

History Teaching Overview 2020-21

Year Group /Class	Term	History objectives covered	Topic / How objective is covered
Year 1 Caterpillars	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
		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).	The Gun Powder Plot Space Moon Landing
	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 Queen Elizabeth I and II
		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! Fire of London
	Summer Term	Geography based topic	Wacky Weather
Year 1/2 Ladybirds	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.	Superheroes Real life hero – Florence Nightingale
		Events beyond living memory that are significant nationally or globally.	The Gun Powder Plot
	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.	Dinosaurs First fossil discovery – Mary Anning
Summer Term	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Seaside Seaside holidays in the past/ how they have changed overtime	

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Year 2 Butterflies	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 Foxes	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
		Geography based topic	Water! Water!
	Summer Term	Geography based topic	Chocolate
<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>		Vikings	

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Year 3/4 Badgers	Autumn Term	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.	Our Mining Community Local History
	Spring Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.	Rainforest
		Geography based topic	Water! Water!
	Summer Term	Geography based topic	Chocolate
		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.	Vikings
Year 4 Hedgehogs	Autumn Term	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.	Rampaging Raiders Anglo Saxons
		Geography based topic	100 Leagues under the sea
	Spring Term	Geography based topic	A Force to be Reckoned with
		Pupils should be made aware of 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: <i>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i>	Ancient Egypt
	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

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Year 5 Robins	Autumn Term	Pupils should be taught the following chronology of British history sequentially: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.	World War 1
		Pupils should be taught the following chronology of British history sequentially: 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 Future (Benin)
	Spring Term	Pupils should be taught the following chronology of British history sequentially: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.	The Victorians
			Inspirational Victorians
	Summer Term	Pupils should be taught the following chronology of British history sequentially: 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, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture.	Stone Age to Iron Age
			Geography based topic

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Year 5/6 Tigers	Autumn Term	Pupils should be taught the following chronology of British history sequentially: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g <i>the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.</i>	World War 1
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Year 6 Leopards	Autumn Term	Pupils should be taught the following chronology of British history sequentially: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.	World War 1
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			Geography based topic
		Earth Matters	