



Streethay Primary School



History Unit Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Learning about the past through photographs</p> <p>Children will study their local area and how it has changed from the past. They will use photos and maps to identify the changes that have been made. They will use sources from the past to understand how the past is different (including photos). Children will identify how life has changed and the impact upon the place and people.</p>	<p>Learning about the past from our families and communities</p> <p>Children will delve deeper into the past looking at the lives of their family. They will look at how school, work and travel was different for their grandparents.</p>	<p>Queen Elizabeth</p> <p>Children will be learning about Queen Elizabeth as a child. The children will explore what she did for children during the war and then change in her role over time. They will learn about her coronation and early life as Queen.</p>	<p>Stories About the Past</p> <p>Children will learn about different stories from the past. They will learn about how life has changed. Stories: Robert the Bruce, The Gunpowder Plot, The Titanic.</p>	<p>Stories of Rulers</p> <p>Children will understand what a ruler is and how rulers have impacted upon the lives of people. Children will study how they ruled the land and the people. Children will study: Boudicca, Alfred the Great and Mansa Musa.</p>	<p>Ships and Seafarers Through Time</p> <p>Children will learn about the earliest experiments in floating. They will study how the development of boats emerged, Children will explore trade and exploration at sea. They will focus on life on ships and the legacy of seafaring.</p>
2	<p>London</p> <p>Children will learn about life in London in the past. They will explore famous events and people such as the great fire of London, Samuel Pepys, the Plague and life in London.</p>	<p>Queen Victoria</p> <p>Children will study the life of Queen Victoria and stories of her. They will learn about what life was like, focussing on the art and technology within this period. They will learn about life in Victorian London, Brunel and Transport within this period.</p>	<p>Victorian Lives</p> <p>Children will study the life of children throughout the Victorian period. They will study the lives of children at school and their jobs, including stories of Victorian children.</p>	<p>Great Change Makers</p> <p>Children will study people from the past who have made a significant change and impact on our lives today. They will learn about these people, their place in history and changes over time. They will study: James Watt (transport), Emmeline Pankhurst (Suffragettes), Amelia Earhart (Explorer) and the Earl of Shaftesbury (Climbing Boys Society)</p>	<p>The Stone Age</p> <p>Children will learn about Doggerland and how Britain was connected to Europe. They will learn about hunters and gatherers and Stone Age tools. They will learn what Stonehenge is and what life was like on Skara Brae.</p>	<p>Neolithic Revolution</p> <p>The children will look at farming associated with this time and how life changed. They will develop the story of farming. Children will then begin to look at life in the Bronze Ages and how life changed.</p>
3	<p>Ancient Egypt</p> <p>Disciplinary Focus: Change and continuity</p> <p>How much did Ancient Egypt change over time?</p>	<p>Cradles of Civilisation</p> <p>Disciplinary Focus: Similarities and difference</p> <p>How similar and how different were Ancient Egypt and Ancient Sumer?</p>	<p>Indus Valley Civilisation</p> <p>Disciplinary Focus: Evidential thinking</p> <p>How do we know about the Indus Valley civilisation?</p>	<p>Persia and Greece</p> <p>Disciplinary Focus: Similarities and difference</p> <p>What did Greek city-states have in common?</p>	<p>Ancient Greece</p> <p>Disciplinary Focus: Evidential thinking</p> <p>What can historians learn from sources from Ancient Greece?</p>	<p>Alexander the Great</p> <p>Disciplinary Focus: Causation</p> <p>How did Alexander the Great conquer so much land?</p>
4	<p>The Roman Republic</p> <p>Disciplinary Focus: Causation</p> <p>How did Rome become so powerful?</p>	<p>The Roman Empire</p> <p>Disciplinary Focus: Evidential thinking</p> <p>What can sources reveal about Roman ways of life?</p>	<p>Roman Britain</p> <p>Disciplinary Focus: Change and continuity</p> <p>What changed in Roman Britain?</p>	<p>Christianity in the Three empires</p> <p>Disciplinary Focus: Similarity and difference</p> <p>How did rulers change Christianity?</p>	<p>Islamic Civilisations: Arabia and early Islam</p> <p>Disciplinary Focus: Causation</p> <p>Why did Islam spread so far and so fast?</p>	<p>Islamic Civilisations: The Rise of Islam</p> <p>Disciplinary Focus: Similarity and Difference</p> <p>How did worlds come together in Cordoba?</p>
5	<p>Islamic Civilizations: Arabia and Early Islam</p> <p>Disciplinary Focus: Change and continuity.</p> <p>What kind of change did Muhammad bring about in Arabia?</p>	<p>Islamic Civilizations: Muslim Cordoba</p> <p>Disciplinary Focus: Similarity and Difference</p> <p>How did worlds come together in Muslim Cordoba?</p>	<p>Islamic Civilizations: Baghdad</p> <p>Disciplinary Focus: Causation</p> <p>Why were there so many restless minds in Cordoba and Baghdad?</p>	<p>Anglo-Saxon Britain</p> <p>Disciplinary Focus: Evidence</p> <p>How have historians learned about Anglo-Saxon Britain?</p>	<p>Vikings in Britain: Lady of the Mercians</p> <p>Disciplinary Focus: Change and continuity</p> <p>How did the Vikings change England?</p>	<p>Norse Culture</p> <p>Disciplinary Focus: Similarities</p> <p>What connections and similarities did the Norse peoples have with other peoples?</p>
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