



St. Luke's History Overview



	Unit	Skills (Chronology , Historical Enquiry and Evidence , Continuity and Change , Similarity and Difference)	Knowledge
Year 1	1. Childhood NC: changes within living memory	<ul style="list-style-type: none"> -Sequence in chronological order at least 3-4 events/artefacts/pictures -events within the last 100 years using terms first, next, last -Know that a primary source is something that existed at the time -Use different sources to find out about the past e.g. pictures, photos, artefacts and eye witness testimony (visitors discussing what they remember) -Ask and answer a simple question (what was it like, when, what happened) about the past using artefacts, pictures or information from an eyewitness. -Identify similarities and differences between two artefacts from different times e.g. artefacts from their lives and their grandparents' lives -Recognise some things repeat and some change. E.g. terms but different year groups, holidays but do different things. 	<ul style="list-style-type: none"> - How much time has passed between the 1950s and the present day (70 years) - We can learn about the past from people who have experienced it - an artefact is an object from the past - Television used to be in black and white and most people listened to radio -important life events include birthdays, religious festivals or family celebrations. Some life events happen every year and some happen at certain stages of human life - The Coronation of Queen Elizabeth 2nd was in 1953 where she became queen
	2. Toys Through the Ages NC: significant people in their own locality/significant individuals in the past who have continued to national and international achievements.	<ul style="list-style-type: none"> -Sequence in chronological order at least 3-4 events/artefacts/pictures -events within the last 100 years using terms first, next, last -events within the lives of significant individuals -Know that a primary source is something that existed at the time -Use different sources to find out about the past e.g. pictures, photos, artefacts and eye witness testimony (visitors discussing what they remember) -Ask and answer a simple question (what was it like, when, what happened) about the past using artefacts, pictures or information from an eyewitness. -Identify similarities and differences between two artefacts from different times e.g. toys 	<ul style="list-style-type: none"> -toys have been around for a very long time - toys have changed over the years -in the 1950s toys were mostly made out of wood, metal and paper -modern toys are mostly made out of plastic as it is safer and easier to make things with - many modern toys use electricity to work



St. Luke's History Overview

	<p>3. Land Ahoy NC: significant historical events, people and places in their own locality</p>	<p>-events within the lives of significant individuals -Know that a primary source is something that existed at the time -Use different sources to find out about the past e.g. pictures, photos, artefacts -Ask and answer a simple question (what was it like, when, what happened) about the past using artefacts and pictures -Say how the actions of significant people created change e.g. Harry Paye -Suggest why people in the past acted as they did e.g. Harry Paye became a pirate because...</p>	<p>- Harry Paye was born in Poole (1360) -He became a pirate/smuggler which is someone who sails the seas in search of adventure and treasure - He stole from French and Spanish ship and brought all of his winnings back to the people of Poole e.g. gold, jewels and wine -Old Harry's Rocks is named after him - Harry Paye day is celebrated every year in Poole</p>
Year 2	<p>1. Great Fire of London NC: events beyond living memory</p>	<p>-Sequence at least 3 artefacts and events from the same historical event -Put the time period and the current year on a timeline that counts up in 100s of years. - Compare 2 sources of the same event and identify the differences - Say which source they think is the most useful to extract information -Identify what a source tells us about the past (and what it doesn't) -Understand basic cause and effect that led up an event e.g. cause of GFoL and why it spread. -Suggest why an individual acted as they did, and say why they think that e.g. Charles II asked the people of London to extinguish the fire, why did Samuel Pepys bury his wine and cheese? - Compare aspects of life in different times e.g GFOL fire precautions then and now (effect of event)</p>	<p>- it started in a bakery - it spread because houses very dry, close packed and burned easily, and there was a strong wind. - Houses old, made of wattle and daub. - Lasted 3 days - Stopped due to firebreaks and wind stopping - Samuel Pepys wrote an account of it</p>
	<p>2. Medical Hero's Past and Present NC: the lives of significant</p>	<p>-Sequence at least 3 artefacts and events within a person's life -Put the time period and the current year on a timeline that counts up in 100s of years. - Say which source they think is the most useful to extract information</p>	<p><u>Mary Seacole</u> -she was British, mother from Jamaica, father from Scotland -she went out on her own to the Crimean war to help wounded soldiers.</p>



St. Luke's History Overview

	<p>individuals in the past who have contributed to national and international achievements.</p>	<p>-Identify what a source tells us about the past (and what it doesn't)</p> <ul style="list-style-type: none"> -Understand basic cause and effect that led up an event -Suggest why an individual acted as they did, and say why they think that -Compare aspects of life in different times e.g nursing then and now (event of medical advances) 	<p>-she helped soldiers get better <u>Florence Nightingale</u> - she was a British nurse who helped to treat wounded soldiers during the Crimean War - she became known as 'The Lady with the Lamp' - she set up a nursing school</p> <p>(Other: Alexander Fleming/Joseph Lister/Edward Jenner)</p>
Year 3	<p>1.Through the Ages (Prehistoric Britain) NC: changes in Britain from the Stone Age to the Iron Age</p>	<p>-Understand that timelines can go back a long way into the past -Place time periods studied in order on a timeline, counting in 1000s of years. -Within a time period, use a timeline to place 5 significant events / discoveries / developments of this period in order.</p> <ul style="list-style-type: none"> -Draw across a wider variety of sources to identify the most useful one -Be able to extract evidence from a range of sources to build an understanding of life / changes within given time period. (a map of Stonehenge or Skara Brae, cave drawings to show how people interact, burial sites to show religious beliefs – all of these work to build up an overall understanding) -Identify and give reasons for historical changes e.g. Stone age – Iron Age -Identify things in the past that altered the landscape (Skara Brae or Stonehenge) -Describe some of the similarities and differences between different time periods - The Stone Age and the Iron Age, e.g. social, belief, tools, types of settlement 	<ul style="list-style-type: none"> - there were four different types of humans in stone age - what hunter gatherers were - early humans lived in caves, later simple wood shelters - they had to look for food and protect selves from wild animals. -early humans used stone tools, then tin, copper. -they then discovered bronze. -bronze is harder, made by mixing tin and copper --Stonehenge was built in the stone age to bronze age -they later mined iron, which is a harder metal and made tools and weapons better. - then there was more farming and there were larger kingdoms.
	<p>2. Pharaohs (Ancient Egypt)</p>	<ul style="list-style-type: none"> -Place time periods studied in order on a timeline, counting in 1000s of years. -Draw across a wider variety of sources to identify the most useful 	<p>-importance of Nile for stable society – water, food, transport</p>



St. Luke's History Overview



	<p>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>one</p> <ul style="list-style-type: none"> -Be able to extract evidence from a range of sources to build an understanding of life / changes within given time period. -Identify and give reasons for historical changes -Identify things in the past that altered the landscape (Pyramids) -Describe some of the similarities and differences between different time periods 	<ul style="list-style-type: none"> -there was rich soil brought down when it flooded -having a stable society meant growth of writing, medicines, building possible. - they built pyramids -about life and death of Pharaohs: why gods are so important - Tutankhamun is most well-known as only pharaoh who hadn't been robbed - other Egyptian inventions
	<p>3. Gods and Mortals (Ancient Greece)</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"> -Place time periods studied in order on a timeline, counting in 1000s of years. -Draw across a wider variety of sources to identify the most useful one -Be able to extract evidence from a range of sources to build an understanding of life / changes within given time period -Compare 2 sources of the same event and identify the differences. Identify why 2 sources of the same event may be different -Identify and give reasons for historical changes -Identify things in the past that altered the landscape -Describe some of the similarities and differences between different time periods 	<ul style="list-style-type: none"> -there were lots of different city states - they had many slaves, so the owners had more leisure - Remember at least 2 things Greeks were famous for eg Started the Olympics Mathematicians and philosophers Built complex beautiful buildings Invented theatre Lots of stories and myths
Year	<p>1.Emperors and Empires (Romans)</p>	<ul style="list-style-type: none"> -Place periods of British history on a continuous timeline (Romans-Anglo-Saxons-Vikings-Normans) -Introduce the term BC and use this to help plot a timeline 	<ul style="list-style-type: none"> -myth that Rome founded by Romulus and Remus - they had slaves including gladiators -priestesses were chosen as children.



St. Luke's History Overview

	<p>NC: The Roman Empire and its impact on Britain</p>	<ul style="list-style-type: none"> -Understand that when plotting BC dates, the smaller the number, the more recent the event - Understand that timelines are divided into BC and AD with 0 marking the birth of Jesus (contextualise using taught units of Romans, Anglo-Saxons, Scots and Normans) -Understand the difference between primary and secondary sources -Know that secondary sources are something that are created by someone who has not lived through the time/ event that is being discussed -Use secondary sources to answer specific questions e.g. books and articles -Compare different sources and discuss why they might be different (eyewitness or secondary) -Suggest possible sources to help answer questions and research the answers to these questions -Develop an overview of how society / everyday life / culture / beliefs have changed over time and how some of these still impact lives today (e.g. Romans roads / architecture) -Summarise why individuals or countries acted the way they did (drawing on different sources) - Describe some of the similarities and differences and give reasons for these changes occurring e.g. Different classes of people at the same time 	<ul style="list-style-type: none"> -they invaded many countries but once conquered countries were at peace. -they invaded Britain twice – 55-54 BC (Julius Caesar) and AD 43 (Claudius) (Successful). -they were builders and engineers and built roads and Hadrian's wall. -Boudicca led a rebellion
	<p>2. Traders and raiders (Vikings and Anglo-Saxons) NC: Britain's settlement by Anglo Saxons and Scots and the</p>	<ul style="list-style-type: none"> -Place periods of British history on a continuous timeline (Romans-Anglo-Saxons-Vikings-Normans) - Understand that timelines are divided into BC and AD with 0 marking the birth of Jesus (contextualise using taught units of Romans, Anglo-Saxons, Scots and Normans) -Understand the difference between primary and secondary sources -Know that secondary sources are something that are created by someone who has not lived through the time/ event that is being 	<ul style="list-style-type: none"> -the key idea of periods of waves of invasion and then invaders settling - Anglo Saxons came first and were Angles, Saxons and Jutes, Germanic tribes -they invaded early 400s onwards, as Roman rule failed. -some were hired to keep Picts out when Hadrian's wall fell. --they settled, and became Christians



St. Luke's History Overview

	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>discussed</p> <ul style="list-style-type: none"> -Use secondary sources to answer specific questions e.g. books and articles -Compare different sources and discuss why they might be different (eyewitness or secondary) -Suggest possible sources to help answer questions and research the answers to these questions -Identify similarities and differences between similar periods of history in different places (Anglo-Saxons and Vikings) -Summarise why individuals or countries acted the way they did (drawing on different sources) - Describe some of the similarities and differences and give reasons for these changes occurring e.g. Saxons and Vikings (settlements, gods , beliefs etc) 	<ul style="list-style-type: none"> -there were seven Anglo-Saxon kingdoms. -they had local courts and law, jewellers and craftsmen, Thanets, Ceorls, slaves. -they leave us place names and village names – lea, -ham - -ford -Vikings invaded from Scandinavia, starting 700s. -they came in longboats, raiding. - Anglo-Saxons paid Danegeld - Danelaw was established. -typical place names -by, -thorpe, -ay -Alfred the Great resisted. -Local history and story of Viking capture and siege of Wareham. -Vikings became Christian and King of all England was Alfred's grandson. -Normans in 1066 were the last successful invaders of England
<p>Year 5</p>	<p>1.Hola Mexico! (Ancient Mayas) NC: a non-European society that provides contrasts with British history – Maya civilization c. AD 900</p>	<ul style="list-style-type: none"> -Understand how technological developments brought about other changes – sequence over a period of time (development of writing) -Answer questions that require drawing information across multiple sources e.g. how did the Mayans contribute to.... -Form own opinions about the past and use available sources to support their answer -Generate historically significant questions to explore the past further e.g. Are there any other events / civilisations similar to this? -Summarise the overall impact of time periods on life today e.g. what did the Maya do for us? 	<ul style="list-style-type: none"> -they lived in area that is around Mexico today -they lasted a long time – the civilisation grew from 2600 BC to around 900 AD and later. -civilisation continued until Spanish invaded in 1500s (Cortes) -they were astronomers and developed calendars -they had ceremonial cities with temples and palaces. -they made human sacrifice. -they developed chocolate, potatoes, maize, tomatoes. -their art gives us clues about them.



St. Luke's History Overview



	<p>2. Victorian Bournemouth (local study) NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and local history study</p>	<p>-Understand how technological developments brought about other changes – sequence over a period of time (industrial revolution)</p> <ul style="list-style-type: none"> -Know that material produced at the time (that then becomes a primary source) can be produced to encourage people to act a certain way / promote / advertise (tourism posters) - Identify emotive language within a source to support understanding the author's viewpoint -Answer questions that require drawing information across multiple sources -Form own opinions about the past and use available sources to support their answer -Generate historically significant questions to explore the past further e.g. Are there any other events / civilisations similar to this? -Summarise the overall impact of time periods on life today e.g. what did the Victorians do for us? -Identify similarities and differences between life within the same place for different people e.g. rich and poor/ rural (farms) and city (factory) locations 	<p>-ruins were discovered later eg Chichen Itza</p> <p>-Victoria Era was 1837 - 1901 when Queen Victoria reigned over Britain</p> <ul style="list-style-type: none"> - there was a huge contrast between how the rich and poor lived - industrial revolution was a period of huge change for Britain – coal and steam was used to power factories and lots of people migrated into towns and cities -this caused smog (air pollution) - in 1885 the railway between Bournemouth and London was opened - birth of tourism for Bournemouth – people wanted to escape the smog and enjoy the beaches - the population of Bournemouth grew rapidly and infrastructure changed
<p>Year 6</p>	<p>1.Fallen Fields (WW1) NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>-Develop understanding of how past action or inaction has led to current events</p> <ul style="list-style-type: none"> -Know that material produced at the time (that then becomes a primary source) can be produced to create a particular <u>feeling / mood or present a specific view</u> (e.g. propaganda) (<i>Link to authorial intent - literacy</i>) -Give reasons why sources are presented in these ways. E.g. misinformation, partial knowledge of the event, bias views -Identify the difference between fact and opinion in a source <p>Discuss and evaluate how useful different sources are, drawing on</p> <ul style="list-style-type: none"> -the balance of fact an opinion -possible motive of the author 	<ul style="list-style-type: none"> - Main cause of WW1 was the assassination of Archduke Franz Ferdinand in June 1914 as Austria-Hungary declared war on Serbia - August 1914 – Britain declares war on Germany after they invade Belgium - Most battles were fought in trench combat - Battle of the Somme was one of the deadliest battles in WW1 -11th November 1918 – War ended with Germany admitting defeat (Armistice) -Remembrance day occurs on the anniversary of this day to remember all those who sacrificed their lives in war



St. Luke's History Overview



	<p>2. A Child's War (WW2) NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>-what information about the past can be extracted from the source -what is still unknown</p> <p>-Compare places on timelines and the events that occurred in these places (Changes across Nazi Germany and comparing these to what was happening in Britain) -Identify why certain events happened and the evaluate the impact of them (Why did Hitler invade Austria and Poland?) -Evaluate the positive and negative impact of event on Britain and the world -Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past (Compare dictatorship with Democracy in Germany and Britain) - Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past e.g. Germany and Britain during war time</p>	<p>-a big threat to the UK was the rise of National Socialists or Nazis in Germany. -Some causes of WW2. Eg Germany gave up land after WW1. Some people felt angry. Hitler promised to make country great again and was elected. Germany invaded Poland. Britain declared war. -Many countries were conquered by the Nazis but Britain remained. -timeline including rationing, bombing, evacuation, blitz, battle of Britain (1940-41) - later USA helped and war ended in 1945</p>
--	--	---	--