

History Overview

YEAR					
RECEPTION	<p>Consider differences between themselves now and as a baby. Sort and sequence objects belonging to a baby, a toddler and an infant. Use vocabulary to discuss differences. E.g old / new, night / day, then / now</p>	<p>Listen to a range of stories that illustrate aspects of the past. E.g fairy stories and stories about changes in children's lives.</p>	<p>Begin to understand that there are different versions of the same event. E.g first day at school.</p>	<p>Use senses to explore sources and artefacts, describing their characteristics</p>	<p>Talk about pictures of themselves, using appropriate vocabulary. E.g 'when I was a baby'</p>
YEAR 1	<p>Toys Changes within the living memory (theirs and their parents). Where appropriate, these should be used to reveal aspects of changes within national life. <u>Identify differences between ways of life at different times.</u></p>	<p>Guy Fawkes Through role-play of Guy Fawkes, consider the different points of view: King / Guy Fawkes / Parliament. Orally retell episodes of a famous event. E.g gunpowder plot. <u>To recognise why people did things and what happened as a result.</u></p>	<p>Fire of London To compare similarities and differences between then and now. E.g how are our homes different to those in the 17th century? Use words associated with the passing of time: <i>modern, old, new, before, after, now, long ago, then.</i> <u>Place events in chronological order.</u></p>	<p>Titanic Significant historical events, people and places in their own locality.</p>	
YEAR 2	<p>Bones, Blood and Bandages The lives of significant individuals in the past who have contributed to national and international achievements. <i>Florence Nightingale and Mary Seacole</i></p>	<p>Queens The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. E.g Elizabeth I and Queen Victoria.</p>	<p>Explorers The lives of significant individuals in the past who have contributed to national and international achievements. Christopher Columbus, Captain Scott and Neil Armstrong.</p>		

YEAR					
YEAR 3	<p>Stone Age Survival Changes in Britain from the Stone Age to the Iron Age. Neolithic / Bronze Age focus. Late Neolithic hunter gatherers and early farmers. Bronze age religion, technology and travel.</p>	<p>The Magnetic Iron Age Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>The Roman Empire and its impact on Britain Roman invasion of AD43, British resistance including Boudicca and the Romanisation of Britain.</p>		
YEAR 4	<p>Britain's settlement by Anglo Saxons and Scots. The Roman withdrawal from Britain in AD 410 and the fall of the western Roman empire. The Scot's invasion from Ireland to north Britain, which is now Scotland. Anglo Saxon invasions, settlements and Kingdoms.</p>	<p>The Viking and Anglo Saxon Struggle for England Viking Raids and invasion. Resistance by Alfred the Great. Anglo Saxon laws and justice. Edward the confessor and his death in 1066.</p>	<p>Local History study: Portchester castle A study over time, tracing how several aspects of national history are reflected in the locality.</p>		
YEAR 5	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p>	<p>The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared. A depth study of one of the following: <i>Ancient Suma; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i></p>			
YEAR 6	<p>Eureka! (Ancient Greece) A study of Greek life, achievements and their influence on the western world.</p>	<p>A non European society that provides contrast with British history. One study, chosen from: <i>Early Islamic civilisation, circa AD 900; Mayan civilisation, circa AD 900; Benin, West Africa, AD 900 - 1300.</i></p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p>		

