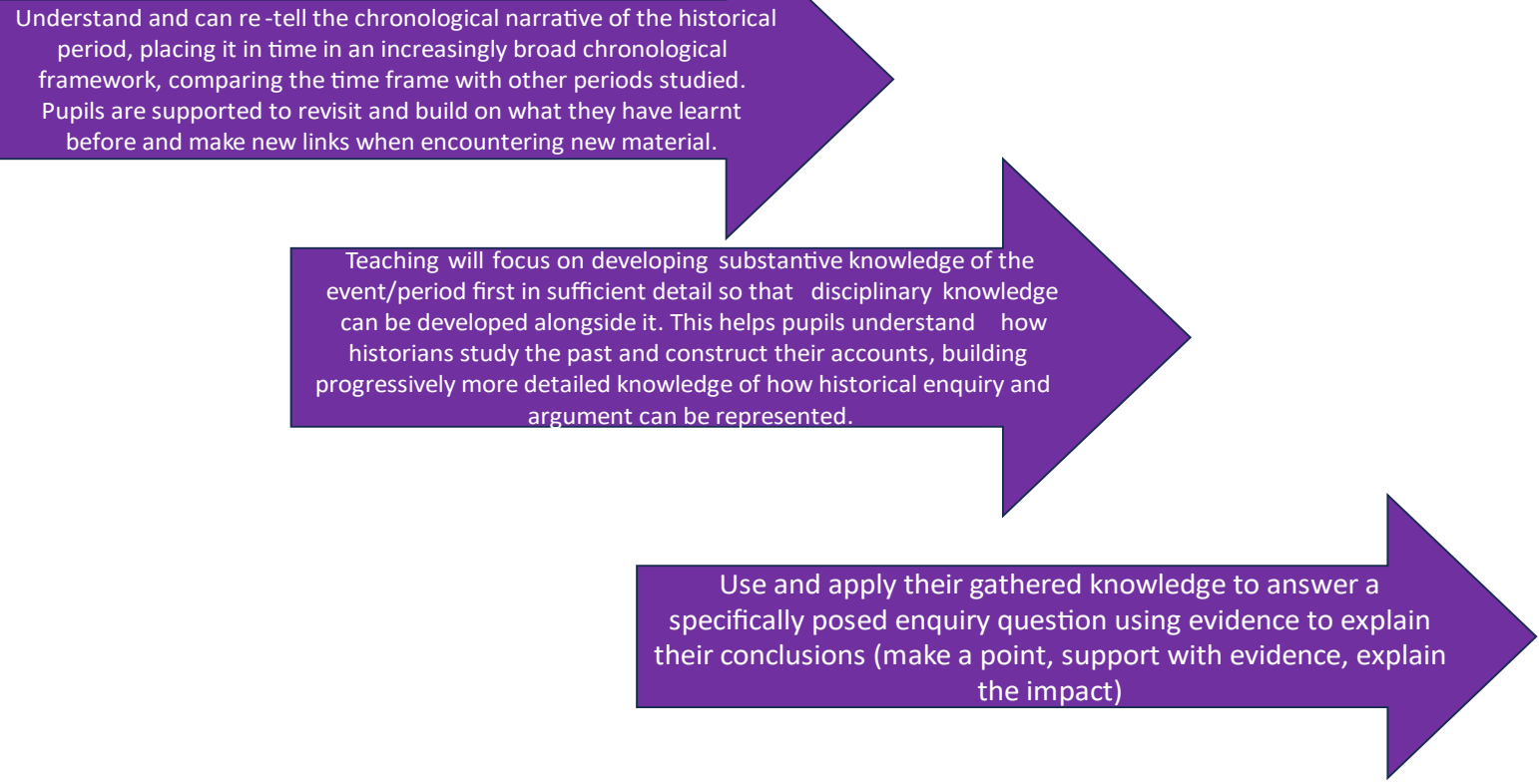




History Overview

	Lower Key Stage 2		Upper Key Stage 2		
	Year A	Year B	Year A	Year B	
Autumn	<u>Victorians – local history links</u> How did Castleford change in this period? How did Society change?	<u>Roman Empire – impact on Britain – local history links</u> How did the Roman Empire become so enormous and powerful? How did the Romans conquer Britain? How did the Romans impact Britain?	<u>Post-war study</u> Who fought for Britain in WWI? What was their story? How was life in Britain affected during WWII?	<u>Early Civilisation</u> Why should we learn about the Maya? How was life different for the Maya and early medieval England?	
Spring	Geography Focus – going to the extremes	Geography Focus	<u>The Ancient Greeks</u> How did life differ in the Greek city states? What legacy did the Ancient Greeks leave us?	<u>Anglo-Saxons and Vikings</u> How have historians learned about Anglo-Saxon England? Does describing the Vikings as vicious raiders portray them accurately?	
Summer	<u>Stone Age to Iron Age -</u> How did Britain change during Prehistory?	<u>Egyptians</u> Where and when did the earliest civilisations begin? What was significant about Ancient Egyptian culture and what did it help them to achieve?	Geography Focus	How did the Anglo-Saxons gain the throne of England?	
Substantive Concepts & Vocabulary that help our pupils make links between different historical periods:					
<u>Social history</u> (lived experience)	<u>Military history</u> (Invasion & conquest)	<u>Civilisation & settlement</u>	<u>Cultural and religious</u>	<u>Political history</u> (systems of Government)	<u>Economic history</u> (trade & industry)
Society Discrimination Equality/inequality Public health	Invasion Conquer Empire Leader Rebellion	Civilisation Settlement Expansion/exploration Dissolution migration	Religion Culture Worship Ritual Legacy	Hierarchy Democracy Dictatorship? Rule of Law Nation	Trade Industry Technology raiding

The sequence of learning in history...



Understand and can re-tell the chronological narrative of the historical period, placing it in time in an increasingly broad chronological framework, comparing the time frame with other periods studied. Pupils are supported to revisit and build on what they have learnt before and make new links when encountering new material.

Teaching will focus on developing substantive knowledge of the event/period first in sufficient detail so that disciplinary knowledge can be developed alongside it. This helps pupils understand how historians study the past and construct their accounts, building progressively more detailed knowledge of how historical enquiry and argument can be represented.

Use and apply their gathered knowledge to answer a specifically posed enquiry question using evidence to explain their conclusions (make a point, support with evidence, explain the impact)

Prior Knowledge KS1			
	Year 1	Year 2	KS3
Autumn	<u>Significant Historical Individuals</u> In 1872, there was a French painter called Claude Monet. He was an impressionist painter. <u>Significant Historical Events Beyond Living Memory</u> When King Harold was defeated, William became the King of England. This was called the Battle of Hastings.	<u>Significant Historical Events Beyond Living Memory</u> Women have the right to vote in the UK now but didn't in the past. <u>Significant Historical Individuals</u> Emily Davison joined the suffragettes in 1906. A suffragette is a woman who wants to vote for the Government. Emily Davison is best known for stepping out in front of King George V's horse at the Epsom Derby and died a few days later. Due to the protests by Emily Davison and other suffragettes such as Emily Pankhurst, women now have the same right to vote as men. <u>Significant Historical Individuals</u> The plotters plotted because Catholic people were treated unfairly. <u>Significant Historical Events Beyond Living Memory</u> The Gunpowder Plot happened in 1605.	<u>Year 7</u> How did the Norman Conquest change the English monarchy? What was life like in the medieval period? How did Tudor monarchs change the Church, State and Society in England? What was life like in the Tudor period? <u>Year 8</u> How did society and state change, 1603-1900? How effective were the Police in 1800s? What was the shared experience of the Atlantic Slave Trade? What caused WW1 and how did the conflict affect soldiers? How did the world change after WWI? How did the world change after WWI? How did WWII affect everyday life? Why was the Holocaust significant? <u>Year 9</u> What impact can assassinations have on society? Should we be proud of the British Empire? How did women gain suffrage? Have aliens ever walked the Earth? How did black people gain rights in America? Why did America lose the Vietnam War? What impact for flashpoints had on the 20th Century? Medicine through time: How far have ideas about causes, treatments and prevention of diseases changed, prehistoric-1500? Medicine through time: How far have ideas about causes, treatments and prevention of diseases changed, 1500 - 1700?
Spring	<u>Significant Historical Individuals</u> Queen Victoria was a British Queen who became queen in 1837. This was called the Victorian period. There were big changes in the country. Children went to school instead of working in a factory. Trains helped people to get around better <u>Significant Historical Individuals</u> Bell was the inventor of the telephone. In 1876 he made his first phone call.	<u>Significant Historical Events Beyond Living Memory</u> The Titanic set off on its maiden voyage on the 10th April 1912 from Southampton to New York. The Titanic was nicknamed the 'unsinkable ship' but it hit an iceberg and sank on the 15th April 1912. <u>Significant Historical Events Beyond Living Memory</u> Christopher Columbus gave opportunities for widespread exploration. <u>Significant Historical Individuals</u> Christopher Columbus went on four voyages trying to sail to the East Indies across the Atlantic Ocean from Spain. His first voyage was in 1492 and his final voyage in 1502. During his voyages, he discovered the Americas, where Native Americans lived.	

Summer	<u>Significant Historical Events Beyond Living</u> People were coalminers in Castleford. Children worked in the mines. <u>Significant Historical Individuals</u> In 1909, LS Lowry began his love of painting. The figures he painted were called 'Matchstick men.'	<u>Events Beyond Living Memory</u> Nelson Mandela was born in 1918 in South Africa. In South Africa at this time, people discriminated against others because of the colour of their skin. The South African government introduced something called apartheid. This meant that black and white people had to live separate lives. <u>Significant Historical Individuals</u> Nelson Mandela fought for equality. He believed that black people should have the same rights as white people <u>Significant Historical</u> <u>Events Beyond Living Memory</u> Rosa Parks was a civil rights activist who, like Mandela, fought for equality for black people.	
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History- Autumn Year A

	Year 3 and 4	Year 5 and 6
Substantive Knowledge	<u>How did Castleford change in the Victorian period?</u> <i>Sub-questions:</i> - What was the industrial revolution? - What industries emerged in Castleford? - How did it change Castleford? - Who benefitted from the new industries? How did their homes differ as a result? <u>How did Society change in this period?</u> <i>Sub-questions:</i> - What jobs did people have in this period? (Men, women & children) - What happened if they couldn't go to work? (workhouses – national links) - How did the role of children change during this period? - Who campaigned for social change? NC objective coverage • Develop a chronologically secure understanding of British, local and world history – focusing on the Victorian Era • A local history study – Castleford in Victorian times • Post 1066 study – how industry changed people's lives	<u>Post 1066 study:</u> <u>Who fought for Britain in WWI?</u> - How did World War I begin? (German unification, Willhelm II (Kaiser) wanted empire like Tsar of Russia and King of England) - The road to stalemate... - What was it like in the trenches? - Who was fighting for Britain? (Range of stories – Horace Isles, Indian army, Nelly Spindler – link to reading curriculum and the diverse nature of the army) <u>How was life in Britain affected during WWII?</u> - Why did WWII take place after the devastation of WWI? (Treaty of Versailles) - The road to WWII...what happened and why? - Why was the Battle of Britain significant? - Why was evacuation necessary? - Why was rationing necessary? - Did any good come from WWII? NC objective coverage • Develop a chronologically secure understanding of British, local and world history – focusing on the Post War Period • Post 1066 study – how World War changed people's lives

History- Summer YEAR A

YEAR A	Year 3 and 4	Year 5 and 6
Substantive Knowledge	<u>How did Britain change during Prehistory?</u> - What is prehistory? - What was life like during the Stone Age and how do we know about this? - Why is it called the Neolithic Revolution? - How did Bronze change Britain? - What evidence do prehistoric monuments offer? - How did life improve during the Iron Age? NC objective coverage: • Develop a chronologically secure understanding of British, local and world history	<u>How did life differ in the Greek City-states? (Athens & Sparta)</u> - How was Ancient Greece different to the other civilisations? - What was life like in Athens? - What was life like in Sparta? - What did the city states have in common? (Olympics, Gods) <u>What legacy did the Ancient Greeks leave us?</u> - What were the major achievements of the Ancient Greeks? - Why is this still important today? - Teach: democracy, philosophy (Plato, Aristotle & Socrates), language & literature - May also explore: mathematics, science, concept of history (Father of history Herodotus), medicine (Hippocratic oath)

	• Changes in Britain from the Stone Age to the Iron Age • Late Neolithic Hunter-gatherers and early farmers	NC objective coverage: - Develop a chronologically secure understanding of British, local and world history - The legacy of Greek culture on later periods in British history, including present day - A study of Greek life and achievements and their influence on the Western World
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 History Autumn Year B 		
	Year 3 and 4	Year 5 and 6
Substantive Knowledge	<u>How did the Roman Empire become so enormous and powerful? (short study)</u> - What was the Roman Empire? - How enormous did it become? - How did they keep it strong for so long? - How do artefacts and architecture tell us more about life in Ancient Rome? Why was their empire so successful? <u>How did the Romans conquer Britain?</u> - When did the Romans invade? - How did the Britons react? Cartimandua Brigantes) – client Queen (Caratacus) -comparison - Why did the Romans want to settle in Britain and how did they successfully settle there? How did they remain in control? (York & Castleford) <u>How did the Romans impact Britain?</u> - What was it like to live in Roman Britain? (Depth study – York) Gladiator graveyard (Driffeld terrace) - Why was Hadrian's Wall necessary? - Why did the Roman legions leave Britain? NC objective coverage: • Develop a chronologically secure understanding of British, local and world history • The Roman Empire and its impact on Britain • Julius Caesar's attempted invasion 54-55 BC • The Roman Empire by AD42 and the power of its army • Successful invasion and conquest by Claudius, including the building of Hadrian's Wall • British resistance – Boudicca • 'Romanisation' of Britain • Roman withdrawal from Britain c. AD 410 and the fall of the Roman Empire	<u>Were the Mayan's blood thirsty criminals or an intelligent, cultured civilisation?</u> - How did the Mayans create a successful settlement compared to Stone Age Britain and other ancient civilisations? - What did the Mayans believe in and how do we know? - What happened to the Mayan civilisation and what is left of it today? NC objective coverage: • Develop a chronologically secure understanding of British, local and world history • Study of a non-European society that provides contrast with British history – Mayan civilisation c. AD 900

History- Summer Year B

YEAR B	Year 3 and 4	Year 5 and 6
Substantive Knowledge	<u>Where and when did the earliest civilisations begin?</u> <u>What was significant about Ancient Egyptian culture and what did it help them achieve?</u> 1) How was Egyptian society structured? 2) The importance of the Nile to the Ancient Egyptians 3) How did agricultural advances support the civilization? 4) The role of the scribe in society and their importance to us today 5) What did the advances allow the Egyptians to achieve? NC objective coverage: • Develop a chronologically secure understanding of British, local and world history • The achievements of the earliest civilisations – Ancient Egypt	How have historians learned about Anglo-Saxon England? - How did Saxon England begin? - What happened during the Anglo-Saxon period? - Comparing daily life in Saxon England to Roman times...what similarities and differences are there? Does describing the Vikings as vicious raiders portray them accurately? - When did the Vikings first arrive in England? - How did the Saxons react to the raid on Lindisfarne and what does this tell us about Viking Society and culture? - Are there other aspects of their culture that portray a different perspective? How did the Anglo-Saxons gain the throne of England? - The Viking invasion...does Alfred deserve to be known as 'The Great'? - Reclaiming Danelaw...focusing on Edward and Aethelflaed - The end of Anglo-Saxon England NC objective coverage: • Develop a chronologically secure understanding of British, local and world history • Britain's settlement by Anglo-Saxons and Scots • Roman withdrawal from Britain AD 410 • Anglo-Saxon invasion, settlement and kingdoms- place names and village life • Christian conversion – Canterbury, Iona, Lindisfarne • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasion • Resistance by Alfred the Great and Athelstan (first King of England)

Building understanding of how historians construct the past (disciplinary knowledge)						
	When is this encountered?					
Cause and Consequence	Pupils need to build knowledge over a series of lessons to be able to make valid judgements about cause, looking at specific context and examples.	How did the Roman Empire become so enormous and powerful?	How did the Romans conquer Britain?	How did World War I begin?	How did the Anglo-Saxons gain the throne of England?	
Change and continuity	Pupils need to build knowledge over a series of lessons to be able to make valid judgements about change over time. Focus is on the pace, nature or extent of change.	How did Britain change during pre-history?	Where and when did the earliest civilisations begin?	What happened to the Mayan civilisation and what is left of it today?	How did the settlement of the Anglo-Saxons change Britain?	
Similarity and difference	Focus on similarity and difference between or within individuals, groups or societies <i>in the same time period</i> .	How did Castleford change in the Victorian period for different groups in society?	What was it like to live in the Roman Empire and what was it like to live in Roman Britain?	How was life in Britain affected during WWII?	How did life differ in the Greek City-states? (Athens & Sparta)	How did the Mayans create a successful settlement compared to Stone Age Britain and other ancient civilisations?
Historical Significance	Pupils learn more about the criteria that historians use to ascribe significance to people or events. Christine Counsell: 'An event/development is significant if they are: • Remarkable –remarked upon by people at the time and/or since • Remembered –important at some stage in history within the collective memory of a group or groups • Resulted in change –had consequences for the future • Resonant – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space • Revealing – of some other aspect of the past'.	Who campaigned for social change in the Victorian period?	How did the Romans impact Britain?	What was significant about Ancient Egyptian culture and what did it help them achieve?	Who fought for Britain in WWI? Why was the Battle of Britain significant?	What legacy did the Ancient Greeks leave us?
Sources and Evidence	Pupils learn how sources can be used to investigate the past in relation to <i>specific questions</i> . Archaeologists excavate artifacts, historians study them.	What evidence do prehistoric monuments offer?	How do artefacts and architecture tell us more about life in Ancient Rome?	What did the Mayans believe in and how do we know?	How have historians learned about Anglo-Saxon England?	
Historical interpretations	Pupils develop understanding of how particular historians have interpreted the past and learn about reasons for different interpretations. Pupils are given opportunities to engage with original/adapted extracts of real, historical interpretations	What was life like during the Stone Age and how do we know about this?	What was it like to live in Roman Britain? (Depth study – York) Gladiator graveyard (Driffeld terrace)	Did any good come from WWII?	Does describing the Vikings as vicious raiders portray them accurately?	