

History overview

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| The 4 key themes for school are:  ***Powerful people, law and order, life of society and settlement and trade.*** | | | |
| EYFS | Autumn | Spring | Summer |
|  | **How have you changed?**  To talk about how I have changed since I was a baby  **Who is the King?**  To learn about the King, who he is and his role.  **Why do we light a fire on Bonfire night?**  To learn about Guy Fawks and bonfire night. |  | **What experiences do you remember?**  Talk about things they have experienced earlier in the year. |
| Key stage 1 | Autumn | Spring | Summer |
| Year 1/ 2  Cycle A | **What is Remembrance Day?**  To hear the WW1 poem ‘In Flanders field’  To create their own poppy  Share family artefacts of the war. | **How did the Great Fire of 1666 change London?**  To learn the impact on the people of London.  How London changed after the fire.  **What was the impact of the key woman on the world? (Florence Nightingale, Mary Seacole and Mary Spindler)**  To learn who and where they were from.  To understand the impact, they had on the world  To compare their lives. | **How has transport developed of time?**  To learn about the chronology of key events in transportation.  To compare past and present transport vehicles  To understand the impact transport has had on life in the UK.  **Why were the Jowett family significant?** |
| Year 1/ 2  Cycle B | **What is Remembrance Day?**  To hear the WW1 poem ‘In Flanders field’  To create their own poppy  Share family artefacts of the war.  Who were David Attenborough and Dian Fossy and why do we know them. | **What was the impact of these queens on Britain (Queen Elizabeth 1, 2 and Queen Victoria)?**  To learn who they were and how long they reigned.  To understand the changes that happened under their rule | **How did Grace Darling impact Britain?**  I will learn who she is.  I will learn about the impact she had on the people around her.  I can link to the RNLI. |
| Year ½  Local Case Studies | Allerton |  |  |
| Fundamentals | I can:   * I can remember some facts about what I have learnt. * Be aware of the past and understand that time passes. * With support, use specific vocabulary in my writing * Ask questions about what I have been learning. * Understand how we have learnt of the past (letters, images, ruins ect) | | |
| **Key stage 2** | **In LKS2 we will focus on the Stone and Iron Age, Romans and Egyptians. We will focus on different elements over the 2-year cycle.** | | |
|  | Autumn | Spring | Summer |
| Yr 3/ 4 Cycle A | **How did people stay warm in the ice age?**  To learn about where people lived in the ice age.  To understand how they stayed warm from the cold  **How did tools change over the stone age?**  Understand the chronology of the earliest human time.  To understand how tools and materials changed over time  Investigate what archaeologist finds teaches us about life in earliest times  **What is Remembrance Day?**  To learn about the stories behind the poppy.  To write a letter to the soldiers thanking them for their service | **Who were the Romans?**  Understand the chronology of the Roman period.  What was society like during the Roman period?  **Why did the Romans arrive in Britain?**  To learn about how the Romans influence spread across Europe (trade, settlement)  Hadrian’s wall marking the border of the empire. | **How do we know about the Ancient Egyptians?**  To understand the chronology of the Ancient Egyptian period compared to today.  To understand the importance of writing in Ancient Egypt  To investigate how the Egyptian Pyramid Society influence people lives  To learn about the life of society during this period.  I know who Tutankhamun is |
| Yr 3/ 4 Cycle B | **Local Area of study – Bradford?**  To learn about the History of Bradford.  To discuss how the Industrial Revolution impacted Bradford.  To discuss why people have moved to Bradford in the past  To identify its key cultural landmarks..  **What is Remembrance Day?**  To learn about the stories behind the poppy.  To write a letter to the soldiers thanking them for their service | **How did the Romans change Britain?**  To learn about the governance of the Roman republic/empire (class system).  To talk about the impact the Romans on infrastructure n in the UK  To talk about the impact, they had on UK society (teaching language ect) | **How did life compare to the Ancient Egyptians?**  To research the Importance of the Nile on Egypt.  To learn about their agricultural developments.  Comparisons between the earliest civilisations  To be able to explain the wonders of the pyramids. |
| Yr 3/4 Local Case Studies | Haworth  Bradford |  |  |
| Fundamentals | I can:   * Remember some facts about key periods in History * Start to understand chronology and the concept of time throughout History. * With support, discuss if sources are trustworthy or not. * With support, understand and use specific vocabulary in my writing. * Begin to use sources to support my writing. | | |
| Yr 5/6 Cycle A | **How did the Early Islamic Civilisation impact the modern world?**  Understand the chronology of the EIC  To learn about the Silk Road  Gaining and understanding of the impact the Islamic world had on trade, mathematics, and Science.  **Who were the influential figures in Aviation History?** (Guided Reading)  Bessie Coleman  Neil Armstrong  Tim peak  **Remembrance Day**  To learn about the impact our donations have.  To be able to explain the work of charities such as British Legion and the Poppy Appeal | **How did the Industrial Revolution change Bradford?**  To understand the chronology of the Victorian era compared to today.  Studying the impact, the industrial revolution had on Saltaire  To discover who Sir Titus Salt was and the impact he had on Bradford.  **How did the Industrial Revolution change Britain?**  To be able to explain how cities become known for the product they produced.  To understand what life was like for children who worked in factories  To learn about the social change that took place during the Industrial Revolution. | **What was the impact of the Viking invasion of Britain?**  To understand chronology of the Anglo-Saxon and Viking invasions.  Learn what changed in Anglo Saxon Britain?  How did the Saxons regain control of the UK  Why did the Viking want to invade Britain?  Were the Viking as brutal as they are seemed?  What did the Viking and the Saxons leave behind? |
| Y5/6 Local Case Study | Bradford | Saltaire |  |
| Yr 5/6 Cycle B | **Who was Shakleton?**  To learn who he was.  To understand why he was a significant other.  **How did Greeks spread democracy?**  To understand the chronology of the ancient Greeks in relation to today.  To investigate what archelogy finds tell us about life in Ancient Greece.  To learn about the influence Ancient Greece has had on British way of life.  **Remembrance Day**  Go into more depth in WW1 and the causes of it.  Learn about other wars that have happened since WW1 (Korea, Gulf War, Iraq) that is supported by the Poppy Foundation. | **What was the Holocaust?**  Briefly introduce the Holocaust-on-Holocaust Memorial Day  To know why Jews were persecuted  To recognise the enormous impact, it had on the Jewish population.  **Why was Whitby important?**  To understand why Whitby has been a key location in History.  To understand the link between Captain Cook and Whitby.  Contrast Whitby’s history with other locations in Britain. | **How did WW2 change the lives of people in the UK?**  To understand the causes of the War  To understand the economical impact of the Battle of Britain, Blitz and the U boats in the Atlantic on the UK.  To know the impact, it had socially focussing on the home front.  To understand the impact of the war on children across Europe including Kindertransport.  To know why the holocaust happened and the impact it had on the Jewish population. |
| Y5/6 Local Case Studies | Bradford | Whitby |  |
| Fundamentals | I can:   * Remember key facts about key periods in History * Understand chronology and the concept of time throughout History. * To annotate sources independently explaining if they are trustworthy or not. * Use a wide variety of specific vocabulary in my writing. * Explain both sides of an argument. * Use a wide variety of sources to support my opinion. | | |