

# Steam Mills Whole School Theme Overview: Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Pre-school</b>	<b>Theme: Pupil Voice</b>	<b>Theme: Pupil Voice</b>	<b>Theme: Pupil Voice</b>
<b>Year R</b>	<b>Theme: Pupil Voice</b> <ul style="list-style-type: none"> <li>- Historical study- Red- Listen to stories from the past.</li> <li>- Knowledge and awareness- Red- Understand that a story is not about now.</li> <li>- Chronology and changes- Red- Talk about "when I was a baby"</li> </ul>	<b>Theme: Pupil Voice</b> <ul style="list-style-type: none"> <li>- Historical study- Red- Listen to stories from the past.</li> <li>- Knowledge and awareness- Red- Understand that a story is not about now.</li> <li>- Chronology and changes- Red- Talk about "when I was a baby"</li> </ul>	<b>Theme: Pupil Voice</b> <ul style="list-style-type: none"> <li>- Historical study- Red- Listen to stories from the past.</li> <li>- Knowledge and awareness- Red- Understand that a story is not about now.</li> <li>- Chronology and changes- Red- Talk about "when I was a baby"</li> </ul>
<b>Class 2 Year 1/2</b>	<b>Theme: Explorers</b> <p>NC: 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 [for example, Columbus and Neil Armstrong,]</p> <ul style="list-style-type: none"> <li>- Historical study- Orange- Identify old and new from pictures.</li> <li>- Historical study- Orange- Use stories as sources for answering questions about the past.</li> <li>- Historical study- Orange- Observe and handle artefacts and use this to ask and answer questions.</li> <li>- Knowledge and awareness- Orange- Develop a simple awareness of the past.</li> <li>- Knowledge and awareness- Orange- Tell stories from the past.</li> <li>- Knowledge and awareness- Orange- Identify some differences between past and present.</li> </ul>	<b>Theme: Weather</b>	<b>Theme: Royal Forest of Dean</b> <p>NC: Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> <li>- Historical study- Orange- Identify old and new from pictures.</li> <li>- Historical study- Orange- Observe and handle artefacts and use this to ask and answer questions.</li> <li>- Knowledge and awareness- Orange- Develop a simple awareness of the past.</li> <li>- Knowledge and awareness- Orange- Identify some differences between past and present.</li> <li>- Knowledge and awareness- Orange- Show some understanding of aspects of the past beyond living memory.</li> <li>- Historical study- Yellow- Use a range of simple sources to devise historical questions.</li> <li>- Historical study- Yellow- Summarise their learning into short sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>- Knowledge and awareness- Orange- Know some main events and people studied in a topic.</li> <li>- Knowledge and awareness- Orange- Show some understanding of aspects of the past beyond living memory.</li> <li>- Chronology and change- Orange- Use simple words and phrases to describe the past- after, before, between.</li> <li>- Chronology and change- Orange- Arrange objects in order of their age.</li> <li>- Chronology and change- Begin to use very simple timelines to order some recent events.</li> <li>- Chronology and change- Orange- Understand BC and AD.</li> <li>- Historical study- Yellow- Use pictures and artefacts for answering questions about the past.</li> <li>- Historical study- Yellow- Use a range of simple sources to devise historical questions.</li> <li>- Historical study- Yellow- Summarise their learning into short sentences.</li> <li>- Historical study- Yellow- Ask questions about what they have heard or seen.</li> <li>- Knowledge and awareness- Yellow- Pick out the main elements of stories they have heard about the past.</li> <li>- Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why.</li> <li>- Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied.</li> <li>- Chronology and change- Yellow- Use more complex phrases to describe time- a long time ago, centuries ago...</li> </ul>		<ul style="list-style-type: none"> <li>- Historical study- Yellow- Ask questions about what they have heard or seen.</li> <li>- Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why.</li> <li>- Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied.</li> <li>- Chronology and change- Yellow- Use more complex phrases to describe time- a long time ago, centuries ago...</li> <li>-</li> </ul>
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**Class 3  
Year 3/4**

**Theme: Egypt**

NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

- Knowledge and awareness- Green- Guess what objects from the past were used for, using evidence to support answers (Howard Carter artefact clues).
- Historical study- Green- Use the internet for research.
- Knowledge and awareness- Green- Summarise the main events from a period in history, using their characteristics.
- Historical study Green- Choose and discriminate between a range of information and use this to ask questions.
- Historical study- Green- Understand that events from the past are represented in different ways and that sources can confirm or contradict this.
- Historical study- Green- Interpret the past through role play such as hot seating. (Howard Carter- Tutankhamun discovery)
- Chronology and change- Green- Use some dates on a timeline.
- Chronology and change- Green- Use a timeline with dates, including both BC and AD.
- Historical study- Pale blue- Understand that some evidence is limited.
- Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history.
- Knowledge and awareness- Pale blue- Understand links between history and geography.

**Theme: Vikings and Saxons**

NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Britain's settlement by Anglo-Saxons and Scots

- Knowledge and awareness- Green- Give reasons for main events and changes.
- Knowledge and awareness- Green- Use the internet for research.
- Knowledge and awareness- Green- Begin to understand why some people acted as they did and give reasons. (Alfred the Great)
- Chronology and change- Green- Sort events or objects into groups (Foods from Anglo-Saxons times)
- Chronology and change- Green- Use some dates on a timeline.
- Chronology and change- Green- Use evidence to describe changes within a time period.
- Historical study- Pale blue- Understand that some evidence is limited.
- Historical study- Pale blue- Support own point of view using evidence.
- Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history.
- Knowledge and awareness- Pale blue- Understand links between history and geography.

**Theme: Local Industry**

NC: A local history study.

- Knowledge and awareness- Green- Use the internet for research.
- Knowledge and awareness- Green- Choose and discriminate between a range of information and use this to ask questions.
- Historical study - Green- Interpret the past through role play such as hot seating. (Child miner)
- Chronology and change- Green- Use some dates on a timeline (ordering industry through time)
- Chronology and change- Green- Use dates and terms accurately, using key dates when describing events (ordering industry through time)
- Chronology and change- Green- Understand the concepts of decades and centuries and use this to divide the past into periods of time.
- Chronology and change- Green- Use evidence to describe changes within a time period.
- Historical study- Pale blue- Use a range of documents and printed sources.
- Historical study- Pale blue- Give reasons for change through analysing evidence.
- Historical study- Pale blue- Support own point of view using evidence.
- Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history.
- Knowledge and awareness- Pale blue- Understand links between history and geography.



**Class 4  
Year 5/6**

**Theme: Space**

NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Historical study- Dark blue- Make conclusions with evidence as to the most likely version of events.
- Historical study- Dark blue- Give a balanced view of the past, using different points of view.
- Knowledge and awareness- Dark blue- Explain their viewpoint justifying with a broad range of evidence.
- Knowledge and awareness- Purple- Begin to understand significance.
- Knowledge and awareness- Purple- Understand and use the concept of legacy.
- Chronology and change- Purple- Speculate how present events and actions might be seen and judged in the future.
- Chronology and change- Purple- Speculate what if? What if man had not landed on the moon?

**Theme: South America**

**Theme: Mayans**

NC: A non-European society that provides contrasts with British history –Mayan civilization c. AD 900

- Historical study- Dark blue- Give a balanced view of the past, using different points of view.
- Knowledge and awareness- Dark blue- Organise a series of relevant historical information and check this for accuracy.
- Knowledge and awareness- Dark blue- Describe the main changes in a period of history from several perceptions e.g. political, cultural.
- Knowledge and awareness- Dark blue- Explain their viewpoint justifying with a broad range of evidence.
- Chronology and change- Dark blue- Identify changes across periods of time using chronological links.
- Chronology and change- Dark blue- Begin to identify causal factors in change.
- Historical study- Purple- Devise historical questions about change, cause, similarity and difference.
- Historical study- Purple- Interpret the past using a range of concepts and ideas.
- Knowledge and awareness- Purple- Understand and use the concept of legacy, including dynasties.
- Historical study- Purple- Speculate about the past, formulating their own theories about reasons for change.
- Chronology and change- Purple- Note connections, contrasts and trends over time.

Skills for Learning, Learning for Life

# Steam Mills Whole School Theme Overview: Year B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Pre-school</b>	<b>Theme: Pupil Voice</b>	<b>Theme: Pupil Voice</b>	<b>Theme: Pupil Voice</b>
<b>Year R</b>	<p><b>Theme: Pupil Voice</b></p> <ul style="list-style-type: none"> <li>- Historical study- Red- Listen to stories from the past.</li> <li>- Knowledge and awareness- Red- Understand that a story is not about now.</li> <li>- Chronology and changes- Red- Talk about "when I was a baby"</li> </ul>	<p><b>Theme: Pupil Voice</b></p> <ul style="list-style-type: none"> <li>- Historical study- Red- Listen to stories from the past.</li> <li>- Knowledge and awareness- Red- Understand that a story is not about now.</li> <li>- Chronology and changes- Red- Talk about "when I was a baby"</li> </ul>	<p><b>Theme: Pupil Voice</b></p> <ul style="list-style-type: none"> <li>- Historical study- Red- Listen to stories from the past.</li> <li>- Knowledge and awareness- Red- Understand that a story is not about now.</li> <li>- Chronology and changes- Red- Talk about "when I was a baby"</li> </ul>
<b>Class 2 Year 1/2</b>	<p style="text-align: center;"><b>Theme: London</b></p> <p>NC: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</p> <ul style="list-style-type: none"> <li>- Historical study- Orange- Identify old and new from pictures.</li> <li>- Historical study- Orange- Use stories as sources for answering questions about the past.</li> <li>- Knowledge and awareness- Orange- Develop a simple awareness of the past.</li> <li>- Artefacts???</li> <li>- Knowledge and awareness- Orange- Identify some differences between past and present.</li> <li>- Knowledge and awareness- Show some understanding of aspects of the past beyond living memory.</li> <li>- Chronology and change- Begin to use very simple timelines to order some recent events.</li> </ul>	<p style="text-align: center;"><b>Theme: Important People</b></p> <p>NC: 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> <li>- Historical study- Orange- Use stories as sources for answering questions about the past.</li> <li>- Knowledge and awareness- Orange- Develop a simple awareness of the past.</li> <li>- Knowledge and awareness- Orange- Tell stories from the past.</li> </ul>	<b>Theme: Home and Away</b>

	<ul style="list-style-type: none"> <li>- Historical study- Yellow- Use pictures and artefacts for answering questions about the past.</li> <li>- Historical study- Yellow- Use a range of simple sources to devise historical questions.</li> <li>- Historical study- Yellow- Summarise their learning into short sentences.</li> <li>- Historical study- Yellow- Ask questions about what they have heard or seen.</li> <li>- Knowledge and awareness- Yellow- Retell stories they have heard about the past.</li> <li>- Knowledge and awareness- Yellow- Pick out the main elements of stories they have heard about the past.</li> <li>- Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why.</li> <li>- Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied.</li> <li>- Chronology and change- Yellow- Use more complex phrases to describe time- a long time ago, centuries ago...</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge and awareness- Orange- Recognise past and present in their own lives and other people's lives.</li> <li>- Knowledge and awareness- Orange- Know some main events and people studied in a topic.</li> <li>- Knowledge and awareness- Show some understanding of aspects of the past beyond living memory.</li> <li>- Chronology and change- Use simple words and phrases to describe the past- after, before, between.</li> <li>- Historical study- Yellow- Use a range of simple sources to devise historical questions.</li> <li>- Historical study- Yellow- Summarise their learning into short sentences.</li> <li>- Historical study- Yellow- Ask questions about what they have heard or seen.</li> <li>- Knowledge and awareness- Yellow- Retell stories they have heard about the past.</li> <li>- Knowledge and awareness- Yellow- Discuss what they have enjoyed most about stories from the past.</li> <li>- Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why.</li> <li>- Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied.</li> <li>- Chronology and change- Sort recent historical studies into broad time order.</li> </ul>	
<p><b>Class 3 Year 3/4</b></p>	<p style="text-align: center;"><b>Theme: Stone Age – Iron Age</b></p> <p>NC: Changes in Britain from the Stone Age to the Iron Age</p>	<p style="text-align: center;"><b>Theme: Earth</b></p>	<p style="text-align: center;"><b>Theme: Romans</b></p> <p>NC: The Roman Empire and its impact on Britain</p>

	<ul style="list-style-type: none"> <li>- Historical study- Green- Use the internet for research.</li> <li>- Historical study- Green- Understand that events from the past are represented in different ways and that sources can confirm or contradict.</li> <li>- Historical study- Green- Interpret the past through role play including hot seating.</li> <li>- Knowledge and awareness- Green- Guess what objects from the past were used for using evidence to support answers.</li> <li>- Knowledge and awareness- Green- Understand that some events of the past affect people's lives today (Farming and trade)</li> <li>- Knowledge and awareness- Green- Give reasons for main events and changes. (settling rather than travelling)</li> <li>- Chronology and changes- Green- Sort events or objects into groups (Time periods within unit)</li> <li>- Chronology and changes- Green- Use dates and terns accurately using key dates when describing events.</li> <li>- Chronology and changes- Green- Use a timeline with dates including BC and AD.</li> <li>- Chronology and change- Use evidence to describe changes within a time period.</li> <li>- Historical study- Pale blue- Use a range of documents and printed sources.</li> <li>- Historical study- Pale blue- Understand that some evidence is limited.</li> <li>- Historical study- Pale blue- Give reasons for change through analysing evidence.</li> <li>- Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history.</li> </ul>		<ul style="list-style-type: none"> <li>- Historical study- Green- Use more complex sources of primary and secondary information.</li> <li>- Historical study- Green- Choose and discriminate between a range of information and use this to ask questions.</li> <li>- Historical study- Green- Understand that events from the past are represented in different ways and that sources can confirm or contradict.</li> <li>- Historical study- Green- Interpret the past through role play including hot seating.</li> <li>- Knowledge and awareness- Green- Guess what objects from the past were used for using evidence to support answers.</li> <li>- Knowledge and awareness- Green- Understand that some events of the past affect people's lives today (Roman baths, underfloor heating, aqua ducts, education etc.)</li> <li>- Knowledge and awareness- Green- Give reasons for main events and changes.</li> <li>- Knowledge and awareness- Green- Begin to understand why some people acted the way they did and give reasons.</li> <li>- Chronology and changes- Green- Use dates and terns accurately using key dates when describing events.</li> <li>- Chronology and changes- Green- Use a timeline with dates including BC and AD.</li> <li>- Historical study- Pale blue- Use a range of documents and printed sources.</li> <li>- Historical study- Pale blue- Give reasons for change through analysing evidence.</li> <li>- Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history.</li> <li>- Knowledge and awareness- Pale blue- Understand links between history and geography.</li> </ul>
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<p><b>Class 4 Year 5/6</b></p>	<p><b>Theme: World War II</b></p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>- Historical study- Dark blue- Rank sources of information in order.</li> <li>- Historical study- Dark blue- Identify differences between versions of the past.</li> <li>- Historical study- Dark blue- Give a balanced view of the past, using different points of view.</li> <li>- Historical study- Dark blue- Make conclusions with evidence as to the most likely version of events.</li> <li>- Knowledge and awareness- Dark blue- Organise a series of relevant historical information and check this for accuracy.</li> <li>- Knowledge and awareness- Dark blue- Describe the main changes in a period of history from several perceptions e.g. political, cultural.</li> <li>- Knowledge and awareness- Dark blue- Explain their viewpoint justifying with a broad range of evidence.</li> <li>- Knowledge and awareness- Dark blue- Adapt their ideas and viewpoints as new information arises.</li> <li>- Chronology and change- Dark blue- Identify changes across periods of time using chronological links.</li> <li>- Chronology and change- Dark blue- Begin to identify causal factors in change.</li> </ul>	<p><b>Theme: Rivers</b></p>	<p><b>Theme: Ancient Greece</b></p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>- Historical study- Dark blue- Identify differences between versions of the past.</li> <li>- Historical study- Dark blue- Make conclusions with evidence as to the most likely version of events.</li> <li>- Knowledge and awareness- Dark blue- Describe the main changes in a period of history from several perceptions e.g. political, cultural.</li> <li>- Chronology and change- Dark blue- Identify changes across periods of time using chronological links.</li> <li>- Historical study- Purple- Devise historical questions about change, cause, similarity and difference.</li> <li>- Historical study- Purple- Interpret the past using a range of concepts and ideas.</li> <li>- Historical study- Purple- Speculate about the past, formulating their own theories about reasons for change.</li> <li>- Chronology and change- Purple- Note connections, contrasts and trends over time.</li> </ul>



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|  | <ul style="list-style-type: none"><li>- Historical study- Purple- Devise historical questions about change, cause, similarity and difference.</li><li>- Historical study- Purple- Interpret the past using a range of concepts and ideas.</li><li>- Historical study- Purple- Understand the role of opinion and propaganda.</li><li>- Knowledge and awareness- Purple- Begin to understand significance.</li><li>- Knowledge and awareness- Purple- Understand and use the concept of legacy, including the Royal family.</li><li>- Chronology and change- Purple- Note connections, contrasts and trends over time.</li><li>- Chronology and change- Purple- Speculate how present events and actions might be seen and judged in the future.</li><li>- Chronology and change- Purple- Speculate what if? What if England lost the war?</li></ul> |  |  |
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