



Whole School History Overview

| Class | Year A | Year B |
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| Holly Berries | <p>The Gunpowder Plot Why do we celebrate bonfire night?</p> <p>Florence Nightingale Why should we be proud of Florence Nightingale?</p> <p>Our School in our Community (Foresters'' Forest Year 1) Was school more fun for our grandparents than it is for us?</p> | <p>Queen Victoria What would our country be like if Queen Victoria still ruled?</p> <p>The Great Fire of London What made the Great Fire of London 'great'?</p> <p>Firsts in Travel (Wright brothers and Neil Armstrong) Who would you prefer to travel with, the Wright brothers or Neil Armstrong?</p> |
| Chestnut | <p>Ancient Egypt Why was the River Nile important to the Egyptians?</p> <p>The Stone Age to the Iron Age (Foresters'' Forest Year 3) (Visit to Clearwell Caves) Did Stone Age and Iron Age people settle in the Forest of Dean?</p> | <p>Romans Why were the Romans powerful and what did we learn from them?</p> <p>Anglo Saxons What affect did the Anglo Saxons have on English history?</p> <p>The Vikings Were the Vikings vicious or victorious?</p> |
| Maple | <p>Ancient Greece What would it have been like to be a child growing up in Ancient Greece?</p> <p>World War I and II What was the effect of World War I and II on the Forest of Dean?</p> | <p>Mayan Civilisation Why was the sky so important to the Mayans?</p> <p>Crime and Punishment What was it like to be in a Victorian jail?</p> |

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| <p>The Gunpowder Plot Why do we celebrate bonfire night?</p> <p>Florence Nightingale Why should we be proud of Florence Nightingale?</p> <p>Our School in our Community (Foresters’ Forest Year 1) Was school more fun for our grandparents than it is for us?</p> | <p>Queen Victoria What would our country be like if Queen Victoria still ruled?</p> <p>The Great Fire of London What made the Great Fire of London ‘great’?</p> <p>Firsts in Travel (Wright brothers and Neil Armstrong) Who would you prefer to travel with?</p> |
| Knowledge | |
| <p>Children should be taught about:</p> <ul style="list-style-type: none"> • Events beyond living history that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in our own locality. • Changes in living memory. | |
| Skills | |
| <p>Vocabulary</p> <ul style="list-style-type: none"> • Talk about own and other peoples’ past events and use common words to describe the passing of time – today, tomorrow, yesterday, a long time ago, in the olden days, before, later, after (Y1). • Use more specific terms to describe the passing of time – when my granddad was little, before my grand was born, more than 100 years ago, recent (Y2). | <p>Understanding (cause and consequence, continuity and change, similarity and difference)</p> <ul style="list-style-type: none"> • Place 3 objects and 3 events in chronological order and communicate what they know about older and newer objects and events (Y1). • Place 5 objects and 5 events in chronological order and give simple reasons to explain a decision (Y2). |
| <p>Representation and Interpretation</p> <ul style="list-style-type: none"> • Recognise an historical source (Y1). • Identify some of the ways in which the past is represented differently e.g. paintings/diaries/photographs (Y2). | <p>Using sources</p> <ul style="list-style-type: none"> • Use at least 1 source of information to answer questions about the past through simple observations of the source (Y1). • Use 2 sources of information to answer a questions about the past through simple observations of the sources (Y2). |

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| Knowledge | |
| <p>Children should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age: <ul style="list-style-type: none"> ○ Late Neolithic hunter-gatherers and early farmers, for example Skara Brae. ○ Why did Stone Age and Iron Age people settle in the Forest of Dean • The achievements of the earliest civilisations (Ancient Egypt) • The Roman Empire and its impact on Britain <ul style="list-style-type: none"> ○ The Roman Empire by AD42 and the power of its army. ○ Successful invasion by Claudius and conquest, including Hadrian’s Wall. ○ ‘Romanisation’ of Britain: the impact of technology, culture and beliefs, including early Christianity. • Britain’s settlement by Anglo Saxons <ul style="list-style-type: none"> ○ Anglo Saxon invasions, settlements and kingdoms: place names and village life. ○ Anglo Saxon art and culture. ○ Christian conversion – Canterbury, Iona and Lindisfarne. • The Viking and Anglo Saxon struggle for the Kingdom of England. <ul style="list-style-type: none"> ○ Viking raids and invasion. ○ Resistance by Alfred the Great and Athelstan, first king of England. ○ Further Viking invasions and Danegeld. | |
| Skills | |
| <p>Vocabulary</p> <ul style="list-style-type: none"> • Use specific historical vocabulary including terms and periods – AD, BC, empire, military, ancient, exploration, civilisation , modern, invasion, settlement, culture, Roman, Viking, Anglo Saxon, Egyptian, stone age, iron age. Use specific dates related to period being studied (Y3 & 4). | <p>Understanding (cause and consequence, continuity and change, similarity and difference)</p> <ul style="list-style-type: none"> • Use a time line to categorise key features of specific time periods (people and events) and describe how they are different to the present day and other periods in history e.g. Romans and Vikings (Y3 & 4). |
| <p>Representation and Interpretation</p> <ul style="list-style-type: none"> • Identify some of the ways in which the past is represented (Y3). • Understand that there are different interpretations of the past (Y4), | <p>Using sources</p> <ul style="list-style-type: none"> • Make deductions by using a sample (3) of sources to summarise an aspect of history by selecting information with some relevance to a question (Y3). • Use a variety of sources (3+) to summarise an aspect of history by selecting information with some relevance to a question (Y4). |

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| Knowledge | |
| <p>Children should be taught about:</p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the Western World. • A local history study: <ul style="list-style-type: none"> ○ A study of an aspect of history dating from a period beyond 1066 that is significant in the locality. • A study of an aspect or theme in British history that extends children’s chronological knowledge beyond 1066 <ul style="list-style-type: none"> ○ A significant turning point in British history (WWI and WW2 and evacuees). ○ Changes in an aspect of social history, such as crime and punishment. • A non-European society that provides contrasts with British history – Mayan civilisation c AD900. | |
| Skills | |
| <p>Vocabulary</p> <ul style="list-style-type: none"> • Use specific historical vocabulary including terms, periods and dates – AC, BC, ancient, century, modern, decade, millennium, Ancient Greeks, legacy, civilisation, parliament etc.. (Y5 & 6) | <p>Understanding (cause and consequence, continuity and change, similarity and difference)</p> <ul style="list-style-type: none"> • Categorise key features of a specific period and past societies (people and events). • Explain why they are different and similar to the present day, other periods of time and describe changes within the specific periods (Y5). • Make links between different periods to understand how events in one period might affect another e.g. how the Ancient Greeks influence British architecture (Y6). |
| <p>Representation and Interpretation</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Understand that there are different interpretations of the past and begin to explain why they might be different (Y5). • Explain why contrasting arguments and interpretations of the past have been constructed (Y6). | <p>Using sources</p> <ul style="list-style-type: none"> • Use a range of sources (4+) to select, extract and combine the information needed to answer questions (Y5) • Evaluate the quality and usefulness of different sources (Y6). |

