



Subject Overviews

HISTORY

History is contained within the termly themes – specific areas are taught via the objectives used and skills are developed.

	Autumn Term	Spring Term	Summer Term
KS1	<p>Through all work: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory (Houses and homes/Seaside holidays / Toys) • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus (Pirates and exploration), Mary Seacole and Florence Nightingale (We care!) Guy Fawkes (Y1) Nelson Mandella (Y2) • significant historical events, people and places in their own locality (Morecambe as a seaside resort in the past) 		
Year 1	Houses and homes in the past Let's celebrate inc Guy Fawkes (Famous Person)	Time Travellers	Pirates
Year 2	Castles London – The Great Fire of London (Famous event)	Nelson Mandella (Famous Person) We care! (Florence Nightingale / Mary Seacole)	Seaside holidays in the past
KS2	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and</p>		

	difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Year 3	<p>Ancient Egypt</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of; Ancient Egypt;</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>changes in Britain from the Stone Age to the Iron Age (life in Britain at the same time as the Egyptians were alive)</p>	<p>Romans</p> <p>the Roman Empire and its impact on Britain</p>
Year 4	<p>Ancient Greece</p> <p>a study of Greek life and achievements and their influence on the western world</p>		<p>Vikings</p> <p>Viking raids and invasions</p> <p>the Viking struggle for the Kingdom of England to the time of Edward the Confessor</p>
		<p>Anglo-Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	
Year 5	<p>Earth and Space</p> <p>A history of space exploration</p>	<p>Victorian case study:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a significant turning point in British history, for example, the first railways</p>	
Year 6	<p>WW2 in Slyne</p> <p>a local history study</p> <p>a study of an aspect of history dating from a period beyond 1066 that is significant in the locality (WW2 – evacuation)</p>		<p>Maya Civilisation</p> <p>a non-European society that provides contrasts with British history –Mayan civilization c. AD 900;</p>

