

History

WHOLE SCHOOL OVERVIEW



Early Years Foundation Stage (EYFS)

	Autumn	Spring	Summer
Nursery	Demonstrates an ability to talk about their own previous experiences of celebrations with their family or friends. Through discussions with others, shows an understanding of and will share information about things they have experienced in the past. <u>Unit Overview</u> Can you talk about past experiences with your family e.g. how you celebrated your last birthday?	Demonstrates an ability to talk about their own previous experiences of celebrations with their family or friends. Through discussions with others, shows an understanding of and will share information about things they have experienced in the past. <u>Unit Overview</u> - Can you talk about where you have visited locally in the past? - Can you talk about your previous experiences of visiting a farm?	Demonstrates an ability to talk about their own previous experiences of celebrations with their family or friends. Through discussions with others, shows an understanding of and will share information about things they have experienced in the past. <u>Unit Overview</u> Can you talk about your previous experience of weather and plants?
Reception	Talk about the lives of people around them and their roles in society. 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 in the class and storytelling. <u>Unit Overview</u> - Can you talk about the roles of important people in society? - Can you talk about experiences you have shared with your family in your own immediate past? - Can you talk about your own experiences of babies or younger children? - Can you talk about how your own family has changed over time? - Can you explore how families / homes were different in the past by exploring books and photographs?	Talk about the lives of people around them and their roles in society. 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 in the class and storytelling. <u>Unit Overview</u> - Can you identify similarities and differences between transport now and in the past? - Can you explore through books, photographs and artefacts, how people and places have changed over time? - Can you identify how some animals are extinct and explore what this means? Can you talk about animals at risk of becoming extinct in the future?	Talk about the lives of people around them and their roles in society. 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 in the class and storytelling. <u>Unit Overview</u> Pupils revisit prior learning to consolidate skills through all exploration related to the ELG 'Understanding of the World'.
<u>The Early Learning Goals (ELG) for understanding of the world aims to ensure that all pupils:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			

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- Understand the **past** through settings, characters and events encountered in books in the class and storytelling.

Key Stage I (KSI)			
Year 1	Autumn	Spring	Summer
	What instigated the plot? BANG!	Why are nurses significant?	Did your grandparents own tablets?
	Retrieval Opportunity Where we live – geography link Location of the UK on a map – geography link	Retrieval Opportunity Nursing and hospitals	Retrieval Opportunity Computing and technical devices – computing link Materials – science link
	4-week unit of work – FOCUS: Events beyond living memory that are significant globally. (The Gun Powder Plot) Develop an awareness of the past. Know where people and events they study fit within a chronological framework. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>Unit overview</u> Week 1- What is the gunpowder plot? (Theatre visit) Week 2 - Who planned the plot and why did it start? Week 3- What were the main events of the gunpowder plot? Week 4- What happened after the plot was discovered and how is it remembered today? <u>Historical sources.</u> Freshwater theatre, Chronological time line, non-fiction texts, online resources (pictures/letters), videos of gunpowder plot. <u>Significant individuals:</u> Guy Fawkes, King James I, Robert Catesby, Thomas Percy.	FOCUS: Significant individuals who have made a contribution (Florence Nightingale and Mary Seacole) Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where people and fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>Unit overview</u> Week 1 – What are hospitals like today? (This is where you could interview a nurse) PS- nurse visit Week 2- Who was Florence Nightingale? Week 3- How did Florence Nightingale improve nursing? Week 4- What was Florence Nightingale's life like? Week 5- Who was Mary Seacole and how did she improve nursing? Week 6- How has nursing changed? <u>Historical sources.</u>	FOCUS: Changes within living memory (Toys - Now and Then) Develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wider vocabulary of everyday historical terms. Ask and answer questions. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>Unit overview</u> Week 1-What are toys like today? Week 2- What were toys like in the past? (Trip to toy museum) Week 3 - What were toys like in the past? (Interviews) Week 4- How are toys different today to the past? Week 5- Are there any similarities and differences between toys past and present? LOTC <u>Historical sources.</u> Trip to the toy museum, online pictures and videos. Artefacts (old toys), interviews, research on ipads and using non-fiction texts.
	Local Study-How has our local area changed? LOTC- walk in the local area.		

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	4 week unit of work - FOCUS: A local history study (Old Hill) Identify historical places in their locality. Develop a sense of pride in where they live. Understand their local heritage. Unit Overview Week 1 – What can you learn from a historic map of Old Hill? Week 2 – What can you learn from a current map of Old Hill? Week 3 – What are the significant differences between Old Hill in the past and present day? Week 4 – What was life like in Old Hill in the past? (Interview) Historical sources: Maps of Old Hill – past and present, interviews with local residents.	Pictures of hospitals and equipment past and present, Non-fiction texts, online video, interviews with nurses today. Significant individuals: Florence Nightingale and Mary Seacole	
Year 2	Autumn	Spring	Summer
	Why did London burn down?	Would you make a good explorer?	Why are kings and queens important?
	Retrieval Opportunity Past and present – historical sources Location of the UK on a map – geography link Materials – science link	Retrieval Opportunity Past and present – historical sources Florence Nightingale Mary Seacole	Retrieval Opportunity Location of the UK on a map – geography link Capital city – London – Geography link
	FOCUS: Events beyond living memory (The Great Fire of London) Develop awareness of the past, using common words and phrases relating to the passing of time. Know where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions to know and understand key features of events Unit Overview (Aston Hall Visit and drama workshops – where / when and why did the fire start and how did it stop?) Week 1 – What did London learn from the fire? Week 2 – Why did the fire spread so quickly? LOTC Week 3 – How different is London now to then? Week 4 – Why did London burn down? Historical sources: Historical map, diary entry, fresh water company drama session, chronological timeline, artefacts – clothes, buckets, fire squirts (Aston hall visit), historical photographs, video account,	FOCUS: Significant individuals who have made a contribution (Christopher Columbus and Neil Armstrong) Develop awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Identify how people and events they study fit within a chronological framework. Ask and answer questions. Know and understand key features of events Unit Overview (adapted order) Week 1 – Who was Neil Armstrong? Week 2 – How did Neil Armstrong become an astronaut and why is he famous? Week 3 – What have we learnt from Neil Armstrong and how has space travel changed? Week 4 – Who was Christopher Columbus and why was he so famous? LOTC Week 5 – How did Christopher Columbus explore the planet? (Drama workshop)	FOCUS: Changes within living memory (Kings and Queens) Develop awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Identify how people and events they study fit within a chronological framework. Ask and answer questions. Know and understand key features of events Unit Overview Week 1 – How have Kings and Queens changed over time from around the world? Week 2 – Can you order the UK Kings and Queens? (using a timeline to order British Monarchs) Week 3 – What makes a good and a bad Monarch? Week 4 – Who are the current Royal Family? Week 5 – Who were the most significant British Monarchs and why? Week 6 – Why are kings and queens important? Can you compare two previous Monarchs? Historical sources:

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<u>Significant individuals</u> Samuel Pepys, Thomas Farrinor, King Charles II Local Study -What are the buildings in Haden Hill park? <u>2 week mini project (linked to geography work)- FOCUS: A local history study (Haden Hill House)</u> Identify historical places in their locality. Develop a sense of pride in where they live. Understand their local heritage. <u>Unit Overview</u> Week 1 – How old are the houses in Haden Hill Park? Week 2- Why are these houses important in our local area? <u>Historical sources</u> Pictures of the house and Hall past and present	Week 6 – Would you make a good explorer? LOTC <u>Historical sources:</u> Chronological timeline, diary entries, videos of space and events leading up to the launch and moon landing, photographs of key equipment and ships, maps, drama session. <u>Significant individuals</u> Christopher Columbus and Neil Armstrong	Chronological timeline, family tree, significant dates, significant names, lots of artefacts such as pictures (paintings from the time), clothes, thrown, class discussions, working walls to present work and timelines. <u>Significant individuals</u> Queen Elizabeth II
<u>The National Curriculum for history aims to ensure that all pupils:</u> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		

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Lower Key Stage 2 (LKS2)

	Autumn	Spring	Summer
	How did the Rotten Romans help us today?	Tremendous Tudors!	Smashing Saxons and Scots - Prepare for battle! Were they friends or enemies?
Year 3	Retrieval Opportunity Past and present – historical sources	Retrieval Opportunity Past and present – historical sources Location of the UK on a map – geography link Historical timeline	Retrieval Opportunity Past and present – historical sources Location of the countries using a map – geography link Historical timeline
	FOCUS: The Roman Empire and its impact on Britain Gain an awareness of the past, relating to The Romans, using relevant vocabulary. Develop a chronologically, secure knowledge and understanding of significant individuals and events, relating to how they have influenced present day. Identify similarities and differences between ways of life in Roman / modern times. Unit overview Week 1 – What do we already know about the Rotten Romans? Week 2 – Where, why and how did the Romans invade? Week 3 – What were Romans good at building? (link to building roads). Week 4 – Who was Emperor Hadrian and what did he build? Week 5 – Did the Romans believe in one god? Week 6 – How did the Rotten Romans help us today? Historical sources Roman artefacts, non-fiction texts, video clips, internet searches, maps Significant individuals: Emperor Hadrian, Julius Caesar, Boudica	Focus: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Tudors) Gain an understand of the changing powers of monarchs. Gain knowledge and understanding of events, people and changes in the past. Investigate how lives were different amongst the rich and poor especially with food. Unit Overview Week 1- Who were the Tudors? What is the timeline of events? Week 2- Who was part of the Royal Family? Week 3- Who was King Henry VIII? Who were his wives? Week 4- Who was Queen Elizabeth I? Week 5- What did Tudors eat? Week 6- What was life like as a Tudor? (Rich v Poor) Historical Sources Tudor artefacts, non-fiction texts, video clips, internet searches Birmingham History Museum Significant Individuals King Henry VIII Elizabeth I	FOCUS: Britain's Settlements by Anglo and Scots Gain awareness of the past during Saxon times, using relevant vocabulary. Identify similarities and differences between ways of life during Saxon times compared to modern day. Understand how people and events they study fit within a chronological framework. Unit overview Week 1 – Who were the Anglo Saxons and Scots? Week 2 - When and why did the Scots invade? Week 3 -When and why did the Saxons invade? Week 4 – Were they friends or enemies? Week 5 – What influences have the Saxons and Scots had on Britain? Week 6 – What was life like for Anglo Saxons and Scots? (What can artefacts tell us about life in the past for Anglo Saxons and scots?) Historical sources Anglo Saxon artefacts, non-fiction texts, video clips, internet searches, maps, Birmingham Museum and Art Gallery – Staffordshire Hoard. Significant individuals King Vortigern, Hengest and Horsa
Year 4	Autumn	Spring	Summer
	Could all ancient Egyptians be mummies?	What was the struggle between the Vikings and the Anglo- Saxons?	Local Study - How is our local area linked to the Titanic?
	Retrieval Opportunity Past and present – historical sources	Retrieval Opportunity Past and present – historical sources	Retrieval Opportunity Past and present – historical sources

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Location of the countries using a map – geography link Historical timeline	Location of countries on a map – geography link Historical timeline – Saxons and Scots	Historical timeline
FOCUS: The achievements of earliest civilisation (Ancient Egypt) Gain awareness of early civilisations studying Ancient Egypt, using relevant vocabulary. Know and understand key features of people and events and how they fit within a chronological framework. Identify similarities and differences between ways of life compared to modern times. Construct informed responses that involve thoughtful selection and organisation of relevant historical information and artefacts. Unit overview Week 1 – How was ancient Egypt structured? Week 2 – How long were Egyptians around for? Week 3 – What was it like to walk like an Egyptian? Week 4 – What and who were Pharaohs Week 5 – What was it like to be an Egyptian (external education provider) Week 6 – Could all ancient Egyptians be mummies? Historical sources: Historical maps, nonfiction texts, chronological time line, artefacts, pictures of Tutankhamun's jewels. Significant individuals Tutankhamun	FOCUS: The Viking and Anglo-Saxon Struggle Understand how the Saxons and Vikings settled into England and established settlements, researching and comparing their reasons for invasion. Use dates to relate to the passing of time and record events in chronological order. Construct informed responses that involve thoughtful selection and organisation of relevant historical information and artefacts. Unit overview Week 1: - Who were the Anglo-Saxons? (hook day) Week 2: - How were Anglo-Saxon houses built? Week 3: - Why did the Vikings invade Britain? Week 4: - Guess which Anglo-Saxon and Viking I am? Week 5: - How long were the Anglo-Saxons and Viking around for? Week 6: - What was the struggle between the Vikings and the Anglo-Saxons? (Anglo-Saxon and Viking experience to Wyre Forest) Historical sources: Historical maps, nonfiction texts, video accounts, newspaper entries, chronological time line, artefacts Significant individuals Alfred the Great, Edward the Confessor	FOCUS: A Local History Study (Titanic) Complete a study of an aspect of history or a site that is significant to the locality. Understand their local heritage and how this relates to the national story. Identify experiences of men and women, past and present, and identify how these have changed. Use historical sources to learn about the past, using appropriate vocabulary to describe different time periods. Unit overview Week 1: - Why is the Titanic so famous and how does it relate to our local area? Week 2: - How long did it take to make the Titanic and what parts did we make locally? Week 3: - What was life like for people on board the Titanic? Week 4: - How is our local area linked to the Titanic? Week 5: - Who is Mary McCarther? Week 6: -How different was life in the 1900's for men and women? Historical sources: Mary McCarther information, historical maps, nonfiction texts, video accounts, newspaper entries, chronological time line, artefacts
The National Curriculum for history aims to ensure that all pupils: • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.		

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Upper Key Stage 2 (UKS2)

	Autumn	Spring	Summer
	What were the challenges of survival for early man?	Why would it have been good to be a Greek god?	Who were the Mayas?
Year 5	Retrieval Opportunity Past and present – historical sources Historical timeline – Roman, Tudors, Egyptians, Vikings and Anglo-Saxons Materials – science link	Retrieval Opportunity Past and present – historical sources Historical timeline	Retrieval Opportunity Past and present – historical sources Historical timeline
	FOCUS: Changes in Britain: from Stone Age to Iron Age Gain awareness of late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, using relevant historical vocabulary to describe the passing of time. Identify similarities and differences between ways of life compared to modern times. Unit overview Week 1: - What was it like for early man? (Trip to Wyre Forest to make shelters and observe cave paintings) LOTC Week 2: - Can you sequence events from Stone Age to Iron Age? Week 3: - What is Skara Brae? Children to write a newspaper report on the discovery of Skara Brae. Week 4: - What are the differences between Stone Age to Iron Age villages? Week 5: What did tools look like in the Stone Age and Iron Age? Week 6: What were the challenges of survival for early man? Historical Sources: Pictures of Skara Brae remains, Chronological timeline, artefacts, range of information sources, trip to Wyre Forest Significant individuals: Skara Brae	FOCUS: Ancient Greece Develop a chronologically, secure knowledge and understanding of Ancient Greece. Gain an understanding of how Greek life and achievements have influenced western life, using historical vocabulary and sequencing to explain their reasons. Unit overview Week 1: - Can you name and order Greek events on a timeline? Week 2: - What are the differences between Ancient Greek Olympics to modern day Olympics? Week 3: - Who are Ancient Greek gods and goddesses and why are they important? Week 4: - Why was it good to be a Greek god? Week 5: - How is our knowledge of the past constructed from a range of sources? Week 6: - Why would it have been good to be a Greek god? (external visitor to review and re-create events) LOTC Historical Sources: Chronological timeline, artefacts, written doctors' oath, picture of a sculpture showing medical equipment, bleeding cups and a lead medicine cup. A quote from the philosopher Epictetus, Photo of remains of a temple	FOCUS: A Non- European Society that provides contrast with British History Develop a chronologically, secure knowledge and understanding of Mayan civilisation. Identify and note connections, contrasts, and trends when researching a non-European society. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Unit overview Week 1: - What was life like in the Maya civilisation? Week 2: - What was religion like to the Mayas? Week 3: - How does the Maya number system work? Week 4: - What can we discover from a historical source? Week 5: - What was a Mayan diet like? Week 6: - What is historical bias? Historical Sources Pictures of sculpture, Catherwood Historical drawings, range of information sources,
Year 6	Autumn	Spring	Summer
	Allies or Enemies?	Who will take the throne?	Local Study – How did Cradley Heath 'Ommer Um?



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Retrieval Opportunity Past and present – historical sources Historical timeline – Florence Nightingale and Mary Seacole Location of countries and continents – geography link	Retrieval Opportunity Past and present – historical sources Historical timeline – Emperor Hadrian, Kings and Queens Bayeux Tapestry – DT link	Retrieval Opportunity Past and present – historical sources Historical timeline Titanic
FOCUS: A study aspect or theme in British History beyond 1066 Develop a chronologically, secure knowledge and understanding of British, local and world history. Note connections, contrast and trends over time and develop the appropriate use of historical terms. Devise historically valid questions about change, cause, similarity and difference and significance. Understand how our knowledge of the past is constructed from a range of sources. Unit overview Week 1- What are the main events of World War II? What is Remembrance Day and why is it important? Week 2- What is evacuation and how does it feel to be an evacuee child? Week 3- How does 1940 compare to present day? Week 4- What is propaganda and why was it important? Week 5- What is the Blitz? Week 6- How important was the Black Out? Additional lesson if time – LOTC - Vintage Tea Party (Children present and showcase their new learning of WW2) Historical Sources: Variety of WW2 texts, Blitz videos, Blitz poetry, eye witness accounts, Photographs of 1940 houses, videos of 1940 houses, Remembrance Day memorabilia., WW2 artefacts, interviews, chronological time lines. Significant individuals: Anne Frank, George VI, Queen Elizabeth II, Winston Churchill	FOCUS: A study aspect or theme in British History beyond 1066 Develop a chronologically, secure knowledge and understanding of British, local and world history, note connections, contrast and trends over time and develop the appropriate use of historical terms. Devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Unit overview Week 1- What are the main events of the Battle of Hastings? Week 2- What is the sequence of the Battle of Hastings? Week 3- Why did William the Conqueror win the battle? Week 4- Who would make the best king? Week 5- Why is the Bayeux Tapestry important? Week 6- What weaponry was used during the Battle of Hastings? Historical Sources: Bayeux Tapestry, internet websites, information about kings, photographs of weaponry, videos, replica battles, artefacts, chronological time lines. Significant individuals: William the Conqueror	FOCUS: A Local History Study Complete an in-depth study tracing how national history is reflected in the locality and the impact this had on. Understand their local heritage and how this relates to the national story. Devise historically valid questions about change, cause, similarity and difference and significance. Unit overview Week 1 – Why is the speedway in Cradley Heath important? Week 2 – What are the main events from the Cradley Heath speedway? Week 3 – Are there any famous riders? Week 4 – What is the difference between speedway today and in the past? Week 5 – What can you learn from interviewing a speedway star? Historical Sources Texts, web searches, video clips, interviews, newspaper reports.
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- Understand how our knowledge of the past is constructed from a range of **sources**.

LOTG – Learning Outside the Classroom

Significant Individuals Studied

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Guy Fawkes, King James I, Robert Catesby, Thomas Percy,	Samuel Pepys, Thomas Farrinor, King Charles II	Emperor Hadrian, Julius Caesar, Boudica	Tutankhamun	Skara Brae	Anne Frank, George VI, Queen Elizabeth II, Winston Churchill
Spring	Florence Nightingale and Mary Seacole	Christopher Columbus and Neil Armstrong	King Henry VIII and his wives Queen Elizabeth I?	Alfred the Great, Edward the Confessor		William the Conqueror
Summer		Queen Elizabeth II	K King Vortigern, Hengest and Horsa	Mary McCarther		

Significant Historical Events / Time Periods

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Gunpowder Plot – 1605	Great Fire of London – 1666	Roman Empire - 27BC – 476AD	Ancient Egypt – 700BC	Stone age to Iron man. 8 – 10,000BC	World War II - 1940
Spring	Florence Nightingale - 1820 - 1910	Christopher Columbus – 1451 - 1506	Tudors – 1485 - 1603	Vikings and Anglo Saxons – 793AD	Ancient Greece – Olympics – 776BC	Battle of Hastings - 1066
Summer	Changes within living memory	Changes within living memory	Smashing Saxons and Scots – 449AD	Titanic – Local study link - 1900	Non-European society to contrast to British history	Local study

Local study

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4 week Mini study – Old Hill past and present.	2 week Mini study – Haden Hill house		Titanic and chain making in Cradley Heath – linked to the chain maker strike		Speedway in Cradley Heath