



Rise Park Primary and Nursery School History Overview



Y1

Autumn 2	Spring 2	Summer 2
<p>Personal History Local</p> <p>(N/C objectives): To know about changes within living memory. To know about changes beyond living memory. To know about events beyond living memory.</p> <p>(Lesson objectives)</p> <ol style="list-style-type: none"> To know what History means and identify things that have happened in their own past. To talk about how I have changed since I was a baby. To sort objects into things I might use now and things I would have used as a baby, using 'past' and 'present'. To order different life stages and identify people who are in different life stages. To ask questions about an older family member's history. <p>(Skills)</p> <ul style="list-style-type: none"> Talk about things that happened when they were younger. (Chronological understanding) Explain how they have changed since they were born. (Chronological understanding) 	<p>Significant individuals in the past: Mary Anning British <i>Social Class</i></p> <p>(N/C objectives): To know about the lives of significant individuals who have contributed to national and international achievements.</p> <p>(Lesson objectives)</p> <ol style="list-style-type: none"> To investigate and explain who Mary Anning was and key events in her life. To know how she made a contribution to national history. To understand that history is something that happened in the past. To understand that prehistoric animals lived in the past and are no longer alive now. To know that fossils can tell us about the past. <p>(Skills)</p> <ul style="list-style-type: none"> Ask questions about old and new objects. (Historical interpretation and enquiry) Give plausible explanations about what an object was used for in the past. (Historical interpretation and enquiry) To know that some objects belong in the past. (Chronological understanding) 	



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Y2

Autumn 1	Spring	Summer 1
<p>Jesse Boot Local Social Class</p> <p>To know about significant historical events, people and places in own locality. To know about the lives of significant individuals who have contributed to national achievements. To identify similarities and differences between ways of life in different periods.</p> <ol style="list-style-type: none"> To sequence events in their own lives. To research the life of Jesse Boot and consider what life was like in Nottingham at the time, particularly for the poor. To sequence key events in the life of Jesse Boot. To explore artefacts and make predictions about their purpose. To compare artefacts from the past to modern day and explain how and why they have changed over time. To explain why Jesse Boot was an important historical person. <ul style="list-style-type: none"> Sequence events in their own life and those of a historical figure. (Chronological understanding) Use appropriate vocabulary to describe the past and present accurately. (Chronological understanding) Research the life of a significant individual. (Historical interpretation and enquiry) 	<p>The Great Fire of London British Settlements Social Class</p> <p>To know about events beyond living memory that are significant nationally or globally. To identify similarities and differences between ways of life in different periods – London then and now.</p> <ol style="list-style-type: none"> To find out about the Great Fire of London through research and asking and answering questions. To know what an eyewitness is and consider what different eyewitness accounts tell us about the fire. To sequence the key events of the Great Fire of London on a timeline. To explore similarities and differences between ways of life in different periods – London then and now. Focusing on fire safety, settlements and city planning. <ul style="list-style-type: none"> To use appropriate vocabulary to describe the past and present accurately. (Chronological understanding) To explain why eyewitness accounts may vary. (Historical interpretation and enquiry) 	<p>Summer 2</p>



Y3

Autumn

Spring

Summer

The Stone Age to the Iron Age

British

Settlements *Religion and Beliefs*

To know about changes in Britain from the Stone Age to the Iron Age.

1. To understand where the Stone Age – Iron Age fits on a timeline of British History.
 2. To create a timeline for the Stone Age – Iron Age, including key events/developments.
 3. To explore Stone Age artefacts and consider what they can tell us about the past.
 4. To explain how Stone Age people found food, focusing on the development and use of tools.
 5. To describe a Stone Age settlement.
 6. To research Stone Age beliefs, focusing on the importance of Stonehenge.
 7. To explain how the smelting of bronze changed the way of life.
 8. To explain what had changed between the Bronze and Iron Ages (change) and what had stayed the same (continuity).
 9. To describe the diet of Iron Age people, focusing on use of iron tools and the development of farming and agriculture.
 10. To describe an Iron Age settlement and make comparisons to Stone Age settlements.
- *Order historical events on a timeline. (Chronological understanding)*
 - *Use a range of historical sources to ask and answer questions. (Historical interpretation and enquiry)*
 - *Identify similarities and differences between given periods in history. (Historical interpretation and enquiry)*



Rise Park Primary and Nursery School History Overview



Y4

Autumn 2	Spring 2	Summer
<p>The Anglo-Saxons British <i>Invasion and Empire</i> <i>Settlements</i> <i>Religion and Beliefs</i></p> <p>To know about Britain's settlement by Anglo-Saxons and Scots.</p> <ol style="list-style-type: none"> To explain where the Anglo-Saxons came from and why they resettled in Britain. To know how Anglo-Saxon England was divided into kingdoms. To explain where the Anglo-Saxons fit on a timeline of British history. To order key events on a timeline, using centuries. To understand Anglo-Saxon beliefs. To describe the key features of an Anglo-Saxon settlement. To understand how the Anglo-Saxon's legacy can be seen today. <ul style="list-style-type: none"> <i>Plot events on a timeline using centuries. (Chronological understanding)</i> 	<p>Crime & Punishment from the Anglo-Saxons to modern times British <i>Social Class</i> <i>Religion and Beliefs</i></p> <p>To study an aspect of British History that extends pupils' chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"> To investigate present day policing and the rule of law. To investigate how the legal system worked in Anglo-Saxon Britain. To investigate different punishment methods that were popular during the Tudor period. To use different sources of evidence to investigate the life of Dick Turpin. To explain how policing and the structure of law changed during the Victorian Era. <ul style="list-style-type: none"> <i>Plot events on a timeline using centuries. (Chronological understanding)</i> <i>Interpret two versions of an event and say how they differ. (Historical interpretation and enquiry)</i> 	



Rise Park Primary and Nursery School History Overview



Y5

Autumn	Spring 2	Summer
<p>Ancient Greece World <i>Invasion and Empire</i> <i>Settlements</i> <i>Social Class</i> <i>Religion and Beliefs</i></p> <p>To know about Ancient Greek life and achievements and their influence on the western world.</p> <ol style="list-style-type: none"> To understand where Ancient Greece fits on a timeline and what was happening in Britain at the time. To order key events from Ancient Greece on a timeline. To explore Ancient Greek artefacts and consider what they tell us about the past. To describe Ancient Greek settlements. To describe Ancient Greek social hierarchy and the different roles within it. To explain the concept of city-states, focusing on Athens and Sparta and their rivalry. To research Ancient Greek religion and beliefs. To understand the importance of Ancient Greek Myths and Legends and their relevance today. To understand the concept of democracy and its origins in Ancient Greece. To discuss the legacy of the Ancient Greeks in the modern world. <ul style="list-style-type: none"> <i>Identify where a period fits on a timeline. (Chronological understanding)</i> <i>Use artefacts and evidence to understand more about the past. (Historical interpretation and enquiry)</i> <i>Make comparisons between historical periods, explaining things that have changed and things that have stayed the same – Cont. through Big Question. (Historical interpretation and enquiry)</i> 	<p>Vikings and Raiders British <i>Invasion and Empire</i> <i>Settlements</i> <i>Religion and Beliefs</i></p> <p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ol style="list-style-type: none"> To identify where the Vikings came from and where the Viking Age and raids on Britain fit on a timeline of British history. To explain the Vikings motivations and methods for invading Britain. To describe the struggle for power with the Anglo-Saxons, focusing on the Kingdom of England and resistance by King Alfred the Great. To explain the establishment of the Danelaw. To explore Viking artefacts and consider what they tell us about the past. To understand Viking beliefs. To describe the key features of a Viking settlement. <ul style="list-style-type: none"> <i>Identify where a period fits on a timeline. (Chronological understanding)</i> <i>Understand and apply dates and historical language accurately within their work. (Chronological understanding)</i> <i>Use artefacts and evidence to understand more about the past. (Historical interpretation and enquiry)</i> 	



Y6

Autumn	Spring 1	Summer
<p>WW2 British, World <i>Invasion and Empire</i> <i>Social Class</i></p> <p>To study a theme in British History that extends pupil's chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"> To evaluate why WW2 started. To explore the countries involved in WW2 and the Allies and Axis powers. To understand where WW2 fits on a timeline of British history. To order key events from WW2 on a timeline. To research the Blitz, using primary sources. To understand rationing and the reasons for it. To explore the role of women in WW2 and the impact of this post-war. To discuss the Holocaust, focusing on the Kindertransport. <ul style="list-style-type: none"> <i>Pose and answer their own historical questions. (Historical interpretation and enquiry)</i> <i>Understand that some historical sources are more reliable than others. (Historical interpretation and enquiry)</i> <i>Identify where a period and its features fit on a timeline by decade. (Chronological understanding)</i> 	<p>Ancient Mayan Civilisation World <i>Invasion and Empire</i> <i>Settlements</i> <i>Social Class</i> <i>Religion and Beliefs</i></p> <p>To study a non-European society that provides a contrast with British history.</p> <ol style="list-style-type: none"> To understand where Ancient Maya was located and where it fits on a timeline of world history. To explore the social hierarchy within Ancient Mayan society. To describe Ancient Mayan settlements, including food production. To research Ancient Mayan religion and beliefs. To explore primary sources and consider what they tell us about Ancient Maya. To evaluate the decline and legacy of the Mayan civilisation. <ul style="list-style-type: none"> <i>Identify where a period and its features fit on a timeline by decade. (Chronological understanding)</i> <i>Understand that some ancient civilisations showed greater advancements than those that followed. (Chronological understanding)</i> <i>Understand that some historical sources are more reliable than others. (Historical interpretation and enquiry)</i> 	
	<p style="text-align: center;">Spring 2</p> <p>The Plague in Eyam Local <i>Settlements</i> <i>Social Class</i> <i>Religion and Beliefs</i></p> <p>To complete a study of local history.</p> <ol style="list-style-type: none"> To explain when and what the plague was. To order key events on a timeline, using decades. 	

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| | <p>3. To describe the impact of the plague on life in Britain, using historical sources.</p> <p>4. To explore methods of preventing the spread of the plague, focusing on the quarantine of Eyam.</p> <ul style="list-style-type: none">• <i>Identify where a period and its features fit on a timeline by decade. (Chronological understanding)</i>• <i>Independently apply an understanding of chronology to historical events. (Chronological understanding)</i>• <i>Understand that some historical sources are more reliable than others. (Historical interpretation and enquiry)</i>• <i>Pose and answer their own historical questions. (Historical interpretation and enquiry)</i> | |
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