

History Teaching Overview 2019 - 20

Year Group /Class	Term	History objectives covered	Topic / How objective is covered
Year 1 Butterflies	Autumn Term	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.	Space Neil Armstrong
	Spring Term	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.	Once Upon a Castle Knights and Castles
	Summer Term	Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	Fire! Fire! The Great Fire of London
Year 1/2 Bees	Autumn Term	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.	Space Neil Armstrong
	Spring Term	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.	Once Upon a Castle Knights and Castles
	Summer Term	Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	Fire! Fire! The Great Fire of London

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Year 2 Foxes	Autumn Term	<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.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Superheroes Real life hero – Florence Nightingale</p> <p>The Gun Powder Plot</p>
	Spring Term	<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.</p>	<p>Dinosaurs First fossil discovery – Mary Anning</p>
	Summer Term	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Seaside Seaside holidays in the past/ how they have changed overtime</p>
Year 3 Hedgehogs	Autumn Term	<p>A local history study e.g a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in; the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Our Mining Community Local History</p>
	Spring Term	<p>Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history</p>	Rainforest
	Summer Term	<p>Changes in Britain from the Stone Age to the Iron Age e.g ate Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example,</p>	Stone Age to Iron Age

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		Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture	
Year 3/4 Owls	Autumn Term	<p>Britain's settlement by Anglo-Saxons and Scots e.g Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor e.g Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066</p> <p>The Roman Empire and its impact on Britain e.g Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>Rampaging Raiders Anglo Saxons</p> <p>Gladiators, are you ready? Romans</p>
	Spring Term		A Force to be Reckoned With

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	Summer Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.	Born in the USA! American Indians
Year 4 Robins	Autumn Term	<p>Britain's settlement by Anglo-Saxons and Scots e.g Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland);Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor e.g Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.</p> <p>The Roman Empire and its impact on Britain e.g Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>Rampaging Raiders Anglo-Saxons</p> <p>Gladiators, are you ready? Romans</p>

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	Spring Term		Force to be Reckoned With
	Summer Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.	Born in the USA! American Indians
Year 5 Leopards	Autumn Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.	Farm to Fork History of agriculture
		Pupils should be taught about key dates, events and significant individuals.	Icy Worlds
	Spring Term	Pupils should be taught about key dates, events and significant individuals.	Fantasy Lands J.R.R Tolkien
	Summer Term	Pupils should be taught about the ancient civilisations of Greece and Rome.	Olympics Ancient Greece
		Pupils should be taught about a non-European society that provides contrasts with British history e.g a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin West Africa c. AD 900-1300.	Back to The Future The Mayans
Year 5/6 Tigers	Autumn Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.	Farm to Fork History of agriculture
		Pupils should be taught about key dates, events and significant individuals.	Icy Worlds
	Spring Term	Pupils should be taught about key dates, events and significant individuals.	Fantasy Lands J.R.R Tolkien
	Summer Term	Pupils should be taught about the ancient civilisations of Greece and Rome.	Olympics Ancient Greece
		Pupils should be taught about a non-European society that provides contrasts with British history e.g a study of	Back to The Future The Mayans

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		Baghdad c. AD 900; Mayan civilization c. AD 900; Benin West Africa c. AD 900-1300.	
Year 6 Jaguars	Autumn Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.	Farm to Fork History of agriculture
		Pupils should be taught about key dates, events and significant individuals.	Icy Worlds
	Spring Term	Pupils should be taught about key dates, events and significant individuals.	Fantasy Lands J.R.R Tolkien
	Summer Term	Pupils should be taught about the ancient civilisations of Greece and Rome.	Olympics Ancient Greece
		Pupils should be taught about a non-European society that provides contrasts with British history e.g a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin West Africa c. AD 900-1300.	Back to The Future The Mayans

- **The achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: *Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China*
- **A local history study** e.g a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in; the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

(Taught on a two year rolling cycle)