenilworth Castle tell us? Elizabethan times: How safe was it? Does the story of Sir Francis Drake tell us all we need to know about the Tudor World? Beyond Elizabeth's Court? What was it like to live in Elizabethan times?</p>
<p>Year 6 – Autumn – Why was winning the battle of Britain in 1940 so important?</p>	<p>Year 6 – Spring – Who were the ancient Greeks?</p>	<p>Year 6 – Summer - School Travel Plan: Transition Unit</p>
<p>In this unit children will use sources and artefacts to develop understanding of WW2.</p> <p>Pupils 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</p>	<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 5th - 6th 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 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</p>	

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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'. Pupils' grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to also appreciate that this is controversial. Pupils can describe how VE Day was typically celebrated. They are aware that some families had mixed emotions. They can explain why depictions of VE Day parties might vary.

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.