



## History Long-term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Would you prefer to live in the stone/bronze age or the iron age?</u>			<u>Why did the Romans Settle?</u>	<u>What did Ancient Egyptians believe?</u>	
Year 4		<u>Have children's lives changed?</u>	<u>How hard was it to invade and settle in Britain?</u>			<u>How did the achievements of Ancient Maya impact their society and beyond?</u>
Year 5		<u>Were the Vikings raiders, traders or something else?</u>		<u>What was life like in Tudor England?</u>		<u>What does the census tell us about our local area?</u>
Year 6		<u>What did the Greeks ever do for us?</u>		<u>What was the impact of World War Two on the people of Britain?</u>		<u>Unheard Histories: Who Should go on the £10 banknote?</u>



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	Autumn 1	Autumn 2
Year 3	<p><b><u>Would you prefer to live in the stone/bronze age or the iron age?</u></b></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	
Year 4		<p><b><u>Have children's lives changed?</u></b></p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>
Year 5		<p><b><u>Were the Vikings raiders or something else?</u></b></p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>
Year 6		<p><b><u>What did the Greeks ever do for us?</u></b></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them.</p>



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		Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.
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Year 3		<p><b><u>Why did the Romans Settle?</u></b></p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>
Year 4	<p><b>How hard was it to invade and settle in Britain?</b></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>	
Year 5		<p><b><u>What was life like in Tudor England?</u></b></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>

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Year 6		<p><b><u>What was the impact of World War Two on the people of Britain?</u></b></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>
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	Summer 1	Summer 2
Year 3	<p><b>What did Ancient Egyptians believe?</b></p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>	
Year 4		<p><b><u>How did the achievements of Ancient Maya impact their society and beyond?</u></b></p> <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of</p>



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		chocolate and the impact of their beliefs, inventions and decline within and beyond their society.
Year 5		<p><b><u>What does the census tell us about our local area?</u></b></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>
Year 6		<p><b><u>Unheard Histories: Who Should go on the £10 banknote?</u></b></p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>