Cranford Park CE Primary School

Subject Overview for History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title of unit **Main Objectives /Skills**	**Title of unit** **Main Objectives /Skills**	**Title of unit** **Main Objectives /Skills**	**Title of unit** **Main Objectives /Skills**	**Title of unit** **Main Objectives /Skills**	**Title of unit** **Main Objectives /Skills**
Foundation Stage	**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.					
Objectives	**People and communities**: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
Early Years	My New School How we all like different things	All About Me How I have changed	Houses and Homes Old fashioned houses and equipment – Kitchen/ telephones/ etc..	Celebrations Traditions in other Countries	Mini Beasts	Animals and Holidays How to travel - Old fashioned transport
Year 1		Events beyond living memory: The Great Fire of London • To begin to understand chronology by placing a historical event on a timeline. • To notice differences in ways of life at different times. • To sequence events from the Great Fire of London. • To use vocabulary linking to the passing of time. • To use different sources	Significant Individuals: Grace Darling • To make good deductions as to what Grace might have done to make her famous. • To sequence events, using terms about the passing of time. • To answer question from sources on the basis of simple observation. • To be able to see that there are different written, spoken and pictorial versions of Grace Darling's rescue.			Changes within living memory: Washday/home changes - Contrast modern/1960's and Victorians • to answer questions from sources on the basis of simple observations • To order 4/5 events from washday – to use terms connected with the passing of time • to make distinctions between wash day now and in the past

		linked to one event.	• To make distinctions between aspects of their own lives and those of past times.			
Year 2	Significant events and people: Neil Armstrong and the moon landing • Use picture and video evidence • To understand why Armstrong would have wanted to risk his life. • To compare the pros and cons of space travel • To understand that important people are remembered and celebrated in different ways.	Events beyond living memory: The Gunpowder Plot • Understand the time and setting e.g. Monarchs at the time • Place the events in chronological order • To use sources to answer questions • To make distinctions between aspects of their own lives and those of the past				Changes over time: Work and play • To be able to place events of the school day in chronological order • To use words and phrases related to the passing of time • To be able to place events of the school day100 years ago, in chronological order • To be able to identify differences between school life now and 100 years ago • To find out about school life 100 years ago from stories, photographs and artefacts
Year 3			Changes in Britain, Stone Age and Iron Age • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture		Roman Empire and its impact on Britain • 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 • 'Romanisation' of Britain:	

			• Link to local area and how land usage has changed over time.		sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	
Year 4	<u>Ancient Egypt</u> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		<u>Anglo Saxons & Scots</u> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne			
Year 5	<u>Vikings and Anglo Saxons up to 1066AD</u> • 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 Edward the Confessor and his death in 1066				<u>Mayan Civilization</u> Non-European society that provides contrasts with British history	<u>Mayan Civilization</u> Non-European society that provides contrasts with British history
Year 6	<u>World War 2</u> • A significant turning point in British history • To know when and	<u>World War 2</u> • A significant turning point in British history • To know when and	<u>Ancient Greece</u> • study of Greek life and achievements and their influence on the	<u>Ancient Greece</u> • study of Greek life and achievements and their influence on the		

	where WW2 took place. - To know significant leaders during WW2. - To understand some of the effects that war had on everyday life. - To discuss the impact of evacuation. - To understand the effect of the Blitz. - To know how rationing effected Britain.	where WW2 took place. - To know significant leaders during WW2. - To understand some of the effects that war had on everyday life. - To discuss the impact of evacuation. - To understand the effect of the Blitz. - To know how rationing effected Britain.	western world - To be able to place Ancient Greece in time. - To understand that Ancient Greece consisted of different city states. - To understand what is meant by a democracy. - To understand the differences between city states, such as Athens and Sparta. - To know the key events in an Ancient Greek battle. - To understand why there are different interpretations of events.	western world - To be able to place Ancient Greece in time. - To understand that Ancient Greece consisted of different city states. - To understand what is meant by a democracy. - To understand the differences between city states, such as Athens and Sparta. - To know the key events in an Ancient Greek battle. - To understand why there are different interpretations of events.		