

# History Overview 2020-2021

	Autumn	Spring	Summer
Year 1	<p>Did Nanna have as much fun with her toys as we do? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>• <b>Uses words and phrases: old, new, young, days, and months.</b></li> <li>• <b>Recount changes in own life over time and compare that to relatives from different eras.</b></li> <li>• <b>Puts 3 or more people, events or objects in order using a given scale- beyond 100 years.</b></li> </ul>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> <li>• <b>Events beyond living memory that are significant nationally or globally.</b></li> <li>• <b>Remembers parts of stories and memories about the past.</b></li> <li>• <b>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</b></li> </ul>	<p>Kitty Wilkinson</p> <ul style="list-style-type: none"> <li>• <b>Writes simple stories and recounts about the past.</b></li> <li>• <b>Uses words and phrases such as recently, before, after, now, later.</b></li> <li>• <b>Sequence some events or 2 related objects in order of time – up to 100 years (intervals of 10).</b></li> </ul>
Year 2	<p>Transport through time</p> <ul style="list-style-type: none"> <li>• <b>Looks carefully at pictures or objects to find information about the past.</b></li> <li>• <b>Tell the difference between past and present in own and other people's lives</b></li> </ul>	<p>Black History – Rosa Parks/Mary Seacole</p> <ul style="list-style-type: none"> <li>• <b>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</b></li> <li>• <b>Understands why some people in the past did things.</b></li> <li>• <b>Uses information to describe differences between then and now.</b></li> </ul>	<p>Titanic</p> <ul style="list-style-type: none"> <li>• <b>Describes objects, people and events.</b></li> <li>• <b>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</b></li> <li>• <b>Recounts main events from a significant point in history.</b></li> </ul>
Year 3/ Year 4	<p>Dr Duncan</p> <ul style="list-style-type: none"> <li>• <b>A local history study</b></li> <li>• <b>A local history study – a study overtime tracing how several aspects of national history are reflected in the locality</b></li> <li>• <b>OR A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</b></li> </ul>	<p>Anglo Saxons</p> <ul style="list-style-type: none"> <li>• <b>The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</b></li> <li>• <b>Scots invasions from Ireland to north Britain (now Scotland)</b></li> <li>• <b>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</b></li> <li>• <b>Anglo-Saxon art and culture</b></li> </ul>	<p>Vikings</p> <ul style="list-style-type: none"> <li>• <b>Viking raids and invasion</b></li> <li>• <b>Resistance by Alfred the Great and Athelstan, first king of England</b></li> <li>• <b>Further Viking invasions and Danegeld</b></li> <li>• <b>Anglo-Saxon laws and justice</b></li> <li>• <b>Edward the Confessor and his death in 1066</b></li> </ul>

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		<ul style="list-style-type: none"> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	
Year 5	<p>Ancient Egypt</p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations – an overview of where and when the first civilisation appeared and a depth study of one of Ancient Egypt</li> <li>• Uses timelines to place and sequence local, national and international events (5 or more events)</li> <li>• Looks at different versions of the same event and identifies differences in the accounts (story of Osiris)</li> <li>• Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills</li> </ul>	<p>The Ancient Mayans</p> <ul style="list-style-type: none"> <li>• Begins to design own timeline to sequence events learned.</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Uses dates and terms accurately.</li> </ul>	<p>Changes in Britain from Stone age to Iron Age</p> <ul style="list-style-type: none"> <li>• Sequences historical periods.</li> <li>• Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</li> <li>• Asks a range of questions about the past.</li> </ul>
Year 6	<p>Crime and Punishment</p> <ul style="list-style-type: none"> <li>• Uses timelines to demonstrate periods of time and passing of time.</li> <li>• Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</li> <li>• Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p>WW2 - How did Hitler convince a nation like Germany to follow him?</p> <ul style="list-style-type: none"> <li>• Creates own timelines to place events, periods and cultural movements from around the world.</li> <li>• Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>• Identifies and uses different sources of information and artefacts.</li> </ul>	SATS