



History Overview with links to the National Curriculum

Year One

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 2 How Am I Making History?	<ul style="list-style-type: none">• What is my history?• How can I find out more about myself?• How are special events remembered?• What was it like for children in the past?• What have I learnt about children in the past?• How am I making history?	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Spring 2 How Have Toys Changed?	<ul style="list-style-type: none">• What is your favourite toy?• Did your parents and grandparents play with the same toys as you?• What were toys like in the past?• What is similar and different about toys now and in the past?• How have teddy bears changed over time?• How have toys changed?	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Summer 2 How Have Explorers Changed The World?	<ul style="list-style-type: none">• What is an explorer?• Where have explorers travelled and when?• Who was Christopher Columbus and what did he do?• Who was Matthew Henson and what did he do?• How has exploration changed?• How can we remember them?	Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

		<p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>
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Year Two

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 2 How Was School Different In The Past?	<ul style="list-style-type: none">• Were schools different in the past?• How have schools changed within living memory?• How were schools different in the 1900s?• How have schools changed?• What is similar and different about schools now and in the past?• Would you have preferred to go to school in the past?	<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>
Spring 2 How Did We Learn To Fly?	<ul style="list-style-type: none">• Who were the Wright brothers?• When was the first flight?• Why was Bessie Coleman significant?• Why is Amelia Earhart significant?• Why was the moon landing special?• How did we learn to fly?	<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national</p>

		and international achievements. Some should be used to compare aspects of life in different periods.
<p>Summer 2</p> <p>What Is A Monarch?</p>	<ul style="list-style-type: none"> • What is a monarch? • Who is our monarch today? • How did William The Conqueror become King Of England? • How did William The Conqueror rule? • How did castles change? • What was a monarch in the past? 	<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p>

Year Three

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 What Did The Ancient Egyptians Believe?	<ul style="list-style-type: none"> • Who were the Egyptians and when did they live? • Who were the ancient Egyptian gods and goddesses? • Why and how did the Egyptians build the pyramids? • How and why did the Egyptians mummify people? • What does the Book Of The Dead tell us about ancient Egyptian beliefs? • What did the ancient Egyptians believe? 	Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
Spring 1 British History 2: Why did the Romans settle in Britain?	<ul style="list-style-type: none"> • Why did the Romans invade and settle in Britain? • How did Britons respond to the Roman invasion? • Why was the Roman army so successful (Part 1)? • Why was the Roman army so successful (Part 2)? • What do artefacts tell us about life in Roman times? • How did the Romans change modern Britain? 	Pupils should be taught about the Roman Empire and its impact on Britain.
Summer 1 British History 1: Would You prefer To Live In The Stone Age, Iron Age Or The Bronze Age?	<ul style="list-style-type: none"> • How long ago did prehistoric man live? • What does Skara Brae tell us about life in the Stone Age? • Who was this Bronze Age man? • What was the impact of bronze in prehistoric Britain? • How did trade change lives in Iron Age Britain? • What changed between the Stone Age and the Iron Age? 	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.

Year Four

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 How Have Children's Lives Changed?	<ul style="list-style-type: none"> • What do sources tell us about how children's lives have changed? • Why did Tudor children work and what was it like? • What were children's jobs like in Victorian England? • How did Lord Shaftesbury help to change the lives of children? • How and why has children's leisure time changed? • What were the diseases children caught and how were they treated? 	Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Spring 1 British History 3: How Hard Was It To Invade And Settle In Britain?	<ul style="list-style-type: none"> • Who were the Anglo-Saxons and the Scots? • How did the Anglo-Saxons settle in Britain? • What does Sutton Hoo tell us about Anglo-Saxon life? • How did Christianity arrive in Britain? • Was King Alfred really great? • How did Anglo-Saxon rule end? 	Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Summer 1 How Did The Achievements Of The Maya Civilisation Influence Their Society And Beyond?	<ul style="list-style-type: none"> • How did the Ancient Maya settle in a rainforest? • How important was chocolate to the Ancient Maya? • What did the Ancient Maya believe? • How did the Maya reflect world beliefs in their inventions? • What do archaeological remains tell us about Ancient Maya cities? • What caused the decline of the Ancient Maya cities? 	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. Pupils should be taught about the Roman Empire and its impact on Britain. Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.

		<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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Year Five

Topic title/when taught:	Aims and objectives:	National Curriculum links:
<p>Autumn 1</p> <p>British History 4: Were The Vikings Raiders, Traders Or Something Else?</p>	<ul style="list-style-type: none"> • When and why did the Vikings come to Britain? • Were the Vikings raiders, traders or something else? • Where did the Vikings go? How did they get there? • Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? • What were the impacts of Viking raids and settlements on local communities in Britain? • What were the Vikings' achievements and how did they impact the world? 	<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
<p>Spring 1</p> <p>British History 5: What Was Life Like In Tudor England?</p>	<ul style="list-style-type: none"> • Fair ruler or tyrant? What was Henry VIII really like? • Why did Henry VIII have so many wives? • Why was Anne Boleyn executed? • What was a Royal Progress? • What was a Royal Progress like? • What can inventories tell us about life in Tudor times (Part 1)? • What can inventories tell us about life in Tudor times (Part 2)? 	<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<p>Summer 1</p> <p>What Did The Greeks Ever Do For Us?</p>	<ul style="list-style-type: none"> • Who were the Greeks and when did they live? • What did the Greeks believe? • How was ancient Greece governed? • Did the ancient Greeks give us democracy? • How do Greek philosophers influence us today? • What did the Greeks do for us? 	<p>Pupils should be taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>

Year Six

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 British History 6: What Was The Impact Of World War II On The People Of Britain?	<ul style="list-style-type: none"> • Why did Britain go to war in 1939? • Who won the Battle Of Britain? • What do sources tell us about the Blitz? • What was evacuation like for children (Part 1)? • What was evacuation like for children (Part 2)? • What impact did World War II have on women's lives? • Why did people migrate to Britain during and after World War II? 	Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Spring 1 Who Should Go On The Banknote?	<ul style="list-style-type: none"> • Who features on banknotes and why? • Was Alfred The Great or Elizabeth I the more significant monarch? • How were Ellen Wilkinson and Betty Boothroyd historically significant? • Why was William Tuke significant? • Who was more significant, Lily Parr or Betty Snowball? • Who will be the face of the new £10 note? 	Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Summer 1 What Does The Census Tell Us About Our Local Area?	<ul style="list-style-type: none"> • What is the census? • What can we learn about Victorian children from the census? • What does the census suggest about the jobs available in the 1800s? • Why did some women refuse to fill out the census in 1911? • What changed in the 1921 census? • Who lived in our local area in the past? 	Pupils should be taught about a local history study.

