

# NATIONAL CURRICULUM HISTORY PLANNING OVERVIEW

HISTORY	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 1</b>	<b>Hunting and Hiding</b>	<b>Me and My Wonderful World</b>	<b>Beside The Sea</b>
	<ul style="list-style-type: none"> <li>● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life- Toys</li> <li>● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life- Victorian Christmas</li> </ul>	<ul style="list-style-type: none"> <li>●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 –Florence Nightingale</li> <li>● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - communications</li> <li>●events beyond living memory that are significant nationally or globally the first aeroplane</li> </ul>	<ul style="list-style-type: none"> <li>●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 –, Grace Darling</li> <li>●events beyond living memory that are significant nationally or globally - Titanic</li> <li>●significant historical events, people and places in their own locality.</li> </ul>
<b>Year 2</b>	<b>Knights Castles and Dragons</b>	<b>Ice and Fire</b>	<b>Wild and Wonderful</b>
	<ul style="list-style-type: none"> <li>●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 – - A modern Knight- Castles and knights</li> <li>●significant historical events, people and places in their own locality.</li> </ul> <p>( changes to building castles – materials to modern buildings )</p>	<ul style="list-style-type: none"> <li>●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 Earnest Shackleton/ Samuel Pepys</li> <li>●events beyond living memory that are significant nationally or globally - The Great Fire of london</li> </ul>	<p>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 – Darwin</p> <ul style="list-style-type: none"> <li>●significant historical events, people and places in their own locality.</li> </ul>

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<p><b>Year 3</b></p>	<p style="text-align: center;"><b>Rumble in the Jungle</b></p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To know and understand significant aspects of history of the wider world - the nature of ancient civilisations.</p> <p>Incas - who were they? Where did they live? What were their lives like?</p>	<p style="text-align: center;"><b>Passport to Europe</b></p> <ul style="list-style-type: none"> <li>●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 Martin Luther King, Emmeline Pankhurst, Dalai Lama - 'Superheroes of faith'</li> </ul>	<p style="text-align: center;"><b>Digging up the Past</b></p> <p>To learn about Stone Age diet</p> <p>How would I find food? (Stone Age activities )</p> <p>To learn about the Bronze Age monument of Stonehenge</p> <p>Where would I live? (Stone Age homes)</p> <p>Stonehenge (link to Rocks &amp; Soils Science week)</p> <p>Boudicca</p> <p>Timeline (chronology)</p> <p>Roman Invasion and spread of the empire</p> <p>What have the Romans done for us?</p> <p>Design own villa floor plan (link to Maths perimeter)</p> <p>Roman features on maps</p> <p>What would I eat? - Dress up?!</p> <p>Comparisons between Stone Age, Iron Age and Roman times</p>
<p><b>Year 4</b></p> <p><b>Under Review</b></p>	<p><b>Walk Like An Egyptian</b></p>	<p><b>Songs All Around, Born in the USA, Story of a Raindrop, Go with the Flow</b></p>	<p><b>Invaders and Settlers, Cool to be Me</b></p>

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	<p>To use different methods of historical enquiry - artefacts.</p> <p>To ask and answer valid historical questions using artefact as a primary source.</p> <p>To understand historical terms and dates.</p> <p>To be able to place key events in chronological order.</p> <p>To understand the achievements of the Ancient Egyptians - pyramids.</p> <p>To know characteristic features of past non-European societies (Egyptians).</p> <p>To know characteristic features of past non-European societies (Egyptians - burial).</p> <p>To know relevant historical vocabulary.</p>	<p>KS1 objective) To know about lives of significant individuals in the past.</p> <p>To develop knowledge of local history (Littlehampton).</p> <p>To understand how Littlehampton has changed over time and how these changes are reflected in its history.</p> <p>To develop knowledge of chronology beyond 1066.</p> <p>To understand the changing power of monarchs (James and how this impacted on society at the time.</p> <p>To understand significant aspects of world history</p>	<p>To be able to place key events in chronological order. (SAXONS AND VIKINGS)</p> <p>To understand historical terms and dates.</p> <p>To understand the impact of Britain's settlement by Anglo-Saxons.</p> <p>To know relevant historical vocabulary.</p> <p>To understand the impact of Britain's settlement by Anglo-Saxons. (village life)</p> <p>To understand life during the time of Anglo-Saxons. (Saxon laws and justice)</p> <p>To ask and answer valid historical questions using artefact as a primary source.</p> <p>To understand the impact of the Viking invasion and further raids.</p> <p>To understand the significance of Alfred the Great.</p>
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Year 5	Astronomical & Terrible Tudors	Groovy Greeks	The United Kingdom/London Calling Experimental Changes
	<p>Assessment of prior knowledge - what do you know? What do you want to find out?</p> <p>Tudor houses (Singleton visit)</p> <p>Rich and poor Tudors</p> <p>Henry VIII - what was he really like?</p> <p>Why did Henry VIII have six wives?</p> <p>Break with Rome - creation of the Church of England - Henry's powers</p> <p><b>Tudor Day</b></p> <ul style="list-style-type: none"> <li>• Tudor dancing</li> <li>• Portraits</li> </ul> <p>Marzipan fruit</p>	<p><b>To use a timeline to correctly place key events from ancient Greece and other key events in history (incl. when they joined Year 5) in chronological order.</b></p> <p><b>National Curriculum</b> I can create a timeline with different historical periods showing key historical events or lives of significant people <b>To investigate the differences and similarities between Athens and Sparta city states.</b></p> <p>How have events from the city states of Athens and Sparta shaped our life today? <b>To describe &amp; explain the similarities &amp; differences between <u>schools</u> in ancient Athens, Sparta and today in England. Learn about boys' upbringing in Sparta and its purpose.</b></p> <p><b>To use the evidence from the picture of a <u>Greek pot</u> to find out more about life in Athens and distinguish between primary evidence (the picture) and an interpretation of history (the videos).</b></p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past. Recognise some of the special features of an ancient Greek theatre &amp; compare with theatres today.</p> <p>Identify the layout of an ancient Greek theatre and the function of the different areas; learn about word origins associated with the Greek theatre; understand the role of the chorus and what the chorus sounded like.</p> <p>How have events from ancient Greece shaped our theatres today?</p>	<p style="text-align: center;">None this term</p>

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Year 6	Extreme Earth	Through the Ages	Marvellous Mayans/ Moving On
	<p>Historic disasters</p> <p>The eruption of Mount Vesuvius and its effects on Pompeii/Herculaneum</p>	<p>~ Changes in an aspect of social history beyond 1066</p> <p>~ Crime and punishment through the ages ( Romans -&gt; Anglo-Saxon/Vikings -&gt; Tudor -&gt; early modern, e.g. the Bloody Code -&gt; Victorians -&gt; now)</p> <p>~ independent study of a change through the ages (e.g. leisure, tourism, fashion, entertainment, communication, technology, transport etc)</p>	<p>~ The Mayans (contrast with British history)</p> <p>~ When were the ruins discovered?</p> <p>~ How do we know about the civilisation?</p> <p>~ How society was organised</p> <p>~ Beliefs</p> <p>~ everyday life</p> <p>~ achievements</p> <p style="text-align: right;">~ decline</p> <p>~ Personal history / time at Goring Primary School</p>