

Christopher Reeves History overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><u>Autumn 1 - All about me - Where do I come from? Who is in my family?</u></p> <p><u>UTW</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Autumn 2- Colour - Bonfire night - Why we celebrate Bonfire Night?</p> <p>Autumn 2 - Remembrance Day - Who do we remember? Why do we remember?</p> <p><u>UTW</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Spring 1- Around The World- Chinese New year - How is it celebrated?</p> <p><u>UTW</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 			<p>Summer 2 - Animals - Dinosaurs -Where did dinosaurs live? What happened to the dinosaurs?</p> <p><u>UTW</u></p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>ELG:</p> <ul style="list-style-type: none"> • Know some similarities and differences 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.
Year 1 and 2 Year A	<ul style="list-style-type: none"> • Would you rather live in London in 1666 or the present day? • -To contribute views and opinions to a discussion about how London is different now to in 1666. (Use of photographs). • -To Compare and contrast how the houses were different in London in 1666 to Present day. • -To observe the materials houses were built from in 1666 and how this affected the fire. • -To empathise with the citizens of London following The Great Fire. How did London change? • - To know what evidence and artefacts have been used to help us learn about the GFOL. Find out about Samuel Pepys and his diary. • -To identify that The Great Fire of London was a key event in history. 	<p><u>How do we know that dinosaurs existed?</u></p> <p>To apply knowledge of different events in history and historical figures to plot a timeline.</p> <p>Know that the bigger, the number the later the year.</p> <p>Lives of significant people - Mary Anning</p>	<p><u>Who built castles and why?</u></p> <p>Changes in living memory Queen Elizabeth II Windsor Castle</p> <p>Events beyond living memory - who built castles & why?</p> <p>Lives of significant people -William the Conqueror</p> <p>Visit Rockingham Castle</p>			

<p>Year 1 and 2 Year B</p>	<p><u>What did Florence Nightingale and Mary Seacole have in common?</u></p> <ul style="list-style-type: none"> - To categorise items Florence Nightingale would use and items she wouldn't. - To reason why Mary Seacole was treated the way she was. <p>To recognise the importance of Florence Nightingale and Mary Seacole.</p> <p>To compare nursing in the early 20th century with nursing today. Invite a nurse in to talk to the children.</p>	<p><u>Would you rather play with Grandma's toys or your toys?</u></p> <p>To apply my knowledge of different events in history and historical figures to plot a timeline.</p> <p>Visit Bedford museum. Toy handling session.</p> <p>Invite parent/ grandparent in to talk about the toys they played with.</p> <p>Write letters to Grandparents asking them what toys they had as children.</p>	
<p>Year 3 and 4 Year A</p>	<p><u>What was life like in Prehistoric Britain?</u></p> <p>To introduce the definition and time scale of human prehistory.</p> <p>To research and observe about early humans and the Palaeolithic period using historical sources.</p> <p>To identify and reason how hunter-gathers survived in the Stone Age.</p> <p>To describe how people lived in the Mesolithic period using historical sources.</p> <p>To identify and explain how people lived in the Neolithic period using Skara Brae.</p> <p>To explore the different theories of how Stonehenge was built, contributing to own opinions.</p> <p>Would you rather live in the Stone Age or 20th century? Write with evidence to show understanding.</p>	<p>No History</p>	<ul style="list-style-type: none"> • Egyptians • Look at artefacts (Roman and Egyptian) to ask questions about the past. • Compare Ancient Egypt to Egypt today as a holiday destination. • Mummification and the preparation of the body in Ancient Egypt • Discovery of Tutankhamun's tomb • What was life like in Ancient Egypt?
<p>Year 3 and 4 Year B</p>	<p><u>What happened at Bletchley Park during World War 2? (Local history)</u></p> <ul style="list-style-type: none"> - To demonstrate an informed understanding of why World War 2 started. - To identify that World War 2 was a key event in history. - To use subject specific vocabulary to retell the events of what happened at Bletchley Park. - To identify what Alan Turing did to help end World War 2. <p><u>What other areas in the locality of the school was important during the Second World War?</u></p> <ul style="list-style-type: none"> - Santa Pod Airfield - Rushden Train Station 	<p><u>What did the Romans do for us?</u></p> <p>Look at artefacts (Roman and Egyptian) to ask questions about the past.</p> <p>Be able to identify the range of evidence available and how to use them to investigate life in the past.</p> <p>Use of internet, books, newspapers, articles, historical maps to gain a deeper understanding of Roman times.</p> <p>Investigate the account of the Boudicca invasion on Roman Britain.</p> <p>Investigate some of the influences that the Romans brought to the United Kingdom: socks, straight roads, Hadrian's Wall.</p> <p>To apply my knowledge of different events in history to plot a timeline.</p> <p>To analyse the different historical sources and what they tell us about life in prehistoric Britain.</p>	<p>No History</p>
<p>Year 5 and 6 Year A</p>	<p><u>Why is Greece important to the way we live our life today?</u></p> <ul style="list-style-type: none"> -Know about the differences between Primary and Secondary historical sources include reliability and bias. -Gain an understanding about the past from studying artefacts. -Look at different types of artefacts and discuss their reliability, thinking about bias. 	<p><u>Has crime and punishment improved over time?</u></p> <ul style="list-style-type: none"> -Study changes from Romans to modern day including periods of rapid change and times of relatively little change. -Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. -Use dates and terms accurately in describing events. 	<p>No History</p>

	<ul style="list-style-type: none"> -Study the differences between different types of people -Look at philosophers of the time and their legacy. -Look at the beliefs -Origins of the Olympic Games 	<ul style="list-style-type: none"> -Study of Elizabeth Fry and her influence over prison reform. 	
Year 5 and 6 Year B	<p><u>Why is Earth known as the Goldilocks planet?</u></p> <ul style="list-style-type: none"> -Learn about the differing theories of space in the past. -Learn about the space race between the USSR and the USA and the events that happened and recognise that this was a key event in the progression of space exploration. -Learn about the Apollo 11 moon landing and how significant it was. -Learn about space exploration today and compare it to the past. -order key events in chronological order. 	<p><u>Where did the the Anglo-Saxons and the Vikings come from and where did they go?</u></p> <ul style="list-style-type: none"> -Look at the places and reasons for invasion. -Study gender, adults and children, work, education. -Compare the Vikings and the Anglo Saxons. -Understand that the Anglo-Saxons and Vikings way of life differed. -Study Alfred the Great and his role. Why was he called the Great - study evidence and give opinions. -Where they settled and why and how they gained control. -When the Viking era ended and why. 	

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
To investigate and interpret the past	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
To understand chronology	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.
To build an overview of world history		<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Use dates where appropriate 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world.

			<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To communicate historically	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.
Famous Historians		Mary Seacole, Florence Nightingale, Guy Fawkes, William The Conqueror, Mary Anning, Samuel Pepys	Howard Carter Mary Anning Alan Turing Winston Churchill Ada Lovelace (computers) Rosa Parks (Black History month) Boudicca Julius Caesar	Alfred the Great Neil Armstrong

Sticky Knowledge

EYFS	Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> To have an awareness of the passing of time Use time vocabulary - yesterday, last week, when I was a baby. To know that people change over time To name annual historical events - Bonfire Night To know that fossils and dinosaur bones help us to know about the past 	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Know 3 differences between houses in 1666 and the present day know what we use today instead of a number of older given artefacts know that children's lives today are different to those of children a long time ago differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys) name historical figures and know why they are famous and what they did 	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age (homes, tools, clothes etc) Know the main differences between the stone, bronze and iron ages. Know how Britain changed from the iron age to the end of the Roman occupation. Name three ways the Romans improved life in Britain. Name at least three famous historical figures and explain why they are important in history. Know how the discovery of important artefacts has helped us understand how people lived in Ancient Egyptian and Roman times. 	<ul style="list-style-type: none"> Know that the Ancient Greeks influenced life today. Know 3 differing characteristics of the Athenians and the Spartans. Know that the Olympic games originated in Ancient Greece and name the events that still remain today. Know that the Ancient Greeks way of life can be found by studying artefacts. Know how crimes and punishments have changed over time and make links to how society changed. Know that theories about space changed over time.

		<ul style="list-style-type: none">• Know that the pyramids in Ancient Egypt were tombs.• Know how WWII impacted on our local area (An American airbase in Podington, Alfred Street School in Rushden was bombed, Bletchley Park - home to code breaking)	<ul style="list-style-type: none">• Know that there was a space race and that this ended with the moon landing in 1969.• Order key events in the space race.• Know where the Vikings came from.• Know when the Anglo-Saxons and Vikings arrived in Britain.• Know that during the Anglo-Saxon period Britain was divided into 7 kingdoms.• Know that the way the kingdoms were divided has led to the creation of some of the county boundaries today.• Know why the Vikings frequently won battles with the Anglo-Saxons.• Know the difference between Primary and Secondary evidence.• Know that the end of the Viking era finished in 1066 at the battle of Hastings.• Know who the Mayans were and where they lived.• Know when the Mayans lived and make links to what was happening in Britain and that time.
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