

HISTORY OVERVIEW: Based NC Programme of Study

NUR	AUTUMN	SPRING	SUMMER
	Other significant events will be studied throughout the year such events commemorated through festivals or anniversaries, particularly through the Jewish studies curriculum.		
REC	AUTUMN	SPRING	SUMMER
	<p>All about me – my family In this unit the children will talk about themselves and their families, now and in the past – what they were like when they were babies, the things they couldn't do then but can do now. Looking at old photos that may be in black and white compared to colour photos we have now.</p> <p>Toys from the Past In this unit the children will learn all about toys from the past, types of toys and the materials they were made of and how materials have changed, how toys in the past moved compared to how they move now, how toys were made in the past, and toys of our parents and grandparents compared to our own toys.</p>	<p>Flight – 1st flying machines, How flight has changed over time In this unit of work children will explore different flying machines and learn about the Montgolfier Brothers contribution to balloon flight. They will then explore how air flight was developed up to the Wright Brothers' successful sustained flight. They will also touch on space travel and Neil Armstrong's achievements.</p> <p>Park – how parks have changed over time During the topic on Parks we will briefly look at local parks that they visit and how they have changed over time, eg development of playground areas, Heaton Hall...</p>	<p>During discussions of news and events in their own lives, we will discuss how life was different in the past.</p>
	Other significant events will be studied throughout the year such events commemorated through festivals or anniversaries, particularly through the Jewish studies curriculum. Discussion of news, customs and events as past tense. Chronology of the daily routine....'this morning, after lunch..'		
DEV MAT	<p>Enjoys joining in with family customs and routines. – talking about past events Looks closely at similarities, differences, patterns and change</p>	<p>Enjoys joining in with family customs and routines. – talking about past events Looks closely at similarities, differences, patterns and change</p>	<p>People & Communities ELG: Children talk about past and present events in their own lives and lives of family members. EXC: Children know some reasons why people's lives were different in the past. The World ELG: make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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<p>Y1</p>	<p>How have things changed since our grandparents were at school? In this unit children investigate changes within their own living memory – and/ or the living memory of other (older) people. They will consider aspects of national life as well as events more familiar to them. Children will develop their chronological understanding through, initially, exploring changes within their own living memory. They will consider aspects of national life as well as events more familiar to them. They will then investigate the changes in living memory of their grandparents and older people and deepen their understanding of first-hand historical sources by interviewing a familiar person. Children will also consider significant changes in the locality.</p>	<p>Lives of significant individuals and how they have helped us? In this unit of work children learn about the lives of <u>significant individuals</u> in the past who have contributed to national and international achievements. – Mary Seacole, Florence Nightingale, Edith Cavell, Marie Curie. Children learn the difference between ‘significant’ and ‘famous’ individuals. They will also develop their chronological understanding by sequencing key events within the lives of these significant individuals as well as understanding the chronology of when they lived.</p>	<p>How has technology changed our lives? In this unit of work, children will learn how technology has changed over the years and how it has changed our lives. They will learn about two significant individuals (Tim Berners-Lee and William Caxton). They will make comparisons between the two people and the impact of earlier developments in communications technology. They will explore the significance of the early printing press and compare it with modern day technology using a range of sources and artefacts.</p>
<p>Other significant events will be studied throughout the year such events commemorated through festivals or anniversaries, particularly through the Jewish studies curriculum.</p>			
<p>Y2</p>	<p style="text-align: center;">AUTUMN</p> <p>Events beyond living memory – Great Fire of London This unit of work is about the Great Fire of London which is significant nationally. Children will ask and answer basic questions about the Great Fire and its effects. They will consider why it happened, its results and the different ways in which it is represented. They will develop their understanding of the passing of time and sense of chronology. They will also be introduced to the concept of historical sources.</p>	<p style="text-align: center;">SPRING</p> <p>SIGNIFICANT INDIVIDUALS -Who were the great explorers? In this unit of work children learn about the lives of <u>significant individuals</u> in the past who have contributed to national and international achievements (namely, Ibn Battuta, Captain Cook, Roald Amundsen, Captain Scott and Sunita Williams). Children learn the difference between ‘significant’ and ‘famous’ individuals. They will also develop their chronological understanding by sequencing key events within an explorer’s life. Other significant individuals to study might include Marie Curie, Mary Anning, Charles Darwin, Walter Tull or Roger Bannister (linked to a history of athletics or other sporting events.)</p>	<p style="text-align: center;">SUMMER</p> <p>Significant places in their own locality Eg East Lancashire Railway/ Manchester Ship Canal/ Battle of St. Petersfield – St Peters Square/ Lowry Gallery</p>
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Y3	<p>The Roman Empire and its impact on Britain The Roman invasion of Britain was hugely significant in shaping the British nation. The learning within this unit of work focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result of this. Due to the huge amount of evidence that exists around this period in British history, it provides an ideal opportunity for a visit to an archaeological site or museum, such as the Roman Bath House in Lancaster or Ribchester Museum.</p> <p>Some areas of study could include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Local history The purpose of this theme is for children to find out what their local area was like in the past and how it has changed over the years. They will find out about the everyday lives of people in the past as well as significant events and how buildings and land use have changed over time. The focus of their study will depend on specific opportunities within their school or locality e.g. there might be a focus on the Victorian or Tudor era or on the World Wars.</p> <p><i>***WHITEFIELD – links to path of ancient Roman Road leading from Mamucium (Manchester) in the south to Bremetennacum (Ribchester) in the north. Whitefield has historic associations with the Earls of Derby, farming and the Industrial revolution.</i></p> <p>Further suggestions (taken from the NC PoS):</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study e.g. Romans, Vikings etc. • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p>Changes in Britain from Stone Age to Iron Age In this theme children will learn about changes in Britain from the Stone Age to the Bronze Age then Iron Age. They will learn that people have lived in Britain for a very long time and that this period of study covers over 10000 years of history.</p> <p>Areas of study could include:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>
	<p>Other significant events will be studied throughout the year such events commemorated through festivals or anniversaries, particularly through the Jewish studies curriculum.</p>		

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Y4	<p>A theme in British History beyond 1066 – TUDORS</p> <p>In this unit of work children learn about a significant event in British History that will extend their chronological knowledge beyond 1066 e.g. The Great Plague of 1665. Alternatively children could study a theme such as medicine, homes, transport or technology through time to develop their chronological understanding. Other areas of focus could be:</p> <ul style="list-style-type: none"> the changing power of monarchs changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century <p>a significant turning point in British history e.g. the first railways</p>	<p>Earliest Civilisations – overview of all, but ANCIENT EGYPT in depth</p> <p>In this unit of work children learn about the achievements of the earliest civilisations (<u>overview</u>) including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study <u>one in more depth</u>.</p> <p>Children will compare and contrast these periods, identifying the particular strengths of each one and drawing parallels between them.</p> <p>They will develop their understanding of chronology and learn what is meant by a ‘civilisation’.</p>	<p>CHRONOLOGICAL UNDERSTANDING – MEDICINE, HOMES, TRANSPORT, TECHNOLOGY THROUGH TIME</p>
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Y5	<p>VICTORIANS Aspect of British History beyond 1066 – leisure and entertainment The learning within this theme focuses on holidays and leisure. (<i>A study or theme in British History that extends pupils’ chronological knowledge beyond 1066</i>). Children will be involved in making comparisons and analysing trends between the different periods, focusing primarily on the period from the Victorian era to the present day. Other aspects beyond 1066 could include (NC examples):</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>Britain’s settlement by Anglo-Saxons and Scots In this unit of work children learn about Britain’s settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time. They will learn where in Britain the Anglo-Saxons settled, their ways of life and about some of the tensions caused by their settlement.</p>	<p>Ancient Greeks (including sports) Ancient Greece was a time which saw the emergence of great philosophers, a passion for the arts and the development of governance. The learning within this unit focuses on life in Ancient Greece and the impact that their thinking and ideas have had on the western world. There are numerous collections of Ancient Greek artefacts in museums in the UK and many of these have web sites which can be used if a visit is not possible.</p>
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Y6	<p>Maya study c AD900 The learning within this unit focuses on a non-European society that provides contrasts with British history e.g. the early Islamic civilisation in Baghdad around the year AD900, commonly known as the Islamic Golden Age.</p> <p>Pupils could also compare with what was going on in Britain at the same time (Vikings)</p>	<p>Early Islamic study c AD900 The learning within this unit focuses on a non-European society that provides contrasts with British history e.g. the early Islamic civilisation in Baghdad around the year AD900, commonly known as the Islamic Golden Age.</p> <p>Pupils could also compare with what was going on in Britain at the same time (Vikings)</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England The learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in more depth as part of their learning in Year Five (A Kingdom United). The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor could also include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p>
	<p>Other significant events will be studied throughout the year such events commemorated through festivals or anniversaries, particularly through the Jewish studies curriculum.</p>		