



## History Long-term Overview 12R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b><u>How am I making history?</u></b>	<b><u>How did we learn to fly?</u></b>	<b><u>Homes in the past</u></b>	<b><u>Jane Goodall</u></b>	<b><u>How have explorers changed the world?</u></b>	<b><u>How have toys changed?</u></b>
Year 2	<b><u>Mary Sea Cole</u></b>	<b><u>Guy Fawkes and the Gunpowder plot</u></b>	<b><u>The Great Fire of London</u></b>	<b><u>Mary Anning</u></b>	<b><u>Inuit way of life</u></b>	<b><u>Intrepid Explorers</u></b>

	Autumn 1	Autumn 2
Year 1	<p><b><u>How am I making history?</u></b> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p><b><u>How did we learn to fly?</u></b> Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>
Year 2	<p><b><u>Mary Sea Cole</u></b> To discover how Mary Seacole was an inspiring woman, born to a Jamaican mother and British father, who battled against racism to do things in her life that will now be remembered forever.</p>	<p><b><u>Guy Fawkes and the Gunpowder plot</u></b> To learn all about the reasons for and the events of the gunpowder plot.</p>



	Spring 1	Spring 2
Year 1	<p><b><u>Homes in the past</u></b> To investigate homes in the past and homes today by looking at the features of a variety of different types of homes. To explore a timeline of homes in Britain before taking a closer look at what homes were like in Victorian times.</p>	<p><b><u>Jane Goodall</u></b> To explore the work of Jane Goodall as a primatologist who studied the social and family interactions of the chimpanzees in the wild.</p>
Year 2	<p><b><u>The Great Fire of London</u></b> To learn about the Great fire of London and the effect it had on the people of the time.</p>	<p><b><u>Mary Anning</u></b> To learn about Mary Anning’s discoveries, to find out what fossils are and to discover the impact she had on our understanding of dinosaurs.</p>

	Summer 1	Summer 2
Year 1	<p><b><u>How have explorers changed the world?</u></b> Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>	<p><b><u>How have toys changed?</u></b> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p>
Year 2	<p><b><u>Inuit way of life</u></b> To learn about the traditional Inuit way of life, who they are, where they live, what an explorer is and why they explore.</p>	<p><b><u>Intrepid Explorers</u></b> To learn about Christopher Columbus and Neil Armstrong and investigate why they are remembered today, what they achieved and how they are similar to or different from each</p>



# History Long-term Overview 12R

		other.
--	--	--------